

The Implementation of Picture Series in Teaching Narrative Writing for the Tenth Graders of SMAN 2 PONOROGO

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Abstract

The process of teaching learning which is still monotonously makes the students feel bored in enjoying the lesson. They cannot express and show their ability freely because they just sit and hear the teacher explanation during the class is running. This situation can make the students become passive in the class. To anticipate this situation, some teachers in different schools have found the way to raise the students' interest and motivation in teaching learning process. It is the use of picture series. Because picture series consist of some pictures that have good appearance, so teachers expected that by using this media the students will be more motivated to follow the teaching learning process.

In some cases, students often get difficulty in finding idea to write a narrative. Some experts say that probably it can be solved by giving media to them. That is picture series. This media is suitable for tenth grader because the researcher think that in this level, students of tenth grader can understand about picture series well. It can stimulate the students to comprehend the events of the story and make the students easy to write because they already have the ideas that are going to write.

This study uses descriptive qualitative design. The instruments that are used by the researcher are field notes, students writing assignments, and questionnaire. Field notes are used to get the information of the implementation of picture series in the teaching learning process. Students writing assignment are used to get the information of students writing narrative ability. And questionnaires are used to get the information of students' response toward the implementation of picture series.

The result of the implementation shows that picture series which is implemented by teacher helps students in writing narrative text. They can see some interesting picture, so they can get ideas and write it easily. Teacher implements the media in four steps; they are stimulating the students according to the material, presenting the material, discussing the material, and producing narrative text. It is one of a good media to teach narrative writing text.

After analyzed all the instruments, the researcher make some conclusions. As the media in teaching narrative text, the implementation of picture series conduct in several steps, they are stimulating the students according to the material, presenting the material, discussing the material and producing narrative text. It really helps the students. This study also is expected to be a helpful reference in conducting another research related to writing narrative text in the future.

Key words: picture series, writing narrative text and tenth graders.

INTRODUCTION

Teaching is a complex activity that should be done by the teacher, especially teaching a language. In teaching language, there are four skills that have to be considered by the teacher, they are listening, speaking, reading and writing. The four skills are classified into two parts, productive and receptive. Productive means skills that produce a language. It consists of speaking and writing. While, receptive means skills that receive a language. It consists of listening and reading. Although they are classified into two parts, the four skills are all important. Teachers should work hard to improve their students' four skills at the same time.

As people know, English is a compulsory subject in Indonesia start from the elementary school until senior high school. As compulsory subject, students should master English in four skills. It is very difficult, because every skill consists of many aspects. For example, in writing, students should think about language use, organization of paragraph, content. So the students get nervous before they start writing. If they get nervous, they cannot do it well. Besides, they will find difficulties and problems to transfer their ideas into written words. So writing should be given more attention. This is in line with Hammer (2005:11) who says that writing is a complex skill. In this case students should have much information and appropriate skill before starting to write in order that they are able to deliver the message. It is supported by Hudelson (1989:1) who says that in the process of learning and teaching, writing is placed on the last stage after the three skills.

Talking about writing, writing in high school must be focused on many types of texts including narrative text. Narrative text is a text which contains story (fiction/nonfiction) and its plot consists of climax of the story (complication) then followed by the resolution. It amuses, entertains and deals with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. In writing this text, students need imagination on a story. They have to improve the story into a good narrative text. Sometime, it is very difficult to be done. They need media to help them increase their imagination. One of media that can be used to solve this case is picture series

Picture series are some pictures representing continuous events of a story with important information. These pictures can increase the students' desire and imagination to write a narrative story. Students will be easier to write because these pictures have events arrangement that help them to improve their writing. Because the subjects are senior high school students that

already have many vocabularies to make narrative text, it will be very interesting.

Actually, the study about the implementation of picture series is common and many researchers have done it. For example, a thesis done by Yunika (2005) who conducted a research entitled Using Picture Series to Enhance the Narrative Writing Ability of the tenth Graders of SMA N 1 Jombang. In her thesis, she used classroom action research to solve the problem about Narrative Writing in SMA N 1 Jombang. The study proved that the use of picture series to solve the problem about writing narrative was successful. Based on this thesis, the researcher wants to do replication study. Replication study means the new researcher wants to do the same study about the use of picture series, but in the different school and technique. The new researcher will not use classroom action research to implement picture series like the previous researchers have done. Then the new researcher will take the data from the different school, that is SMAN 2 PONOROGO, so that it can make the wider sample in the study about the use of picture series in narrative writing. So, although the researcher uses the same media in this study, it still has differences in the school that will be observed and the technique. Hopefully, the wider sample can make the study about the use of picture series become more perfect and more reliable than the previous one. Besides that, in this study the researcher wants to prove whether the implementation of picture series can help the tenth grade students in writing narrative text. Also, the researcher wants to know the students response about the implementation of picture series, whether it can help them or not. Then the result will be shown from their narrative writing tasks.

Based on the background of the study above, this study is conducted to answer the questions : how is the implementation of picture series in teaching narrative writing, how are the students' narrative writing tasks after the implementation of picture series in teaching narrative writing , and how are the students' responses toward the implementation of picture series in teaching narrative writing for the tenth graders of SMAN 2 PONOROGO?

In line with the research questions, the objectives of this study are formulated to describe the process of the implementation of picture series in teaching narrative writing for the tenth graders of SMAN 2 PONOROGO, describe the students narrative writing tasks after the implementation of picture series in teaching narrative writing for the tenth graders of SMAN 2 PONOROGO and describe the students response toward the implementation of picture series in teaching narrative writing for the tenth graders of SMAN 2 PONOROGO.

The Teaching of Writing

Language has two aspects of skills that have to be mastered, productive and receptive skill. Chastain (1976:36) said that writing ability is known in society and school as an important goal in learning language. He also added that writing can help enrich the students' vocabularies and other ability. It means that it is important to teach writing to the students although some people assume that writing is difficult. However, with proper method/technique, writing can be easily learned. Abbot (1981: 140) said that writing can be used to learn other skills such as listening, speaking, and reading. It must be done by both teacher and students. Then they have to understand the importance of writing as the indicator of the success in language learning.

Writing is a thinking process of ideas, experiences and feelings in written form. Lado (1961:248) said that not everyone have the ability of writing a good composition because writing skill needs talent and special treatment. Young and Savage (1982:135) explained that writing skill does not come automatically. It needs experiences, talent and practices.

Narrative Text

According to Bach and Browning (1988:60), narrative is a continuous account of an event or a series of events. Based on that explanation, it is stated that the point of narrative text is its series of events.

The Theoretical Structures of Narrative Text

Narrative text has four significant schematic structures, (Pardiono, 2007:97-98). They are orientation, complication (sequence of events, which are problematic, that leads to conflict – climax), resolution and coda.

❖ Orientation

In this stage, the writer gives the information about the situation of the characters, where they live, the time they live, and what they want. It presents the basic situation which allows the reader to understanding the next parts of story. It may be long or short, according to the writer. It is to be the opening or introduction.

❖ Complication

Complication is where something unexpected happen or events go wrong for one of the main characters in the story. There can be more than one complication events in narrative text. Here, the author shows how the problems rises or begin.

❖ Resolution

Resolution is the solution of the problems or when the crisis is resolved, for better or worse.

❖ Coda

Coda is moral value or lesson which can be taken from the text.

Teaching Narrative Writing by Using Picture Series

As the concept of picture series as media in the teaching writing narrative the researcher creates some steps in the teaching writing narrative text such as the followings : teacher will show the example of picture series, and then explain the function to the students. Then the teacher will ask the students whether they have questions or not about the picture series. The last, teacher will ask them to write a narrative writing by using picture series.

The consideration of the use of picture series is because students are usually interested in new things which can encourage them to pay attention and learn about it. They also can 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. Hence, the door opens to the imaginary. In addition, a new atmosphere should be brought in teaching narrative to emerge the student's interest and motivation. So they were hoped to be able to write a meaningful composition and academically could give a benefits to their achievements.

Ernestova (1981:57) states that the students will understand and retain the meaning of words better when they have seen some subjects associated with it. The picture is effective to use because it can attract the students and give them motivation in writing, and through picture the students can get enough stimuli. (Wright, 1989:2) It is very useful for the students because mostly they are difficult to start in writing when they do not know what they have to do. By giving picture series, they can see some interesting pictures, so they can get ideas in starting to write by imagining 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. So hopefully they can easily write their ideas.

In teaching learning process, especially writing, it needs more time. Because the process takes a long time and extra energy. So, here the extra attention from the teacher is needed. From the result of field notes we can see that teacher gave some steps in explaining the material using picture series to the students. Firstly, he gave some brain storming to build their memory of narrative that they got before. It means the teacher

wanted to know how far his students knew or remembered about this material or to stimulate their mind to remember again. And it works effectively. Students could remember what they have got in their previous experience / semester.

Secondly, the teacher presents the material, narrative itself. He told the explanation with a good way so the students can easily understand what the teacher said. Also, he gave them picture to build their imagination about narrative.

Then the teacher explored some information based on the picture series and discussed it together with the students. It makes students feel very comfortable when they answer the teacher's question. The pictures help them in imagining some stories in their mind. So, they answered teacher's question easily.

The last, the teacher helped the students in producing narrative writing. He gave them some pictures. He also controlled them, whenever they got difficulties in composing narrative text. The students enjoyed their imagination in creating story.

From the process above, we can see that picture series are one of the media that can be used to teach narrative writing text. The implementation of picture series was conducted in several steps, they are stimulating the students according to the material, presenting the material, discussing the material, and producing narrative text.

RESEARCH METHODOLOGY

This study is aimed to find out the answers of the research questions that are mentioned in Chapter One. This study used descriptive qualitative design. The researcher attempted to describe her study by using word explanation data of how the picture series could be implemented and help students in producing written narrative text properly.

The first subject of the study is the teacher that has been observed by the researcher. He is a teacher of SMAN 2 PONOROGO that has experiences in teaching the tenth graders. The second subjects of the study are the students of the tenth grade of SMAN 2 PONOROGO. They are from X.2 students. The researcher chooses them because of many reasons. Firstly, these students already have basic knowledge of English. Then, the researcher took the sample not randomly, so she chooses the subject based on what she needs to know deeper about the implementation of picture series in teaching narrative writing text.

Based on the research questions in Chapter One, the researcher formulates three kinds of data and the source of data for this study. They are: The first source of data is the teacher and his activities in the class during the implementation of picture series. The data are the result

of field note that has been filled by the researcher after the observation has been done. The instrument is field note. Then, the second source of data for the third question is the students that have been asked to do narrative writing task. So, the data are the result of their work. They are words, phrases and sentences that have been made by the students which described by the researcher. The instrument is students' writing narrative tasks. The last source of data are the students that answered the questionnaire. While the data for this question are the answer of the students from the questionnaire. The instrument is questionnaire.

After collecting the data, an analysis toward the data is needed. Data analysis is used to analyze the data related with research questions. So, it can be used to find out the conclusion. The data are analyzed by using descriptive manner.

The first data, in the form of field notes are including the teacher activities, student's activities and materials given in the classroom. These data are used to elaborate the activities related to the process of narrative writing using picture series. The data that have been taken by the researcher are analyzed by comparing the theories of using picture series to teach narrative writing from the experts with the real implementation by teacher. The researcher observed whether the implementation is appropriate with the theories or not.

The second data are in the form of questionnaire. The students' answers are analyzed and then it is shown in the form of word. The result showed the students interest during the implementation of picture series.

The third data that are in the form of students writing assignments are analyzed by using ESL composition. The student's works are described for the content, organization, vocabulary, language use and mechanic. Every sentence and phrase is described by the researcher to find out the students' ability in writing narrative text. Then it is concluded in the form of words.

RESULTS AND DISCUSSION

This chapter consists of two parts, results of the data analysis and discussion. First, to analyze the data. The data is taken from the result of the writing assignments. Second, the discussion presents the data which has been analyzed based on the research question of this study.

Results

The result of students' narrative writing assignments in the first meeting is good. The total of the students from X.2 are 31 students. But, in this meeting there are only 29 students because 2 students were absent. Each aspect is showed in the table. For the content, there are 2 students who got excellent to very good. It is because they can develop the content with good supporting sentences. The

rest, 16 students got good to average because almost the content support the theme. 11 students got fair to poor because the conflict lack of development. No students got very poor for the content.

Then for the organization of paragraph, there were no students who got excellent to very good. There are only 18 students who got good to average because there are still many students cannot make the complete generic structure. 10 students got fair to poor because of their confusing idea. And there is 1 student who got very poor mark. It is because he cannot develop the organization well.

For vocabulary, there were 19 students who got good to average. It can be seen from their effective word and usage. The rest, 10 students got fair to poor because language feature are inappropriate. There were no students got excellent and very poor. It also happened for mechanic. There were no students got excellent and very poor. There were 26 students who got good to average and 3 students got fair to poor. It happens because of the frequent error in spelling. But for language use, there were 12 students who got good to average, 16 students got fair to poor and 1 student got very poor. Because he used inappropriate language features.

Overall the results of students writing assignments are good in average. Students almost understand how to develop content, make a good organization and use mechanics. But there are still many errors found in language use.

Then, the result of students' narrative writing assignments in the second meeting is also good. In this meeting there are 31 students. All the students came to the class. No student was absent. For the content, there are 2 students who got excellent to very good because their assignments consist of believable conflict and meaningful theme. There are 19 students who got good to average because their assignments contain most the elements of an effective story though some are not developed. Then 10 students got fair to poor. Their assignment has to be more developed. No students got very poor for the content.

Then for the organization of paragraph, there were still no students who got excellent to very good. There were 21 students who got good to average. Their assignments show that the organization is good but still supporting idea is not developed well. And 10 students got fair to poor because their assignments consist of some confusing ideas. And, no student got very poor.

For vocabulary, there were 18 students who got good to average because the language features are appropriate, and 13 students who got fair to poor because their assignment often make the reader confused. There were no student who got excellent and very poor. It also

happened for mechanics. There were no students who got excellent and very poor. There were 30 students got good to average and 1 student got fair to poor. But for language use, there are 18 students get good to average because they show good ability in using grammar. 13 students got fair to poor because they used inappropriate language features in their assignments. And on the second meeting there were no students who get very poor mark on each aspect.

The results of students writing assignments are good in average. Students almost understand how to develop content, make a good organization and use of mechanics. Also, the vocabulary and language use have developed well. But still, there were some errors happen. But as the whole the second meeting assignments are good in average for X.2.

From the questionnaires, from first questions almost all students stated that they enjoy the implementation of picture series. It can be seen from their answer, where they almost choose option A. It means they enjoy following the implementation of picture series. And from the second questions, it can be seen that the students almost always find difficulties when they follow English class. But they still can solve their problems by asking questions to the teacher.

Discussions

After analyzing the instruments of the study, the researcher stated the discussion to answer the problems. Firstly, the picture is effective to use because it can attract the students and give them motivation in writing, and through picture the students can get enough stimuli. (Wright, 1989:2) It is very useful for the students because mostly they are difficult to start in writing when they do not know what they have to do. By giving picture series, they can see some interesting pictures, so they can get ideas in starting to write by imagining 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. So hopefully they can easily write their ideas.

As the researcher notes in the observation, the implementation of picture series in the class are quite good. But, there is some weakness in the process of the implementation. Firstly, the pictures those given by the teacher are not good enough. It is not represent the entire story. It does not consist of the conflict just like showed in the assignment.

But unfortunately the students are familiar with the story. So they can develop their ideas based on the knowledge that they had before. It really helps them in composing the narrative writing text.

From the students writing assignment result, we can see that almost the students can build the imagination

about narrative well. They can compose narrative with good content, organization and coherence. They can make a good story, which means the story can be understood by the reader well.

But, the researcher still finds some errors in their narrative writing. The errors commonly happen from their language use and mechanics. But, it is not a big matter because their writing composition is still quite good if it is analyzed by the ESL profile. It means the implementation is success.

The last, from the third instruments, that is questionnaire. These questionnaires are used to know the students' responses toward the implementation of picture series in teaching narrative writing. Almost all students were interested in following the teaching learning process where the teacher implemented picture series in this process. They also felt that this method helps them in composing narrative writing in the class. It can be seen from their answer in questionnaire.

CLOSING

Conclusion

After collecting the data, an analysis toward the data is needed. Data analysis is used to analyze the data related with research questions. So, it can be used to find out the conclusion. The data are analyzed by using descriptive manner.

The first data, in the form of field notes are including the teacher activities, student's activities and materials given in the classroom. These data are used to elaborate the activities related to the process of narrative writing using picture series. The data that have been taken by the researcher are analyzed by comparing the theories of using picture series to teach narrative writing from the experts with the real implementation by teacher. The researcher observed whether the implementation is appropriate with the theories or not.

The second data that are in the form of students writing assignments are analyzed by using ESL composition. The student's works are described for the content, organization, vocabulary, language use and mechanic. Every sentence and phrase is described by the researcher to find out the students' ability in writing narrative text. Then it is concluded in the form of words.

The third data are in the form of questionnaire. The students' answers are analyzed and then it is shown in the form of word. The result showed the students interest during the implementation of picture series.

Suggestion

After getting the research about the use of picture series in teaching writing narrative text, the researcher wants to give suggestions to the teacher as the main actor

who has a big influence in the process and the other researchers who want to take a similar research.

Firstly, picture series has motivated students to make their narrative writing well. For this reason, using picture series in teaching narrative text is recommended in the future for their quality and development. Teacher should put the priority in which picture series can be developed. And it can be used in different techniques.

Then, in the fact, the use of picture series is helpful in teaching and learning narrative writing. The next suggestion for teacher is giving students more practice in composing narrative. Because by giving them more practice, their ability will be better.

The next suggestions are for the next researcher. Firstly, further research is needed in the same field of study in the different grade levels of education and areas with various types of students also with different technique. Hopefully the next research can explore more about the use of picture series.

Secondly, the next researcher can do research in the same field. But hopefully, they can find a way to improve students' ability especially in writing by using picture series. So, it can make the research more complete than before.

For students, the researcher hopes that they can do more practice in writing narrative. Because by taking a lot of practice, it will increase their ability I using English especially in writing.

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