

INCREASING STUDENTS' ABILITY TO WRITE ENGLISH NARRATIVE TEXT USING SERIAL IMAGE MEDIA AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 8 MAKASSAR

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ABSTRACT

The objective of this research was to find out the using of serial image media can improve students' ability writing in English narrative text. The researcher used the pre-experimental one group pre-test, post-test research. The total population of class VIII was 395 students amounting eleven classes, The research sample was class VIII.5 which consist 35 student participants. The research was conducted by giving treatment and succeeded in improving students' ability writing narrative text in several element consisting of content, organization, vocabulary, grammar and mechanic. The treatment was carried out using serial image media as a medium in learning writing. After conducted the research, the researcher analyzed the data using IBM SPSS statistics 24. There was a significant increase in the using serial image media in writing narrative text at class VIII.5. The result of the mean writing score on the pre-test was 59.40, after the researcher gave treatment using serial image media, it turned out that the score of students' writing in the post-test increased to 78.66. Therefore, the using of serial image media can improve students at class VIII.5 of SMPN 8 Makassar in ability writing narrative text.

Key Words : Serial Image Media, Writing Ability, Narrative Text

INTRODUCTION

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. By mastering writing skill, students' can 1) improve their intelligence, 2) develop initiative and creative power, 3) cultivate courage and 4) can encourage/motivate in seeking and finding information. In writing, it is necessary to pay attention to the use of correct spelling and punctuation, coherent organization of ideas and the use varied sentences.

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short message, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. In fact, most students hardly

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ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks.

The fact above often occur in many schools. When students are asked to write, they are even reluctant to write very simple texts, and the results of their writing fall short of expectations. Actually, students are expected to be able to write good texts with good and coherent content, but in fact they cannot do it well. Students have no ideas for writing. In other words, they have a blank mind when asked to write text, such as narrative text. Therefore, several media are needed to express their ideas. Some of the media here can be in the form of serial images, comics, films, and animated stories. Of course, each media has its own advantages and disadvantages.

Therefore, efforts to make learning to write narrative text more interesting can be realized by using an interesting learning media, one of which is picture series. The use of images can attract the attention of students with an attractive appearance and can be present creatively. Serial Image Media can also stimulate the imagination of students in assembling ideas or ideas, then developed according to the ability of the students themselves. Submission of materials for writing narrative texts, which have been using lecture and question and answer methods, has made writing narrative text difficult. This subject matter requires a lot of strong stimuli for students. Stimulation of writing narrative text is given so that students are able to find writing ideas that are not enough just by giving lectures from the teacher.

In this study, the use of media namely serial image media, will make it easier for students to find writing ideas. Picture series presents picture that stimulate students to imagine about a narrative. The use of serial image media gives students a framework for thinking about a story chronology. The used of the picture series can also create variations in learning, thus preventing students from getting bored.

Based on the description above, the researcher found a problem with the writing skills of students in class. The author has a solution to solve this problem. The solution is to use serial images to improve writing skills. The use of this media is an alternative way to help students express their ideas in improving their writing skills. Therefore, in this study, the researcher gave the title "Improving Students' Ability to Write English Narrative Texts Using Serial Image Media at the Eighth Grade Students of SMP Negeri 8 Makassar".

METHOD OF THE RESEARCH

This research used pre-experimental research, which was one group pre-test, post-test design. In one group pre-test, post-test design, used a single group to measure or observe. Not only after being exposed to a treatment of some sort, but also before a treatment. A pre-test provided a measure on some attribute or characteristic that is assess in an experiment before the group got a treatment,

while a post-test measured on some attribute or characteristics that assessed for participants in an experiment after a treatment. The researcher used quantitative approach in this research to analyze data. Creswell (2003:18) stated as "A quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and question, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermine instruments that yield statistical data."

The population of this research was the students at SMP Negeri 8 Makassar. In this study, researcher only took the population in the grade eight, amounting to eleven classes, from VIII.1 until VIII.11. Therefore, the population in the research consist of 395 students from eleven class. The researcher choosed class VIII.5 as the sample of the research because most of the students had low ability in writing. It is support from data of previous when the researcher done the practice of teaching. The sample of the research consists of 35 students. In collecting data, the researcher used systematic and standard procedures. The collection method in this research used a writing test which contains a set of questions or other instruments. The researcher used test, pre-test and post-test. Data analysis was the way data analysis by the researcher. In managing and analyzing the data collect, the researcher used quantitative data analysis so the researcher analysis the data by using SPSS formula.

FINDINGS AND DISCUSSIONS

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher administered a test that was given twice. A pre-test was given before treatment which is knowing the students' ability in writing descriptive text before gave the treatment, while post-test was given after treatment in order to know the students' writing skills after treatment was done and the result of the post-test of this research could answer the first question of this research that aimed to find out the improving of student ability in writing Narrative Text using Serial Image Media at SMPN 8 Makassar.

Table 1. The Score of Pre-Test

No.	Name	Score					Score (Pre-Test)
		C	O	G	M	V	
1	Airin	11	13	10	8	8	50
2	Aisyah	15	11	15	8	13	62
3	Andi	13	10	15	6	15	59
4	AndiMuh.	15	11	15	6	15	62

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5	Andita	13	12	10	11	8	54
6	Anyla	15	15	11	15	11	67
7	Bryan	15	6	11	11	8	51
8	Chelsea	15	11	15	6	15	62
9	Fadilla	12	11	10	13	8	54
10	Fatih	13	10	15	15	12	65
11	Flory	15	15	11	15	11	67
12	Haerul	12	11	9	12	10	54
13	Hasrina	13	11	13	10	10	57
14	lis	11	9	11	9	11	51
15	Jafier	12	10	11	10	11	54
16	Luthfi	11	10	11	13	8	53
17	M. Malikul	13	11	9	8	9	50
18	Moh. Ali	15	11	15	6	15	62
19	Muh. Irfan	13	11	15	13	12	64
20	Muh. Attar	14	13	14	12	11	64
21	M. Dzakwan	15	13	11	9	10	58
22	Muh. Syahrul	15	11	14	13	14	67
23	Muh. Fadil	15	13	12	14	15	69
24	Muh. Erwin	15	13	14	9	11	62
25	Muhammad	13	11	15	12	10	61
26	Naila	13	10	11	12	11	57
27	Nur	15	11	15	10	11	62
28	Rifqi	15	11	15	9	15	65
29	St. Meishira	10	11	13	12	14	60
30	Syaina	10	8	11	9	6	44
31	Syeilah	17	12	15	9	11	64
32	Valentino	13	11	15	13	11	63
33	Wahyu	15	11	13	10	15	64
34	Wildan	14	11	13	14	11	63
35	Zalfa	12	10	15	10	11	58

Notes :

C : Content

O : Organization

G : Grammar

M : Mechanic

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V : Vocabulary

Table 2. Statistic of Pre-Test

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test	35	44	69	59.40	5.967	35.600
Valid N (listwise)	35					

Based on the data of Pre-test, the mean of the total pre-test score was 59.40, the minimum was 44, maximum was 69 and standard deviation was 35.600.

Table 3. Frequency and Rate Percentage of The Students' Writing in Pre-Test

Score	Classification	Frequency	Percentage
		Pre-test	Pre-test
91-100	Very Good	0	0%
76-90	Good	0	0%
61-75	Fair	19	54%
51-60	Poor	14	40%
<50	Very Poor	2	6%
Total		35	100%

The table 3 shows that the frequency and percentage of the students' writing in pre-test from 35 students. As clearly presented, the highest percentage of the students' (54%) was in fair classification. Meanwhile, (40%) of those who are in poor ability, and a small percentage who had very poor writing skills. Beside that was not students got very good and good categories. In conclusion, before the treatment, students of class VIII.5 SMP Negeri 8 Makassar had an average ability in writing, especially in writing narrative texts.

Table 4. The Score of Post-Test

No	Name	Score					Score (Post-Test)
		C	O	G	M	V	
1	Airin	17	15	13	15	15	75
2	Aisyah	18	19	17	18	18	90

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3	Andi	18	13	19	15	15	80
4	AndiMuh.	15	15	15	10	18	73
5	Andita	15	15	13	13	15	71
6	Anyla	19	19	18	18	16	90
7	Bryan	18	17	14	13	17	79
8	Chelsea	17	15	17	14	17	80
9	Fadilla	19	15	17	16	15	82
10	Fatih	15	12	13	15	14	69
11	Flory	19	18	16	18	19	90
12	Haerul	16	15	15	15	13	74
13	Hasrina	15	18	18	14	15	80
14	lis	17	18	14	14	15	78
15	Jafier	15	13	15	17	18	78
16	Luthfi	17	15	15	15	16	78
17	M. Malikul	17	17	15	14	13	76
18	Moh. Ali	18	15	18	11	18	80
19	Muh. Irfan	16	15	17	16	15	79
20	Muh. Attar	16	15	15	11	16	73
21	M. Dzakwan	17	15	15	13	17	77
22	Muh. Syahrul	19	19	16	18	17	89
23	Muh. Fadil	18	15	16	15	14	78
24	Muh. Erwin	17	18	15	14	17	81
25	Muhammad	17	15	15	14	15	76
26	Naila	16	17	15	15	15	78
27	Nur	15	14	17	15	16	77
28	Rifqi	17	15	15	13	18	78
29	St. Meishira	16	17	16	16	17	82
30	Syaina	18	16	15	13	14	76
31	Syeilah	17	15	15	13	15	75
32	Valentino	12	14	13	15	14	68
33	Wahyu	17	16	17	15	17	82
34	Wildan	16	15	17	18	15	81
35	Zalfa	18	16	17	14	15	80

Notes :

C : Content

O : Organization

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G : Grammar
M : Mechanic
V : Vocabulary

Table 5. Statistic of Post-Test

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Post-test	35	68	90	78.66	5.297	28.055
Valid (listwise)	N 35					

Based on the data of post-test above, the mean of the total post-test score was 78.66, the minimum was 90 and standard deviation was 5.297.

Table 6. Frequency and Rate Percentage of Students' Writing in Post-Test

Score	Classification	Frequency	Percentage
		Post-test	Post-test
91-100	Very Good	0	0%
76-90	Good	27	77%
61-75	Fair	8	23%
51-60	Poor	0	0%
<50	Very Poor	0	0%
Total		35	100%

The table 6 shows that the frequency and percentage of the students' writing in the post-test from 35 students, As presented in the table, almost all of the students were in good category or have good writing ability. Besides, there were very small percentages that got fair category just 8 students or 23%. There were no students was in very good category, as well as poor and very poor. It meant that students' writing ability in that school was significantly improved after treatment.

Table 7. The Result of Writing In Pre-Test and Post-Test

No	Name	Score	
		Pre-Test	Post-Test
1	Airin	50	75
2	Aisyah	62	90

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3	Andi	59	80
4	AndiMuh.	62	73
5	Andita	54	71
6	Anyla	67	90
7	Bryan	51	79
8	Chelsea	62	80
9	Fadilla	54	82
10	Fatih	65	69
11	Flory	67	90
12	Haerul	54	74
13	Hasrina	57	80
14	lis	51	78
15	Jafier	54	78
16	Luthfi	53	78
17	M. Malikul	50	76
18	Moh. Ali	62	80
19	Muh. Irfan	64	79
20	Muh. Attar	64	73
21	M. Dzakwan	58	77
22	Muh. Syahrul	67	89
23	Muh. Fadil	69	78
24	Muh. Erwin	62	81
25	Muhammad	61	76
26	Naila	57	78
27	Nur	62	77
28	Rifqi	65	78
29	St. Meishira	60	82
30	Syaina	44	76
31	Syeilah	64	75
32	Valentino	63	68
33	Wahyu	64	82
34	Wildan	63	81
35	Zalfa	58	80
Total		2079	2753
Mean		59.40	78.66

Table 8. Frequency and Percentage of The Students' Writing in Pre-Test and Post-Test

Score	Classification	Frequency	Percentage	Frequency	Percentage
		Pre-test	Pre-test	Post-test	Post-test
91-100	Very Good	0	0%	0	0%
76-90	Good	0	0%	27	77%
61-75	Fair	19	54%	8	23%
51-60	Poor	14	40%	0	0%
<50	Very Poor	2	6%	0	0%
Total		35	100%	35	100%

The table 8 shows that the result of the students' writing. Therefore, after conducting the research, the results of pre-test and post-test were different. As described in the table, good category students' frequency went up from 0% to 77% after the treatment. Furthermore, in fair category, the students got average 54% in pre-test and it went down to 23% in post-test. In poor category, students' writing skill got 40% and very poor 6% in pre-test and after treatment there was no students at the class VIII.5 of SMPN 8 Makassar got poor category anymore. Lastly, there was no students' into were in very good and very poor category in post-test. Therefore, using serial image media to improve students' writing ability especially in writing narrative text is very beneficial and effective.

Table 9. The Mean Score and Standard Deviation in Pre-Test and Post-Test Descriptive Statistics

		N	Mean	Std. Deviation
Pre-test		35	59.40	5.967
Post-test		35	78.66	5.297
Valid	N	35		
(listwise)				

Based on the mean score and standard deviation pre-test and post-test in table 9 shows that the result after the researcher conducted the research. The mean score in pre-test was 59.40 and mean score in post-test was 78.66. the result of the mean score was significant between pre-test and post-test improve the students' writing ability.

The mean is the calculation of the number of data values divided by the number of observations or the number of individuals. Another name for the mean is the average. Therefore, another meaning of the mean is the middle value or

average of a group of observational data. Meanwhile, the standard deviation value is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value. The standard deviation is the best measure of spread, because it describes the magnitude of the spread of each unit of observation (Ghozali, 2016). The standard deviation is the square root value of a variance which is used to assess the mean or expected. The standard deviation or standard deviation of the data that has been compiled in the frequency table. The standard deviation value is a value used to determine the distribution of data in a sample and see how close the data is to the mean value (Sekaran&Bougie, 2016).

Table 10. Paired Sample Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test-post-test	-19.257	6.740	1.139	-21.573	16.942	-16.902	34	.000

Based on the table 10 above, the result of T test was 16.902 with a df was 34. The writing test score before students are taught to used serial image media was average. The average score of writing test on the pre-test was 59.40. After the researcher did the treatment using serial image media in the post-test the average increased to 78.66. This shows that writing using serial image media can improve students in writing skill.

DISCUSSIONS

In this part, discussion dealt with the interpretation of findings associated with the use serial image media to improve students' writing in narrative text at the eighth grade of SMPN 8 Makassar. It indicated by the students' score in pre-test and post-test from 35 students. All data collected from the research instrument provide information about of the research findings. The result value was calculated using IBM SPSS statistics 24. The researcher found that before gave the treatment used serial image media majority of 19 students (54%) out of 35 students was in fair classification. Meanwhile, there are 14 students (40%) out of 35 students got poor category classification. In addition, there was no student who got very good and good categories. Therefore, before the treatment, the student at the eighth grade SMPN 8 Makassar had an average ability in writing narrative text. From the level students' difficulties, in aspect of vocabulary it can be concluded that utilization of the word good, choice words and phrases are less precise and vocabulary was low.

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The students often make mechanical mistakes in their writing. Mechanical problems related to capitalization, punctuation and spelling errors and students have problems using structures that are appropriate to their writing and coherence. While on the other hand, the advantages and disadvantages after giving treatment to students using picture serial image media, the researchers found several advantages of using picture series media in writing narrative texts to students. In general, students are interested in pictures, and sometimes students are quick to find ideas in writing and do not feel bored. While the disadvantages, is that students only focus on writing according to the pictures they saw at that time, sometimes students forget about aspects of writing, such as content, grammar, structure, vocabulary and mechanics.

Therefore, the consideration of the use of serial image media is appropriate because students are usually interested in new things which can encourage them to pay attention and learn about it. They can also imagine the chronological events of the story in the picture immediately. These picture series also can elicit the power of acquiring new language. As Diaz Rico (2004:203) stated to access motivational power, that the second language must reconnect with a symbolic system that is subdominant in the first language but lies dominant, connected with powerful emotions, in sense waiting for a portal expression. In addition, a new atmosphere should be brought in teaching narrative to emerge the students' interest and motivation. So, they were hoped to be able to write a meaningful composition and academically could give a benefit to their achievement. Giving any help to the students to get any idea to write is very useful for the students because mostly they are difficult to start writing when they do not know what they have to write. By serial image media, they can see some interesting pictures, so they can get some ideas in starting to write by imagining the things happen based on the pictures. They can start to think and imagine the story that will be written by them based on the pictures that have been given. The picture is effective to use because it can attract the students and gave them motivation in writing, and through picture the students can get enough stimuli (Wright, 1989:2 cited TutiAndayani, 2016:8).

This research supported by Elma Akbarina Devi, (2013) This study was carried out in the eighth grade of junior high. The researcher draws some conclusions based on his findings in employing picture series to teach writing narrative text. To begin with, the results of this action research suggest that using image series as a teaching medium increases students' ability to write narrative text. Another insightful point was related to HanifatulHidayah, research (2019) revealed shows that the use of image media is very positive for students. An attractive picture media was students interested in seeing and watching the story from the beginning to the end. Once students are interested and feel happy to write, then they forget that before (in the initial state before the use of media) they felt burdened and even afraid because they do not know what to write. Furthermore, after the treatment used serial image media, almost the students were in good

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category or have good writing ability. Besides, there were very small percentages that got fair category, they were just 8 from 35 students' or 23%. There was no student in very good category, as well as poor and very poor.

Therefore, the result showed that the use of serial image media to improve students' writing skill in narrative text at the eighth grade SMPN 8 Makassar is beneficial for them. In other word the use of serial image media can improve writing ability of students especially in narrative text. Using serial image media made the students more enthusiastic and interested during the teaching and learning process of writing. The students had no hesitation to express their idea. Since the use of picture can make students' imagination more developed and make students more motivated to make a good narrative text. Therefore, the result of this research also showed that using serial image media could improve students' writing especially in narrative text that focused on five aspects of writing they are content, grammar, structure, vocabulary and mechanic. There was a very significant increase students' ability in writing after being given treatment. The mean score of learning outcomes in the pre-test was 59.40% out of 35 students, increased in the post-test to 78.66% out of 35 students. This showed that the use of serial image media can increase students' writing skill.

CONCLUSION

Based on the findings and discussion, serial image media is a vital method for increasing students' ability in writing English narrative text. The researcher concludes that the used of serial image media in writing narrative text of students' class VIII.5 SMPN 8 Makassar can improved students in writing, as evidenced by whether there is a significance, in using serial image media in writing narrative text to students and students' perceptions toward the use of serial image media in their writing ability. There was a significant improvement using serial image media on the writing ability of class VIII.5 students of SMPN 8 Makassar. It can be seen that the T-test score is 16.902, the writing test score before students was taught to use serial image media is the mean of pre-test was 59.40. After the researcher gave treatment using serial image media, on the post-test the mean increased to 78.66. Therefore, the researcher concluded that writing narrative text using serial image media can improve students' writing narrative text ability of class VIII.5 at SMPN 8 Makassar. The result of the pre-test and post-test showed that there was a very significant difference, therefore the researcher concluded that the use of serial image media can improve the writing ability of students at SMPN 8 Makassar.

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