

**IMPROVING STUDENTS' ACHIEVEMENT IN WRITING A
NARRATIVE TEXT THROUGH PICTURE SERIES**

(An Undergraduate Thesis)

By

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ABSTRACT

IMPROVING STUDENTS' ACHIEVEMENT IN WRITING A NARRATIVE TEXT THROUGH PICTURE SERIES

By

Raudah Nursasmita

This research aimed to investigate whether or not there is a significant improvement of the students' achievement in writing a narrative text after they are taught by using Picture Series and to find out which aspect of writing improves the most because of the implementation of Picture Series. The population of this research was tenth grade students of SMA Muhammadiyah 2 Bandarlampung in academic year 2022/2023. This research was quantitative research with one group pre-test and post-test design. Writing test was used as the instrument in the pre-test and post-test. The result showed that there was significant difference of students' writing achievement after they were taught by using Picture Series. It could be seen from the significant value of the test which was lower than alpha ($0.00 < 0.05$) and the t-value (14.632) was higher than t-table (2.0452). It was also revealed that content was the aspect of writing with the highest improvement by having the gain of 0.383. The N-gain scores of the other aspects were 0.306 for organization, 0.225 for language use, 0.214 for vocabulary, and 0.143 for mechanic. Briefly, it could be said that the implementation of Picture Series was effective to improve the students' achievement in writing narrative text.

Keywords: *writing, narrative text, Picture Series.*

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**Submitted in a Partial Fulfillment of
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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Research Title : **IMPROVING STUDENTS' ACHIEVEMENT IN WRITING A NARRATIVE TEXT THROUGH PICTURE SERIES**

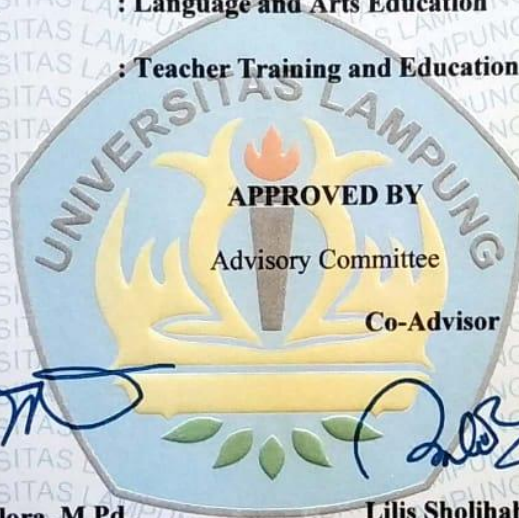
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Raudah Nursasmita was born in Pringsewu, on 14th July 2000. She is the second child of Suharto and Hayati. She has one sister, named Arum Pradina Astiningsih.

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DEDICATION

By the name of Allah who always blesses my life and gives me strength, this script is devoted to all inspiring teachers who have instilled in me the pleasure of teaching and learning, my dearest parents who provide endless support, all of my beloved friends, and my almamater, University of Lampung.

MOTTO

“For indeed, with hardship (there will be) ease. Indeed, with hardship (there will be) ease.”

(Q.S Al-Insyirah: 5-6)

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Having completed this work, the author realizes that the script could not be finished without the helps and supports of many people who have sacrificed their valuable time in giving insightful advice in completing this research. Therefore, the author would like to express her sincere gratitude and greatest honor to:

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Finally, the writer expects this script will be meaningful for readers and will be beneficial as a reference for other researchers who want to conduct similar research. Therefore, the researcher is completely aware that this script is far from perfection.

Bandar Lampung, March 2023

The writer,

Raudah Nursasmita

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I. INTRODUCTION

This chapter consists of several points to be investigated. They are background of the study, formulation of the research question, objectives of the study, significance of the study, scope of the study, and definition of terms.

1.1 Background of The Study

Language is a tool of communication between someone to others in this world. People can use language to share their thinking and knowledge. According to Harmer (2001:1), English is the language with the largest number of first language speakers. In addition, he also states that English has become a lingua franca, which can be interpreted as a language broadly used or adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as a second language.

In this globalization era, English has a crucial role for international communication. Many companies and large business employ people who are able to communicate in English both orally and written. That is why our government places English as an important subject in our education system. The national education has decided that English as a foreign language taught at some level of education in Indonesia. It is learned started from elementary schools up to university.

There are four skills of English that have to be taught by the teachers. Those skills are listening, reading, speaking, and writing. Speaking and writing are regarded as

productive skills since they involve language production. On the other hand, listening and reading involve receiving message, so they belong to receptive skills (Harmer, 2001). Here, the researcher focuses on the writing skill.

Writing is considered to be one of the most important aspects that must be acquired by the students. According to Brown (2007), by using written English, English as a foreign language (EFL) students can deliver messages to the readers across places and times. Besides, Walsh (2010) states that writing is important because it is used extensively in higher education and in the workplace. Based on those statements, it is undeniable that writing has an important role in our life.

In Indonesia, writing is one of language skills which is taught as one of the compulsory subjects to the students. Moreover, there are several kinds of text taught in senior high school in Indonesia, one of them is narrative text. Narrative text is important to learn since it is included in the Curriculum 2013. Therefore, the students must accomplish it well.

Unfortunately, although English has been learned for many years, in fact, most of the senior high school students in Indonesia thought that writing is the most difficult skill to be mastered (Pertiwi, 2016). Setiawan (2015) stated that when the students are asked to write, most of them still seem confused about what should be written. They also do not know how to link the main idea with supporting details systematically. Moreover, the students' lack of vocabulary and grammar acquisition make the students have difficulty in composing sentences. As a result, the students have no motivation to write. Writing becomes uninteresting and hard activity for them. These imply that the teachers of senior high school students should be more creative in the teaching of writing.

One of the ways considered effective in teaching writing is by using media. Smaldino, Lowther, and Russel (2009) state that media can be used to facilitate communication and learning. If media are used, students will be more interested and enthusiastic in joining the teaching and learning process.

As a kind of media, pictures are useful for the teaching of writing. The use of pictures as visual media in the teaching and learning process is intended to make teaching and learning process more effective so that the students' writing ability can be improved. As stated by Wright (1989), pictures give powerful contribution to both the content and the process of language learning.

There are a lot of types of picture that can be used as an aid in teaching writing, one of them is picture series (Raimes, 1983). Wright (1989) states that picture series is pictures which show some actions or events in a chronological order. He said that in opportunities, through picture series the students are encouraged to express feeling and ideas and to exchange experience. When picture series is used as the medium in teaching learning process, it helps the students to brainstorm their idea and stimulate their imaginative power. Moreover, picture series tells the students about the outline of the story. Therefore, it helps the students to arrange a story with their language.

Numerous studies have reported the implementation of picture series to teach writing. Almost all of studies revealed the effectiveness of picture series in teaching writing. Apsari (2017) found that Picture Series is an effective way to get and to develop student's ideas. By using picture series, the students will be easily to do brain storming and they will enjoy the teaching and learning process. Gutierrez, Puello, and Galvis (2015), Yuliarsih (2016), and Akim (2017) also conducted experimental research by using picture series in teaching writing and revealed the effectiveness of picture series in teaching writing. However, their findings did not explore more on the aspect of writing that improved the most after the students are taught by using picture series.

Based on the explanation above, the researcher is interested to conduct a research which is intended to find out whether or not the students' achievement in writing a narrative text improve after the students are taught by using picture series. Besides, the researcher also tries to investigate what aspect of writing improved the most after the implementation of picture series in this research.

1.2 Research Questions

The backgrounds above have motivated the researcher to investigate the effectiveness of picture series to improve students' ability in writing narrative text. Therefore, the research questions of the study are formulated as follows:

1. Is there any improvement of the students' achievement in writing a narrative text after the students are taught by using picture series?
2. What aspect of writing improves the most after the implementation of picture series?

1.3 Objectives of The Study

In relation to the research problems above, the objectives of the research are to find out:

1. Whether the students' achievement in writing a narrative text improve after the students are taught by using picture series.
2. The aspect of writing that improves the most after implementation of picture series.

1.4 Significance of The Study

It is expected that the findings of this research will be useful for further reasearch and able to bring a positive impact in English language lessons. Thus, the researcher divided the contribution as follows:

1. Theoretically, the finding of this research might be useful for supporting previous theories that picture series can be a solution for teaching writing in order to improve students' achievement in writing, especially in writing narrative text.
2. Practically, the result of this research is expected to provide teachers with a new insight that might be taken as guideline in teaching writing so that the students are able to optimize their writing achievement. In addition,

the implementation of Picture Series in this research can be helpful for the students to improve their writing achievement especially in writing narrative text.

1.5 Scope of the Study

Based on the background of the study, this quantitative study focused in improving the students' achievement in writing a narrative text by using picture series. Therefore, the writing test was limited to narrative text. In addition, the researcher evaluated students' writing achievement in accordance with five aspects of writing, namely content, organization, vocabulary, language use, and mechanics. The material of the learning process was taken from internet and composed based on the syllabus taken from the 2013 English curriculum for the first-grade learners of senior high school in the 2022/2023 academic year. The subject of this research was a class of the first grade students of Senior High School Muhammadiyah 2 Bandarlampung.

1.6 Definition of Terms

In order to avoid misunderstanding, there are some definitions clarified in this study. The terms can be described as follows:

1. Writing is a skill in which we express our ideas, feelings, and thoughts that are arranged in words, sentences, and paragraph by using our eyes, brain, and hand (Raimes, 1983:76).
2. Narrative text is a type of text that tells a story which has a purpose to present a view of the world that entertains the reader or listener (Anderson and Anderson, 1997).
3. Picture series refers to some pictures representing continuous events of a story with important information (Harmini, 2015:2).

4. Writing achievement refers to the students' ability in expressing their ideas, thoughts, and feelings in writing that is measured by a writing test (Lestari and Holandyah, 2016).
5. Aspects of writing refer to some elements that should be considered by a writer to compose a good writing (Helmasena, 2015).

This chapter has been done in discussing the background of the research, the formulation of research question, the objective of the research, the uses of the research, and the definition of terms. To strengthen and support this chapter, the researcher formulates the review of previous studies and the theories in the next chapter.

II. LITERATURE REVIEW

This chapter discusses the literature review used in this study, they are: previous research overview, definition of writing, aspects of writing, the importance of writing, writing achievement, definition of narrative text, generic structure of narrative text, definition of picture series, the role of picture series in teaching writing, procedure of applying picture series in teaching narrative text, theoretical assumption, and hypotheses.

2.1 Previous Research Overview

There are several previous research aligned with this study. The first research that can be used as reference and comparison is “Effect of Using Picture Series on the Indonesian EFL Students’ Writing Ability across Learning Styles” by Wening et al (2017). The main focus of this study was to investigate the effect of using Picture Series on Indonesian EFL students' ability in writing recount text. Two classes of Junior High School students were used as the samples of this research. There were 32 students in experimental group and 32 students in control group. The experimental group was taught using picture series, while the control group was taught without using picture series. The result of this research revealed that in pretest, the experimental group had a lower mean than the control group (64.88<65.38). However, after the treatment was given, the experimental group had higher mean score than the control group (75.17>71.11). Thus, it can be stated that the implementation of Picture Series could help the students to improve their writing ability.

Second, a research entitled Improving students' writing skill in procedure text through sequence of pictures at the first year of Sman 15 Bandar Lampung was conducted by Prasetyaningtias (2012). This research aimed to find out whether picture sequences improved the students' ability in writing procedure text. A class which consists of 37 students was chosen randomly as the sample of this research. In collecting the data, the researcher used writing test which consist of pre-test and post-test as the instruments. The result showed that the mean of pre-test was 42.03, the mean of post-test was 68.11, and the increase of the students' score was 26.08. Moreover, the result of the hypothesis testing showed that the significant level was 0.00, which is lower than 0.05. It means that there was an improvement of students' procedure text writing ability after the students were taught by using Picture Series.

Another similar research about the implementation of Picture Series was conducted by Yuliarsih (2016). The study aimed to investigate if there was any improvement of students' achievement before and after the students were taught by using Picture Series. The subject of this research were 60 students from the first grade of SMPN 1 Waru Pamekasan. The result of the research showed that there was a significant difference between the students who were taught a procedure text by using picture series and those who were not. It can be seen from the data analysis and the hypotheses testing by using level of significant 1% where the computed t-value (4.34) was higher than t-critical value (2.390). Based on this study, it was found that using Picture Series in teaching writing gives a significant effect on the students' writing achievement.

Those previous studies show that picture series can improve the students' writing ability. The difference between this research and other previous research is in this research, the researcher will also try to find out what aspect of writing that improved the most after the students are taught by using picture series.

2.2 Definition of Writing

There are many experts who give their ideas about the definition of writing. Raimes (1983:76) defines writing as a skill in which we express our ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand. According to Spratt et al. (2005:26), writing is an activity in which people communicate a message by making signs in a page. Besides, Rahasti, Santoso, and Sholihah (2017) define writing as the form of communication uses written language which are words, sentences, and good structure. In addition, Lin Derman (1983:1) says writing is a process of communication that uses conventional graphic system to convey a message to readers. It means that writing skill deals with the ability to arrange the graphic system, such as letter, words, and sentences of certain language being used in written communication in order that reader can understand the message or information. In other words, writing is used for communicating or expressing ideas in written form to readers. In order to be able to write, people should think about what messages that they want to convey and to whom their messages are being communicated to.

Nunan (2003) explained that writing is both a physical and a mental act. It is about discovering ideas and organizing them into statements and paragraphs for readers to understand. In addition, Hamp-Lyons and Kroll in Weigle (2002:19) define writing as an act that takes place within a context, that accomplishes a certain purpose, and appropriately shaped for its intended readers.

Furthermore, according to Perrin in Palmer et al. (1994: 5), writing is a kind of thinking activity through written words. It means that in composing a good writing, it needs a careful thinking. Those thinking can be represented in the form of generating the idea, choosing the suitable or appropriate vocabularies, and arranging those ideas into a good sequence.

In expressing the idea in written form, there are principles of writing including what to say, how to sequence what to say, and how to express what we say

(Murcia, 1991:523). Referring to the statement, it can be said that the students must be able to express their idea and describe it in sequence and communicative way in writing. Briefly, it can be inferred that writing is an indirect communication to convey someone's idea in written form by sequencing the graphic system, structure, and vocabulary communicatively.

2.3 Aspects of Writing

In the process of writing, several points should be considered by the writer in order to produce a good writing. According to Jacobs (1981: 90) there are five aspects of writing, namely:

- a. Content refers to the substance of writing, the experience of the main idea (unity). It deals with groups of related statements that a writer presents as unit in developing a subject.
- b. Organization refers to the structure of a writing piece. The sentences should be arranged logically and flow smoothly.
- c. Vocabulary refers to the selection of words that are suitable or appropriate to the content. As a general rule, clarity should be the writer's prime objective.
- d. Language use, it refers to the use of the correct grammatical form of syntactic pattern on separating, combining and grouping ideas in words, phrases, clauses, and sentences to produce logical relationships in writing.
- e. Mechanics refers to the rules of written language. It consists of the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related one another.

Meanwhile, Harris (1979:68) proposes five aspects of writing, those are grammar, form, vocabulary, mechanic, and style. The definitions of those aspects can be explained as follows:

a. Grammar

It is the employment of grammatical forms and syntactic patterns. This aspect of writing evaluates whether or not the writing has effective grammar.

b. Form

It means the organization of the content. Form evaluates whether the writing in chronological order or not.

c. Vocabulary

Vocabulary refers to the selection of word that are suitable with the content. This aspect of writing Vocabulary whether the writing has effective word, choice, and usage or not.

d. Mechanic

Mechanic refers to the conventional devices used to clarify the meaning of the writing. It is the aspect that evaluates the writing by correcting the punctuation, spelling, and capitalization.

e. Style

Style refers to the choice of structure and lexical items to give a particular tone to the writing.

Based on statements above, it can be said that writing is varied and there are several aspects in writing that have to be considered in writing. By considering those aspects, the writers can compose a good and understandable writing. In this research, the researcher will apply aspects of writing proposed by Jacobs on evaluating the students' writing score because it provides a well-defined standard for evaluating a compositions' students' communication effectiveness which is suggested to be used in evaluating students' writing.

2.4 The Importance of Writing

Writing is an important tool for learning because writing involves the activity of thinking. As stated by Harmer (2001), writing reinforces the grammatical structures and vocabularies that have been taught to the students. Furthermore, Walsh (2010) says that writing is important because it is used extensively in higher education and in the workplace. White (1986:1) states that writing makes our thoughts more communicable to other people as well as to us. In summary, writing is one of the most important skills that should be mastered especially by the students because writing is essential for communication.

2.5 Writing Achievement

Achievement indicates how far the learner has mastered a body of information as a mean to achieve the required goals. Harris (1979) states that an achievement test indicates the extent to which an individual has mastered the specific in a formal way. Thus, in order to know the student's achievement, we need to give a test to the students. The purpose of the test is to measure how far they mastered the information or the knowledge that has been given.

Lestari and Holandyah (2016) said that writing achievement refers to the students' ability in expressing their ideas, thoughts, and feelings in writing that is measured by a writing test. In this research, the researcher will focus in the improvement of students' writing achievement of writing test. Students are expected to be able to write narrative text by considering the social function, language features, and generic structure of narrative text. In addition, they should also consider the five aspects of writing. Their score in pre-test and post-test will be compared in order to know whether or not their writing achievements of narrative text improve after the implementation of picture series.

2.6 Definition of Narrative Text

Some experts have shared their views about the definition of narrative text. Oshima (2007) states that narrative is the kind of writing that you do when you tell a story. It uses time order words and phrases to show when each part of the story happens. According to Hudak (2008:4), narrative paragraph is a group of sentences that tell what happens, how the action happens, and in what order the events occur.

In addition, Nuning Pumamawati (2011:5) states that narrative text is an account of a sequence of events, usually in chronological order. Furthermore, Anderson and Anderson (1997) states that narrative text is a type of text that tells a story which has a purpose to present a view of the world that entertains the reader or listener.

In summary, narrative text is a kind of text which consists of a sequence of events and has function to entertain and amuse the readers. Narrative text may present a set of experience of the world life. Although generally its aim is to amuse the readers, in most of cases, it also conveys the moral value of the story to the readers.

2.7 Generic Structure of Narrative Text

According to Pardiyo (2007:62) narrative text is a kind of text which has function to amuse, to entertain and to deal with actual or vicarious experience in different ways. He also states that the narrative text has generic structures as follows:

- a. Orientation: It means to introduce the participants or the characters of the story with the time and place set.
- b. Complication: The writer tells about something that will begin a chain of events and the problems of the story developed in this part.

- c. Resolution: The ending of the story, it shows how the characters deal with the problem. It is a part when the crisis is resolved.

From the explanation above, we can conclude that a narrative text generally consists of at least three parts. They are orientation, complication, and resolution.

2.8 Definition of Picture Series

Picture series is a material that is used as the media in teaching learning process. Picture series refers to some pictures representing continuous events of a story with important information (Harmini, 2015: 2). According to Yunus (2015), picture series is a number of related composite pictures which are linked to form series sequence meanwhile Davis (2010) argues that picture tend to be about one place or person or situation.

In addition, Asrifan (2015) states that picture series included as visual material that offers an attractive and stimulating framework for writing practice and has great potential as an aid to develop writing skills since it provides both contexts and stimulation for a variety of activities. Raimes (1983:27) says that picture provides a stimulating focus for students' attention in the classroom. They bring the outside world into the classroom in a vividly concrete way. Furthermore, according to Karo (1975), picture series can help the teachers to explain something that is difficult to describe in words.

From the definitions above, it can be concluded that picture series is a sequence of images of an object, person, thing, scene, or idea on flat surface by means of drawing, painting or photography.

2.9 The Role of Picture Series in Teaching Writing

According to Wening et al (2017), pictures are two-dimensional visual representation of person, place, or things. They can be painted or drawn on the

papers, colored or black and white. The use of picture series can help the students to write types of text that require sequences like recount and narrative texts. In addition, the teachers can help the students by providing some guided questions in order to stimulate a sequence of sentences (Brown, 2004). Moreover, there are several roles of pictures in teaching productive skills as stated by Wright (1989). The roles are as follows:

- a. Pictures can motivate the students and make them want to pay attention and want to take part in learning process.
- b. Pictures can give the overview of the context in which the language is being used.
- c. Pictures can cue responses to questions through controlled practice.
- d. Pictures provide information that can be referred to in conversation, discussion, and storytelling.

Based on the explanation above, it can be said that picture series is a good media that can be used in teaching productive skills, such as writing. It can help the students to write some types of text that require sequences like procedure, recount, and narrative.

2.10 Procedure of Applying Picture Series in Teaching Narrative Text

In practicing to write a narrative text by using picture series and observing the process, the researcher will follow the procedure proposed by Blanchard and Root (2003). The procedure can be described as follows:

1. Pre-writing

It is a preparation step before writing process. This step included brainstorming activities in order to gather ideas for writing. For example, the teacher showed the picture series of a narrative text and asked the students some questions related to the picture, such as can you tell me what is the girl in the picture doing? Can you mention the characters of the story based on the pictures? Etc.

2. Writing/Drafting

In this step, the teacher gave general information about narrative text (social function, generic structure and language features). After the students were given explanation, they were divided into groups and asked to observe the picture series that had been distributed by the teacher. Then, the students were asked to discuss and make notes related to the activities shown in the picture series with the help of the teacher. After that, the students were asked to compose a narrative text based on the pictures by concerning the generic structure and language features of narrative text. Then, the teacher asked the students to check the errors in punctuation, capitalization, spelling of their work by peer correction.

3. Revising

This stage encourages the students to revise through collaborative writing. Revising refers to re-writing the student's first draft after finishing it or building upon what has already been done in order to make it stronger. In this step, after proofreading by peer correction, the students' work were collected by the teacher. After collecting it, teacher checked and marked the students' work one by one and wrote some comments and suggestions as feedback. Then, the students' work were given back to the students so that they could check and read their mistakes and then they were asked to revise their work based on the teachers' comments before they submitted their final work.

2.11 Theoretical Assumption

In teaching writing, there are numerous techniques that can be implemented by the teachers to reach the goal of teaching and learning process. One of the learning techniques that can be used to help the students in composing their writing is by using media.

Picture series is an effective medium to be used in teaching paragraph writing like narrative text since it gives the students a chance to interpret events in the picture and generate their ideas. The researcher assumes that teaching writing by using

picture series, the learning process will be more effective because it provides objects and actions which are involved in the story so it can stimulate the students' imagination and creativity when they are composing their writing.

Moreover, implementing picture series as media in teaching writing narrative text can help the students develop the ideas that they are going to put in their writing. In other words, looking at the series of picture will help the students to make the content of their writing relate with the topic. It is strengthened by Heaton (1991) who argues that the use of pictures is an excellent device for providing both purpose and content for writing. Therefore, the researcher assumes that that the implementation of the picture series can improve students' writing achievement, especially in content aspect.

2.12 Hypotheses

The researcher states the hypotheses as follows:

1. H₀: There is no improvement of the students' achievement in writing a narrative text after the students are taught by using picture series.
2. H₁: There is an improvement of the students' achievement in writing a narrative text after the students are taught by using picture series.
3. H₀: Content is not the aspect of writing which improves the most after the implementation of picture series.
4. H₁: Content is the aspect of writing which improves the most after the implementation of picture series.

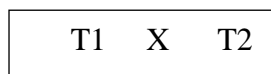
This chapter has discussed about the previous studies, definition of writing, aspects of writing, the importance of writing, writing achievement, definition of narrative text, generic structure of narrative text, definition of picture series, the role of picture series in teaching writing, procedure of applying picture series in teaching narrative text, theoretical assumption, and hypotheses. The methodology of the research will be discussed in the next chapter which is chapter three.

III. METHODS

This chapter explains the research methodology used in this study. It presents the design of the research, research variables, data sources, research instrument, data collection procedure, and technique of data analysis.

3.1 Research Design

This research was a quantitative research with quasi-experimental method which was intended to find out whether the students' achievement in writing a narrative text improved after the implementation of picture series as media and which aspect of writing that improved the most after the students were being taught by using picture series. The design of this research was one group pre-test-post-test design. The research design could be presented as follow:



Setiyadi (2013:132)

Note:

T1 refers to the pre-test (before being taught by using picture series).

T2 refers to the post-test (after being taught by using picture series).

X refers to the treatment by the researcher.

3.2 Variables of the research

Variables are things that researchers measure, control, or manipulate in their research. Setiyadi (2013) defined variable as a character of a group of people, their behavior, or the variant environment of one individual to others. In order to assess the influence of the treatment in this research, there were two kinds of variables, namely dependent variable and independent variable. Dependent variable is a variable which is observed and measured by the researcher to determine the effect of the independent variable meanwhile independent variable is the major variable that the researcher hopes to investigate. This research consists of the following variables:

1. Students' achievement in writing a narrative text is dependent variable (Y) of this research because this variable is observed and measured to determine the effect of independent variable.
2. Picture series is independent variable (X) of this research because this variable has effects to dependent variable. In conclusion, there are two variables in this research. They are students' achievement in writing narrative text as dependent variable (Y) and Picture series as independent variable (X).

3.3 Data Source

The researcher conducted the research in Senior High School Muhammadiyah 2 Bandarlampung. The population in this research was the first grade students of Senior High School Muhammadiyah 2 Bandarlampung. A class was taken as the sample of this research by using random sampling.

3.4 Instrument

In this research, the instrument used to obtain the data which are needed to answer the research questions was writing test. According to Heaton (1991: 137), writing can be a useful testing tool since it provides the students with an opportunity to

demonstrate their ability to organize language material by using their own words and ideas, and to communicate. The students were asked to write narrative texts in this research. Furthermore, there were two writing tests that were given to the students; the writing pre-test which was used to measure the students' skill in writing a narrative text before they were given the treatments and the writing post-test which was used to measure the students' writing skill after they were given the treatments. The tests were accompanied by detail instructions including time allocation.

3.5 Validity

A test can be said valid if the test measures the object to be measured and suitable with certain criteria. Hatch and Farhady (1982:251) states that there are two basic types of validity, they are content validity and construct validity. In order to measure whether or not the test has a good validity, those two types of validity are analyzed. In this research there were two aspects in measuring validity of the test, they were:

a. Content Validity

Hatch and Farhady (1982) state that content validity concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the materials which are given must be suitable with the curriculum. In this research, the researcher used narrative text writing test which was supposed to be comprehended by the first grade of senior high school students. The test was considered as valid in content validity since it demonstrated a sample of the language skills and structure. Besides, the material was chosen based on 2013 English Curriculum and the objectives in the syllabus of the first grade students at Senior High School Muhammadiyah 2 Bandarlampung which stated that the students are expected to be able to analyze the social function, text structure, and language features in simple narrative text and able to capture the meaning of narrative text both written or spoken.

b. Construct Validity

Construct validity refers to the process of determining to which extent the test performance can be interpreted in terms of one or more construct. According to Setiyadi (2013:25), construct validity is needed for the test instrument which has some indicators in measuring one aspect or construct. In this research, the researcher asked the students to write a narrative text to measure the students' writing ability. The researcher measured the result of students' writing with the scoring criteria proposed by Jacobs et al (1981). The scoring rubric consists of five aspects of writing, namely content, organization, language use, vocabulary, and mechanic. Thus, the test instrument had met the criteria for construct validity.

3.6 Reliability

Reliability relates to the consistency of the measure. Hatch and Farhady (1982) state that a test can be said reliable if its scores remain relatively stable from one administration to another. It means that a test is reliable if it has stable score from one test to another. To ensure the reliability of the pre-test and post-test score and to avoid the writer's subjectivity, inter-rater reliability was evaluated. It was evaluated by two raters. The first rater was the writer herself and the second rater was the English teacher at school. Furthermore, to see the correlation between two raters, the researcher used *Rank Spearman Correlation* using SPSS 25. To measure the reliability of the scoring, this study used rank-orders correlation with the formula:

$$\rho = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

ρ : Coefficient of rank correlation

N: Number of students

D: Different of rank correlation

1 – 6: Constant number

(Hatch and Farhady, 1982:206)

The coefficient of rank correlation is analyzed with the standard of reliability as follows:

1. 0.80000-1.0000: very high reliability
2. 0.60000-0.7900: high reliability
3. 0.40000-0.5900: medium reliability
4. 0.20000-0.3900: low reliability
5. 0.0000-0.1900 : very low reliability

(Arikunto, 2006)

Based on the standard of reliability above, it could be concluded that the writing tests should be considered reliable if the tests reached the range of 0.60 to 0.79 (high reliability). Furthermore, the reliability of pretest and posttest in this research is presented below:

Table 3.1 Reliability of Pretest

Correlations				
			Rater1	Rater2
Spearman's rho	Rater1	Correlation Coefficient	1.000	.946**
		Sig. (2-tailed)	.	.000
		N	30	30
	Rater2	Correlation Coefficient	.946**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).				

From the table above, it is clearly seen that the reliability of the pretest is 0.946. Hence, it can be concluded that the pretest used to know students' prior ability is considered to have a very high reliability. On the other hand, the reliability of posttest is picturized on the following table:

Table 3.2 Reliability of Posttest

Correlations				
			Rater1	Rater2
Spearman's rho	Rater1	Correlation Coefficient	1.000	.960**
		Sig. (2-tailed)	.	.000
		N	30	30
	Rater2	Correlation Coefficient	.960**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the second table, the reliability of the posttest is 0.960. According to the specification of Arikunto (2006), if the value of the test is 0.80000 to 1.00000 it means that the test has a very high reliability level.

To sum up, the results show that both tests have high reliability by getting score 0.946 for pretest and 0.960 for posttest. It indicates that all of the tests have a good consistency of assessment results.

3.7 Data Collecting Procedure

The procedures of the research are described as follows:

1. Determining the population and selecting sample

This research was conducted in Senior High School Muhammadiyah 2 Bandar Lampung. The researcher chose the first grade of Senior High School Muhammadiyah 2 Bandar Lampung as the population and took one class as the sample of this research by using random sampling.

2. Deciding the materials to be taught to the students

The materials were selected based on the 2013 Curriculum, which is the curriculum used by the school. The material should cover the goal of teaching narrative text as the target of the achievement.

3. Administering a pre-test

A series of picture are given to students as the writing test. The pre-test was conducted to measure students' writing ability before treatment. Here, the students were asked to write a composition with the topic.

4. Conducting treatments

After giving the pretest to students, the researcher conducted the meeting for two meetings which took 90 minutes every meeting. In this step, the researcher taught writing narrative text by using Picture Series as the learning media.

5. Administering a post-test

The post-test is conducted to see the improvement of student's writing ability after they are given the treatments. The test is in the form of writing which the materials relate to the curriculum that is used in the school. The students were asked to compose a simple narrative text based on the series of picture provided by the researcher in this step.

6. Analyzing the data (pre-test and post-test)

After scoring the pre-test and post-test, the data were analyzed by using SPSS software program. It was used to find out the means of pre-test and post-test and how significant of the improvement is. The researcher analyzed the improvement by comparing the students' scores of pretest and posttest.

In other words, there are some steps of research procedure in this research starting from determining the population and sample, selecting material, conducting pre-test, conducting treatments, conducting post-test and analyzing the data.

3.8 Data Analysis

The result of student's writing in each test was evaluated based on content, language use, organization, vocabulary, and mechanics. The criteria of scoring system were based on the rating sheet from Jacobs et al (1981). Below is the

percentage of each aspect:

- 1) Content : 30 %
- 2) Organization : 20%
- 3) Language use : 25%
- 4) Vocabulary : 20%
- 5) Mechanics : 5%

Table 3.3 The Scoring Criteria adopted from Jacob (1981)

Aspect	Criteria	Score
Content	<ul style="list-style-type: none"> • Excellent to very good if the main idea, the unity, the coherence and continuity of paragraph are all correct. 	30-27
	<ul style="list-style-type: none"> • Good if the paragraph contained few errors of the main idea, unity, coherence and continuity. 	26-23
	<ul style="list-style-type: none"> • Average if the paragraph contained some errors of the main idea, unity, coherence and continuity. 	22-20
	<ul style="list-style-type: none"> • Poor if the paragraph is dominated by errors of the main idea, unity, coherence and continuity. 	19-17
	<ul style="list-style-type: none"> • Very Poor if the main idea, unity, coherence and continuity of the paragraphs are all incorrect. 	16-13
Vocabulary	<ul style="list-style-type: none"> • Very Good if the paragraph contains varied and effective words. 	20-18
	<ul style="list-style-type: none"> • Good if the paragraph contains few errors of the vocabulary but the meaning is not obscured. 	17-15
	<ul style="list-style-type: none"> • Average if the paragraph contains frequent errors of the vocabulary and the meaning is obscured. 	14-12
	<ul style="list-style-type: none"> • Poor if the paragraph is dominated by errors of vocabulary. 	11-9
	<ul style="list-style-type: none"> • Very Poor if the vocabulary of the paragraphs are all incorrect. 	8-5
Organization	<ul style="list-style-type: none"> • Excellent if the words and sentences are well organized, the ideas are clearly stated with logical sequencing. 	20-18
	<ul style="list-style-type: none"> • Good if there are few errors of words and sentences in the paragraph. 	17-15
	<ul style="list-style-type: none"> • Average if there are some errors of words 	14-12

	<ul style="list-style-type: none"> and sentences in the paragraph. • Poor if the paragraph is dominated by errors of words and sentences in the paragraph. • Very Poor if the words in sentences are all incorrect. 	11-9 8-5
Grammar	<ul style="list-style-type: none"> • Very Good if the grammar of the paragraph are all correct. • Good if there are few errors of grammar in the paragraph. • Average if there are some errors of grammar in the paragraph. • Poor if the paragraph is dominated by error of grammar. • Very Poor if the grammar of the paragraph are all incorrect. 	25-23 22-20 19-16 15-9 8-5
Mechanic	<ul style="list-style-type: none"> • Very Good if the spelling, punctuation, and capitalization of the sentences are all correct. • Good if there are few errors of spelling, punctuation, and capitalization but not observed. • Average if there are some errors of spelling, punctuation, and capitalization. • Poor if if there are many errors of spelling, punctuation, and capitalization. • Very Poor if the spelling, punctuation, and capitalization of the sentences are all incorrect. 	5 4 3 2 1

Then, the result of students' performance in pre-test then was compared with the result of their performance in post-test. To analyze the data collected from writing test, the researcher processed the data through the following steps:

1. Scoring the writing test (pre-test and the post-test).
2. Finding the mean of the pre-test and post-test by using this formula:

$$Md = \frac{\sum d}{N}$$

Md refers to mean

$\sum d$ relates to total score of the students

N refers to number of students

To be-able to know whether students get any progress after being taught by picture series, the researcher applied the following formula:

$$I = X2 - X1$$

Where:

I : improvement on students' vocabularies achievements

X2 : average score of post-test

X1 : average score of the pre-test

3. Drawing conclusion by comparing the means of pre-test and post-test

(Hatch and Farhady, 1982:172)

In order to answer the second research question, the researcher used the following steps in processing the data:

1. Finding the means of pretest and post-test in each aspect of writing.
2. Computing the N-Gain score of each writing aspect by using the following formula:

$$N \text{ Gain} = \frac{\text{Mean Score of Posttest} - \text{Mean Score of Pretest}}{\text{Ideal score} - \text{Mean score of Pretest}}$$

(Hake, 1998)

3. Drawing conclusions by comparing the N-gain score of each writing aspect.

3.9 Hypotheses Testing

Hypotheses testing is used to prove whether the hypothesis proposed in this research is accepted or not. The hypotheses of this research are as follows:

1. H₀: There is no improvement of the students' skill in writing a narrative text after they are taught by using picture series.
2. H₁: There is an improvement of the students' skill in writing a narrative text after they are taught by using picture series.
3. H₀: Content is not the aspect of writing which improves the most after the implementation of picture series.
4. H₁: Content is the aspect of writing which improves the most after the implementation of picture series.

The criteria are H_0 (null hypothesis) is accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$). The criteria H_1 is accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$). Furthermore, the hypotheses were analyzed by using Repeated Measure T-test of Statistical Package for Social Science (SPSS). Then, to find out the second research question, the researcher compared students' writing product results to each five writing aspects to know which aspect has the most significant improvement.

3.10 Data Treatment

There are three basic assumptions that should be fulfilled in using *Repeated Measure T-test* analysis to examine the hypotheses (Setiyadi, 2018).

1. The data are an interval.
2. The data are taken from random samples in the population (non-absolute).
3. The data are distributed normally.

To know whether the data are normally distributed or not, the researcher applied *Shapiro-Wilk Formula* with the hypotheses stated below:

H_0 : The distribution of the data is normal

H_1 : The distribution of the data is not normal.

The level of the significance used is 0.05. H_0 is accepted if the result of the normality test is higher than 0.05 (sign > 0.05). Moreover, the result of the normality test is shown on the table below:

Table 3.4 Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.121	30	.200*	.956	30	.248
Posttest	.125	30	.200*	.959	30	.300

*. This is a lower bound of the true significance.

Table 3.4 proves evidence that both of the data are distributed normally. The value of normality test in the pretest is 0.248 while the value of normality test in posttest is 0.300. It can be assumed that H_0 is accepted as the data from both tests are higher than 0.05. Therefore, the tests are proven to have normal distribution.

Those all above are what this chapter covered. They are the research design, population and sample, variable of the research, data collecting technique, data instruments, procedure of the research, validity and reliability, scoring criteria, data analysis, data treatment, and hypotheses testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter focuses on the discussion of two points. Those are the conclusion of the research findings and suggestions for English teachers and for other researchers who are going to conduct similar research.

5.1 Conclusions

Based on the analysis and the interpretation in the previous chapter, it can be concluded that the implementation of Picture Series could improve students' writing achievement of narrative text. The use of Picture Series could attract the students' attention to the learning process and stimulate the students to take part in the class activity. Picture Series also helped the students in developing and conveying their idea into paragraph since it provides the information that are needed by the students in constructing a narrative text. Therefore, the researcher claimed that Picture Series is a good alternative in teaching writing especially for teaching writing narrative text.

The implementation of Picture Series also gives a positive impact to the aspects of writing, particularly content. It was believed to be the most improved aspect among the others because Picture Series could help the students to brainstorm the important ideas and the supporting detail that they had to write, so they could write longer paragraphs. Meanwhile, the aspect of writing with the lowest improvement was mechanic. Only several minor errors of mechanics were made by the students. It caused the results of mechanics on both tests to be only little improved.

5.2 Suggestions

Relating to the conclusion above, the researcher would like to present some suggestions that should be considered in applying Picture Series.

1. Suggestions to the teacher

- a. Considering the positive result of the implementation of Picture Series, English teachers are suggested to apply Picture Series as an alternative media in teaching writing, especially narrative text. The students are eager to actively engage in the class as the use of this media can help teachers to take students' attention and interest.
- b. Since mechanics has the lowest improvement, the researcher suggests the English teacher to add more activities to improve the students' awareness on the use of punctuation, spelling, and capitalization such as doing self correction and peer correction.

2. Suggestions to other researcher

- a. The researcher can investigate the use of Picture Series to teach other skills, especially speaking.
- b. Further researchers are suggested to conduct a research to find out the effectiveness of using Picture Series to teach another kind of text such as procedure text, recount text, etc.
- c. Even though there is an improvement, the students' writing results in this research still contain errors. Therefore, the researcher suggests for future researcher to explore the difficulties experienced by students in writing using picture series as the media.

After all, those are the conclusions of this study after implementing a picture series as a media in teaching writing. Moreover, the suggestion can be accounted for to conduct further research with respect to picture series. The teacher can also maximize the use of picture series in order to create a better learning situation.

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