

Teaching Narrative Writing Through Pictures Series Technique

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Abstract: This Classroom Action Research aimed to find out the students' improvement in writing narrative text through picture series technique at the eleventh grade of students of *SMA Pesantren Putri Yatama Mandiri*, South Sulawesi. The design of this research consisted of two cycles. One cycle consisted of four meetings. It means that there were eight meetings in two cycles. The sample in this research consisted 30 students. The instrument are reading test and observation sheet. The result of the students' reading test in cycle I and cycle II had improve in different scores. There was improvement by students' writing narrative ability at the end action of cycle II, it was proved by the mean score of cycle I was 60.52 that improved to be 76.51 in cycle II while the standard criteria for the achievement of mastery learning (KKM) 70. They were higher than means score of diagnostic test namely 45.68. This research proved Picture series technique could improve the students' writing narrative ability

Key words: picture series technique, narrative text, teaching writing, senior high school

1. Background

English is an international language which has an important role in communication by people to interact with other people in the world. As international language, English is used to conduct communication, in almost the entire world in many countries.

Writing has an important role when learners want to deliver a message to a reader for a purpose. Through writing, the learner can explain things and as a result reader can get information by reading the written message. In writing class, the teacher should realize students' difficulties in writing in English as a foreign language. Most of students consider that writing is the hardest skill to master, because the ability to write in foreign language is more complicated than the ability to speak, read, or listen. It is hard to teach students how to write because it involves many components such as structure, vocabulary, punctuation, and spelling.

In English writing class Teacher have to be more creative in choosing the material and techniques which can make the writing class more interesting, exciting and enjoyable. It can be done by choosing appropriate material and technique that students like based on the students' level and background of knowledge. In teaching and learning, there are two parts of material. They are visual and non visual material. Visual material offers an attractive and stimulating framework for writing practice. One of the visual materials is picture series. Teaching using picture is very suitable to be applied to the students of senior high school as a technique in writing. It is very helpful for the students in generating and organizing their ideas in writing through pictures.

The writer have some reasons to use picture series as one technique in writing narrative text, the reasons as follows; (1) the learners feel that

writing is very difficult because of some reasons, likes they are still confuse about using an appropriate vocabulary or punctuation. Besides, the learners difficulty of making theme, topic sentence, supporting sentence and drawing conclusion that grammatical, well-organized and coherent, (2) When writing class, the teacher didn't use media

On this unsatisfactory condition, the writer wants to find a solution to overcome the problem through an appropriate technique in writing. One of the techniques can be used is through picture series. Picture series is one of the visual representations that unite the word and image and it can be used in learning process that can stimulate and motivate the learner in learning process, especially for language learning. Based on the ideas in the previous paragraphs, the writer will conduct a study on writing focusing on "Teaching Narrative Writing Through Picture Series of Prophet Histories".

2. Nature of Writing

Writing is a way of sharing personal meanings and it emphasizes the power of the personality to construct someone's view based on a certain topic. Writing is a combination of process and product. The process of writing is by collecting all the ideas or data that we have, managing it then providing it into the good result which also known as product. Further, writing means produce or reproduce message into written language. It involves an active process to organize and formulate the ideas on the paper so that reader can follow. Writing is a communicative activity and so is carried out in accordance with certain general principles in which underline the use of language communication [2].

It can be said that writing is a tool communication to transmit message in which are produced in written-form in sequence of sentences in particular order and linked together in certain ways.

2.1 Types of Writing

Narrative: narration is story writing. When you wrote a narrative paragraph or essay, you write about the events in the order that they happened. In other words, you use time order to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this: orientation, complication, and resolution.

Descriptive; A descriptive paragraph is a paragraph that provides the readers a ‘word picture’ of specific person, the special places, or the look of particular object. It consists of sentences representing object arranged in space. Besides Good description usually has three important qualities. Thesis have a dominant impression supported by specific details, a clearly recognizable mood, and logical development.

Expository Expository writing is to-the-point and factual. This category of writing includes definitions, instructions, directions and other basic comparisons and clarifications. Expository writing is devoid of descriptive detail and opinion.

Persuasive; Persuasive writing is often in essay form, contains an explanation of the other point of view and uses facts and/or statistics to disprove that view and support your child’s opinion.

3. Narrative Text

Narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener [7].

Narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke. It should covers:

- what characters look like (their experience),
- where the action is taking place (the setting),
- how things are happening (the action).
- The characteristics of narrative texts among others:
- It tells us about a story of event or events.
- The events are usually arranged in chronological order- that is, in the order which they occurred in time.
- The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to

convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

- Narration is telling a story. And to be interesting, a good story must have interesting content. It should tell us about an event your audience would find engaging. You might even thing of your narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with even arranged in order in which they happened or in some other effective ways you should use for narrative that achieves all of the followings goals:
- it is unified, with the action a developing central idea.
- It is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events.
- It introduces the four of a setting- who, what, where, and when- within the context of the action.
- It is coherent, transition indicates changes in time, location, and characters.
- It begins at the beginning and end of the end. That is, the narrative follows a chronological order- with events happening in a time sequence.
- It builds towards a climax. This is the moment of most tension or surprise- a time when the ending is revealed or the importance of events becomes clear.
- The language features usually found in narrative texts are:
- specific characters
- time words that connect to tell when they occur
- verbs to show the action that occur in the story.
- Descriptive words to portray the character and setting

3.1 Generic Structure of Narrative text

Anderson (1997:8) states that the steps for constructing a narrative are:

3.1.1 Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

3.1.2 Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

3.1.3 Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audients is given the narrator’s point of view.

3.1.4 Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end'?)

3.1.5 Reorientation

It is an optional closure of event.

3.2 Technique in Teaching Narrative Text

The writing of narrative as an activity can be done into four separate parts. Each of these four parts will be single paragraph. The paragraph should be arranged as follows:

- The first paragraph should tell something about the job. What kind of work were you doing? Where was the work performed? What were your working conditions like?
- The second paragraph should describe the conflict. What was its source? Was it a conflict over two different attitudes toward work, two different ways of doing the same job, two different personalities?
- The third paragraph should tell how the conflict was resolved. Was it resolved fairly or unfairly, by whom?
- The fourth paragraph should give the moral of the story. What did you learn from the experience? Were you able to apply what you learned to other experiences in your life? (John, 1997:27).

4. Methodology

This research used a classroom action research (CAR) it covers with research location, research time and classroom action research cycles as follows:

This classroom action research conducted at SMA Putri Yatama Mandiri Gowa, Pallangga for English Subject. The subject of this research is the second year in class XI. This research conducted on August - September 2013 this research time is determined based on the school academic calendar.

4.1. Classroom Action Research Cycles

This classroom action research conducted by two cycles, they are : cycle I and cycle II.

It aims to observe the improvement of the students' ability to write narrative paragraph through picture series of prophet histories. The description about the problem solving through action research steps are elaborated as follows:

4.1.1 Cycle 1

Planning

- The lesson plan after getting the problem in the class by Picture Series Technique
- Instrument evaluation that used in classroom action research cycle
- Observation sheet.

Action

- The action was the process of teaching and learning and this process by applying Picture Series Technique as follow:
- The teacher made informal greeting and self introduction. Then, told the students about the learning and why it was important.
- The teacher introduced and explained the objective Picture series technique..

Table. 1

The Topics in Treatment

Treatment	Topic	Content Area	Comment
1	The story of Prophet Adam AS	Religion (Chapter Building)	The character and the struggle of prophet Adam AS, to obey/share the role of religion
2	The story of Prophet Ayyub AS	Religion (Chapter Building)	The character and the struggle of prophet Ayyub AS, to obey/share the role of religion
3	The story of Prophet Ibrahim AS	Religion (Chapter Building)	The character and the struggle of prophet Ibrahim AS, to obey/share the role of religion.
4	The story of Prophet Ismail AS	Religion (Chapter Building)	The character and the struggle of prophet Ismail AS, to obey/share the role of religion
5	The story of Prophet Nuh AS	Religion (Chapter Building)	The character and the struggle of prophet Nuh AS, to obey/share the role of religion
6	The story of Prophet Yusuf AS	Religion (Chapter Building)	The character and the struggle of prophet Yusuf AS, to obey/share the role of religion
7	The story of Prophet Muhammad SAW	Religion (Chapter Building)	The character and the struggle of prophet Muhammad SAW, to obey/share the role of religion

- Teacher distributed the writing material by using picture series as visual material based on the topic and the content area in each meeting.
- Teacher asked the students to write paragraph by their own words based on the topic in each meeting by using picture series.
- Teacher walked around and monitors.
- Students asked the teacher if they find any mistakes.

- Students wrote their paragraph writing on the whiteboard (1-2 students) and explain their writing using picture series.
- Teacher and students discussed the students' paragraph writing then analyzed the paragraph, shared and worked together.
- Students exchanged their friends' paragraph writing to read so every one could compare their writing.
- Teacher gave some practical tips and adviced in developing their writing by using picture series in writing.
- Students submitted their writing.

Observation

- Situation of teaching and learning activity
- Students' present
- The students competences in writing especially in content and organization aspects
- The students' achievement

Reflection

After collecting data, the researcher evaluated the teaching learning process. Then, the researcher reflected herself by seeing the finding of the observation, whether the teaching learning process of writing by using Picture Series technique was good to employ in teaching and learning process. After reflecting the researcher found that the students could understand to write text which was focused to narrative text in content and organization aspects if they worked in pair but when they did it individually they found some difficulties. Considering this problem the researcher decided to conduct the next cycle

4.1.2 Cycle 2

Planning

- The teacher continued the activities that had been done in first cycle.
- The teacher repaired the weakness in the first cycle.
- The teacher made planning again in the scenario learning process from the result of cycle I reflection.
- Action research repair

Action

- The teacher more explained the objective of Picture series technique and the application in their writing process.

- Teacher encouraged and motivate the students to write paragraph by their own words based on the topic by using picture series.
- The teacher asked the students to write their paragraph writing on the whiteboard (1-2 students) and explain their writing using picture series.
- Teacher and students discussed the students' paragraph writing then analyzed the paragraph, shared and worked together.
- The students do actions to give solution or to solve the problem creatively.
- In this case, action is done to improve the result based on the cycle reflection 1 the stages is done same with the previous in order to develop the teaching technique

Observation

Basically, in the observation phase the researcher did observation by using observation sheet. This observation as follow:

- Situation of teaching and learning activity
- The students' present
- The students' respond to the material
- The students' achievement

Reflection

The data value from evaluation gathered for data analysis, so the researcher reflected data value of evaluation at the cycle II.

5. Findings and Discussion

Based on the data analysis, the effectiveness of writing process through Picture Series in, the result can be seen from the difference by considering the result of the students' D-Test, cycle I and cycle II. The research finds the students' score in writing narrative text from D-Test to cycle1 and also from cycle 1 to cycle 2 ($45.68 < 60.52 < 76.51$) where in D-Test the students' mean score in *very poor* category. After the evaluation in cycle 1, the achievements of the students writing result become 60.52 and it is in *fair* category.

Then the improvement of the students writing result from D-Test to cycle 1 is 14.84. Further, Despite of , the students' score is improve in writing narrative text from D-Test to cycle 1 but the standard criteria for the achievement of mastery learning (KKM) has not reached yet. In this way, the researcher decided to conduct cycle 2. In cycle 2, the students mean score is 76.51 and it is in good category. Then the improvement of the students writing result from cycle 1 to cycle 2 is 16.05.

From the result above, it seen clearly that cycle II is higher than cycle I and D-Test (76.51>60.52>45.68). So, in conclusion, it is relatively fair to state that the use Picture series technique text can improve the students writing in narrative text on the second grade students of senior high school significantly.

Furthermore, Based on the data analysis as result of observation sheet of students' participation in learning process in previous findings shows that the participation of students from the first meeting till fourth meetings in cycle I are 34.7%, 49.%, 50.%, and 64.50% with mean score 50.55%. Percentage of the first till fourth meeting of the cycle II was 70.3%, 73%, 81.8% and 88% with the mean score 78.27%. The improvement of the students' activeness in teaching and learning process from cycle I to cycle II is 27.72%.

This Picture Series technique is an old techniques in learning for the students, but in meeting by meeting they understand that the way of this technique not only give them chance to work in pair but also motivate the students to make and present a good narrative text. If they get difficulty of expressing their ideas, picture series technique can reduce this problem trough gives them real object. They can help each other. So, it is interested.

Picture Series technique has positive social interaction behavior and attitude effects in teaching and learning process, because they work together as a partner, students needs to engage such interactive abilities, trust building, conflict management, constructive criticism, encouragement, compromise, negotiation and clarifying. After they are good as team work picture series technique also let them do their task individually which makes them become autonomous. Teacher needs described expected social interaction behaviors and attitudes of the students and to assign particular students specific rules to ensure that they consciously work on these behaviors in their team work and guides them to be autonomous as individual person.

Finally, they know form of a good work in learning writing. It gives a good respond although their activeness not achieves 100% but they are good participants during learning and teaching process.

6. Conclusions

After conducting classroom action research about the use of Picture Series Technique and based on the research finding in the previous chapter, the researcher can make conclusion as follows:

- a) Picture Series Technique can improve the narrative writing ability at eleventh grade of SMA Pondok Pesantren Yatama Mandiri, South Sulawesi in term of content covering unity and completeness. It is proved by the improvement of the students from D-test to cycle I and cycle I to cycle II (77.16 > 61.27 > 46.29). It has improved 14.98 % from D-test to cycle I, 15.89% from cycle I to cycle II.
- b) Picture Series Technique can improve narrative writing ability in term of organization covering coherence and spelling order. It is proved by the improvement of the students from D-test to cycle I and cycle I to cycle II (75.44 > 59.79 > 45.08). It has improved 14.69% from D-test to cycle I, and 16.08% from cycle I to cycle II.
- c) The improvement of the students' writing in term of content and organization are significant and automatically makes the students' narrative writing ability also improve. It is proved by the students' achievement in cycle II (75.85) is higher than cycle I (60.52). The improvement is 14.84% from D-test to cycle I, 15.33% from cycle I to cycle II. Therefore, it can be concluded that Picture Series Technique can improve the students' narrative writing ability at eleventh grade of SMA Pondok Pesantren Yatama Mandiri Pallangga, Gowa.
- d) The process of the teaching and learning process runs well during the classroom action research at the eleventh grade of SMA Pondok Pesantren Yatama Mandiri Pallangga, Gowa. It can be seen from the students' activeness at cycle I is 51.45% and it improves at cycle II is 78.27%. The improvement is about 26.82%.

7. Suggestion

The improvement of students' writing ability has been proved in the result of research findings in previous section. To gain those such result, some suggestions forwarded as follows:

It is suggested to the English teachers to apply Picture Series as one alternative technique in teaching and learning process especially for improving the students writing ability.

The teacher should create fun atmosphere in order that the students' enjoy learning writing and the teacher should always gives the students motivation so that they fell extracted to create good writing.

The result of this research can also be used as an additional reference or further research with difficult discussion for the next researcher.

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