

**IMPROVING STUDENTS' WRITING ACHIEVEMENT  
IN NARRATIVE TEXTS USING PICTURE SERIES  
AT SMP KARTIKA II-2 BANDAR LAMPUNG**

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## **ABSTRAK**

### **MENINGKATKAN KEMAMPUAN MENULIS SISWA DALAM TEKS NARATIF MENGGUNAKAN RANGKAIAN GAMBAR DI SMP KARTIKA II-2 BANDAR LAMPUNG**

**Oleh**

**Nia Prasti Andini**

Penelitian ini bertujuan untuk mengetahui apakah penggunaan picture series dapat meningkatkan pencapaian menulis siswa dalam teks naratif di kelas sembilan SMP Kartika II-2 Bandar Lampung. Penelitian ini menggunakan metode kuantitatif dengan desain one-group pre-test dan post-test. Satu kelas dipilih sebagai sampel dan data dikumpulkan melalui tes menulis. Data dianalisis menggunakan paired sample t-test untuk mengetahui apakah terdapat perbedaan yang signifikan antara skor pre-test dan post-test. Hasil uji t-test menunjukkan bahwa terdapat perbedaan yang signifikan antara skor pre-test dan post-test dalam pencapaian menulis siswa. Rata-rata skor meningkat dari 63,65 pada pre-test menjadi 82,18 pada post-test dengan selisih rata-rata sebesar 18,53. Hal ini menunjukkan bahwa kemampuan menulis siswa meningkat setelah diajar menggunakan picture series. Oleh karena itu, picture series dapat dianggap sebagai media yang efektif untuk meningkatkan kemampuan menulis siswa dalam teks naratif di tingkat sekolah menengah pertama.

**Kata kunci:** rangkaian gambar, menulis, teks naratif, pre-test, post-test

## **ABSTRACT**

### **IMPROVING STUDENTS' WRITING ACHIEVEMENT IN NARRATIVE TEXTS USING PICTURE SERIES AT SMP KARTIKA II-2 BANDAR LAMPUNG**

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**Nia Prasti Andini**

This study aims to find out whether the use of picture series can improve students' writing achievement in narrative texts at the ninth grade of SMP Kartika II-2 Bandar Lampung. This research applied a quantitative method with a one-group pre-test and post-test design. One class was selected as the sample and the data were collected through writing tests. The data were analyzed using a paired sample t-test to examine whether there was a significant difference between the pre-test and post-test scores. The results of the t-test showed that there was a significant difference between students' pre-test and post-test scores in students' writing achievement. The mean score increased from 63.65 in the pre-test to 82.18 in the post-test, with a mean difference of 18.53. This indicates that students' writing achievement improved after being taught using picture series. Therefore, picture series can be considered as an effective medium to improve students' writing achievement in narrative texts at the junior high school level.

*Keywords: picture series, writing achievement, narrative text, pre-test and post-test*

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IN NARRATIVE TEXTS USING PICTURE SERIES  
AT SMP KARTIKA II-2 BANDAR LAMPUNG**

**By  
Nia Prasti Andini**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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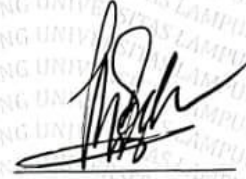


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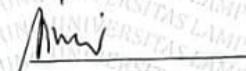
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata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

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Yang Membuat Pernyataan



Nia Prasti Andini

## CURRICULUM VITAE

Nia Prasti Andini was born in Baturaja on September 22, 2004. She is the first child of Apriandi and Setia Ningrum. She has one younger brother, Muhammad Sandy Setia Putra. Grown up in a supportive family, she was encouraged to learn English since elementary school, which helped build her interest in the language from an early age.

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In her seventh semester, she worked as an English teacher for the children class at Youngster English Course. Through this experience, she learned how to manage the class and teach young learners in a simple and effective way.

## **MOTTO**

“Call upon Me, I will respond to you.”

(Q.S Ghafir:60)

“But perhaps you hate a thing, and it is good for you; and perhaps you love a thing, and it is bad for you. And Allah knows, while you don't know.”

(Q.S Al-Baqarah:216)

“In this endless world, I just want to feel enough.”

(Writer)

## **DEDICATION**

This thesis is proudly dedicated to:

### **My dearest parents**

Apriandi and Setia Ningrum

### **My dearest younger brother**

Muhammad Sandy Setia Putra

### **My beloved late grandmother**

Almh. Salmah

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The writer realizes that this thesis may not be perfect. Therefore, the writer warmly welcomes constructive suggestions and criticism for the improvement of this thesis. Hopefully, this thesis can give benefits to the readers and future researchers.

Bandar Lampung, 23 April 2026

The writer,

Nia Prasti Andini

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## I INTRODUCTION

The research discusses the background of the research, question of the research, objective of the research, uses of the research, scope of the research, and definition of terms.

### 1.1 Background of the Research

Writing is one of the four skills that play an important role in language proficiency. *“Writing skills are vital for foreign language speakers as well as for everyone who uses their native language”* (Harmer, 2004: 3). In writing, authors convey ideas and messages in written form. Readers can easily understand experiences, events, and historical ideas. This means that in the writing process, writers need good preparation, prior knowledge, and accurate experience before writing.

Picture series can make learning more fun and interesting for students. Picture series is a simple way to help students focus and enjoy the lesson. According to Bukhori et al. (2024) picture series capture students’ interest and attention by invoking their natural curiosity. This means when students see picture series, they want to know more and feel more excited to learn. So, using picture series as media can be useful in the classroom to help students stay focused, understand better, and enjoy learning.

In teaching writing, a teacher should use various media to make students interested. There are a lot of media can be used by teacher. One of the media in teaching foreign language in writing narrative text is picture series. In line with Yufhanda et al. (2022) also states that one way to improve students’ writing achievement in narrative text is using picture series.

When someone sees picture series, their brain will start to think about the story behind the picture series. It helps students to get new perspective and write easier. It can be inferred that using picture series can improve students' writing skill in narrative text.

According to the result of the research carried out by Sembiring, et al. (2024) it was found that picture series improved tenth grade students' writing achievement in recount text at SMA AL-WASHLIYAH Petumbukan as well as huge improvement the average of pre-test was 33.95 to post-test 1 was 67.11 and post-test 2 was 82.89. Furthermore, Roichan & Sulistyaningsih (2024) found that the mean of eleventh-grade students' score increased continuously from pre-test mean score was 69,3, the first cycle mean score was 80,5, and the second cycle mean score was 84,9. It shows significant change in before and after treatment in the class. Another result of research conducted at Senior High School in Pandeglang found that tenth-grade students show high interest and curiosity in learning using picture series as media. It is indicated positive response from students with showing enjoyment in sharing what they think through the picture series. Based on the research above, it can be concluded that picture series helped students to explore their ideas and improve their achievement in writing recount text. Further supporting the effectiveness, Asriani et al. (2022) found statistically significant effects of picture series on eighth-grade students' recount writing skills with a p-value of 0.000, indicating a strong positive impact.

Similarly, Rahmawati et al. (2021) found that the use of picture series significantly improved eleventh-grade students' ability in writing recount text at the senior high school level by helping them organize ideas and sequence events clearly. In addition, Lestari & Wahyuni (2020) reported that tenth-grade students' writing scores increased after being taught using picture series, as the visual media made it easier for them to develop their recount texts. Pratiwi et al. (2019) also revealed that picture series had a positive effect on eleventh-grade students' writing performance, especially in terms of content and organization in recount text at senior high school. Another study at a junior high school in Bandar Lampung by As-shidiqi et al. (2019) showed improved writing scores in recount text using

sequential pictures, based on a pretest-posttest design.

Based on the previous studies, it appears that picture series as a teaching medium has not been specifically applied to teaching narrative text in junior high schools. The researcher chooses to focus on narrative text and the use of picture series because narrative text is an essential part of the curriculum in junior high school. Furthermore, picture series is a simple and practical medium that does not require internet access or special tools, which is important since not all schools have advanced technology or sufficient facilities. Therefore, this research aims to investigate whether teaching writing in narrative text through picture series can also enhance the writing achievement of ninth grade students in junior high school. With this in mind, the researcher intends to conduct a study titled: “Improving Students’ Writing Achievement in Narrative Texts Using Picture Series”

## **1.2 Question of the Research**

Based on the background of the problem of this research, the researcher formulates the research question as follows:

“Is there any significant difference of students’ writing achievement in narrative text before and after the students are taught using picture series?”

## **1.3 Objective of the Research**

The research aims to see whether there is a significant difference of students' writing achievement in narrative text after the students are being taught by using Picture series.

### **1.4 Uses of the Research**

It is expected that the result of the research can give benefits in many aspects as follow:

1. In theory, the result of the research supports the theory of using Picture series to improve students' writing achievement.
2. In practice, the result of the research is useful for English teachers to find an alternative and fun media when teaching writing achievement for students.

### **1.5 Scope of the Research**

The research is focus on use of Picture series as media to improving students' achievement in writing narrative text. The researcher uses a set of tests; pre-test and post-test to find out whether there is a significant difference of students' writing achievement in narrative text after being taught through Picture series or there is no a significant difference of students' writing achievement in narrative text after being taught through Picture series.

### **1.6 Definition of Terms**

1. Writing; According to Harmer (2004:31) "*Writing is a way to produce language and express idea, feeling and opinion*".
2. Narrative Text; According to Nadine (2012) "*Narrative texts are filled with events and plots, educating readers about historical events through fables, legends, and folktales*".
3. Picture series; Picture Series are group of related pictures that show a story step by step.

## **II LITERATURE REVIEW**

This chapter discusses the concept of writing, teaching of writing, the role of picture series in language teaching, teaching writing using picture series, procedures of teaching writing using picture series, advantages and disadvantages of teaching writing using picture series, theoretical assumption, and hypothesis.

### **2.1 The Concept of Writing**

Writing is one of the four basic skills in English and categorized as a productive skill. This means students must produce language, not just understand it. Writing helps students express their thought, emotions, and experiences in written form. According to Harmer (2004), writing is not only about putting words on paper, but also about organizing ideas clearly and using correct grammar and vocabulary.

Writing can be hard for students, especially when learning a new language. Many students find it difficult to choose words, build sentences, and arrange paragraphs in a good way. Sembiring et al. (2024) explain that students often feel confused when they don't have enough vocabulary and when the teacher does not use interesting media. Without enough guidance and motivation, students may feel writing is boring or too difficult. Writing is not just about grammar or spelling. It is also about thinking. Writing helps students develop their thinking skills because they have to plan what to write, choose the best words, and organize the information clearly. Brown (2004) says that writing is considered one of the most difficult skills because it requires both knowledge and creativity. When students write, they learn how to express their opinions and explain their ideas in a good way. This can help them in other subjects and in real life, too.

Another important part of writing is the process. Harmer (2004) explains that writing should follow several stages, including planning, drafting, revising, and editing. First, students collect ideas (planning), then they write their first version (drafting). After that, they make changes to improve the content (revising), and finally they correct grammar and spelling mistakes (editing). This process helps students write more clearly and with better structure. Teachers should teach these steps slowly and clearly, especially for students who are still learning English.

In conclusion, writing plays an important role in English as it allows students to express their ideas and thoughts through written language. Even though it is difficult, students can become better writers through practice and support. Writing is not only useful for passing tests but it also helps students improve their thinking, confidence, and creativity. Using media like picture series can help make writing easier and more fun for students who struggle with starting and organizing their ideas.

## **2.2 Teaching Writing**

Writing is commonly considered as a difficult part of teaching English. Many students feel confused when they are asked to write, especially if they do not know what to write about or how to organize their ideas. According to Liando et al. (2022), writing is a complex skill because it needs grammar knowledge, vocabulary, and the ability to express thoughts clearly. It also takes time and practice. Teachers need to be creative and provide support so students do not feel afraid to start writing.

Writing can be taught in different stages. Harmer (2004) explains that the first stage is planning. At this stage, students think about what they want to write. They may make a list of ideas, write keywords, or look at picture series for inspiration. This helps students prepare their thoughts before writing. Teachers can give topics or use picture series as tools to help students generate ideas.

Drafting is the second stage in the writing process. In this part, students start writing their first version of the text. The focus is not on grammar or spelling, but on getting ideas written down. What matters is that students start to build their sentences and try to follow a structure, especially when writing narrative text with a beginning, middle, and end. After drafting, students move to revising. This is where they improve their writing by checking if their ideas are clear and organized. They might change some sentences, add more details, or fix the order of their paragraphs. Teachers can help by giving feedback or working together with the students. Revising is important because it teaches students to reflect and think more deeply about their own work. The last stage is editing. Students correct small mistakes in grammar, spelling, and punctuation. This stage helps them focus on writing correctly. With teacher guidance, students can learn how to fix errors and become good writers.

In conclusion, teaching writing is not just about giving a topic and asking students to write. Each stage helps students learn how to improve their writing skills. Using media like picture series can also support students, especially when they feel stuck or lack ideas. With the right method and support, students can become more confident and skilled in writing.

### **2.3 The Role of Picture Series in Language Teaching**

A picture series is a group of related pictures that shows a story step by step. It helps people understand and remember information. In language learning, picture series are useful tools to support teaching and learning activities. According to Swari et al. (2024), picture series provide visual clues that help students understand meaning and connect ideas based on what they see in the sequence of pictures.

Gutiérrez et al. (2015) found that using picture series can improve students' narrative writing because the pictures guide students to organize events in order and express ideas more clearly. In a similar way, another study explains that picture series are effective media for teaching writing because they are interesting and show

the chronological order of a text, which helps students plan and structure their writing.

Picture series can show people, places, or actions. They can be used as single images or as a sequence. Picture series are especially helpful in writing class. Students who find it hard to write can use them to get ideas and arrange events in order. Visuals stimulate imagination and make writing more enjoyable. In short, a picture series is not only decoration in a classroom; it is a strong tool to help students think, understand, and write more clearly. Findings from the journals above confirm these benefits for teaching narrative writing.

#### **2.4 Teaching Writing using Picture Series**

Teaching writing using picture series is a helpful method to support students in learning how to write, especially for those who struggle to start or develop their ideas. Many students often face difficulties in writing because they do not know what to write or how to organize their thoughts. A picture series can help solve this problem by giving students a clear and interesting object to observe and describe. When students look at a picture series, it can inspire them to think about the people, places, or actions in the image, which then gives them ideas for what to write.

Using picture series in writing activities also helps students focus on story details, such as characters, setting, and event. They may begin by describing what they see, and from there, they can expand their ideas into full sentences and longer paragraphs. Picture series can also help students practice vocabulary and grammar in a meaningful way. For example, a student may see a person running in the picture series and learn how to describe actions using correct verbs and sentence structure. This makes the learning process more concrete and connected to something visual, making it easier for students to understand.

Picture series can make writing more enjoyable and increase students' motivation to write. The visual support makes the classroom atmosphere more active and less stressful. According to Susilawati (2021), picture series can increase students'

learning interest and help improve their writing performance, especially in recount or narrative texts where imagination and description are important.

Teachers also play an important role in using picture series effectively in writing lessons. They can begin by showing a picture series and asking questions to guide students' thinking, such as “What do you think is happening?” or “What happened before or after this moment?” These questions help students think deeper and organize their writing. During the writing process, teachers can give feedback, correct errors, and encourage students to keep improving their ideas.

In conclusion, teaching writing through picture series is a simple but powerful method. Picture series give students something clear and real to write about. They make it easier for students to start writing, develop their vocabulary, and organize their thoughts. Most importantly, picture series create a fun and supportive learning environment that helps students feel more confident in expressing their ideas in English.

### **2.5 Procedure of Teaching Writing using Picture Series**

Before starting the class activity using picture series, the teacher should prepare the procedure based on the material in the syllabus. The steps of teaching writing through picture series are as follows:

1. The teacher showed a series of pictures related to the topic to stimulate students' ideas.
2. The teacher asked students to observe the pictures carefully and understand the sequence of events.
3. The teacher guided students to write a narrative text based on the picture series. In some activities, students were asked to write one sentence for each picture to help them develop their story step by step.
4. After finishing their writing, some students were asked to share their work.

5. The teacher gave feedback on students' writing, including content, vocabulary, language use, and mechanics.
6. The teacher asked students to revise and edit their writing.

## **2.6 Advantages and Disadvantages Teaching Writing using Picture series**

This section will mention into the advantages and disadvantages of teaching narrative text using picture series for improving students' writing achievement.

### **2.6.1 Advantages of Picture Series**

Using picture series as a media for teaching writing narrative text has advantages. Here are some of them:

1. According to Wright (1989), picture series help students understand meaning better and avoid misunderstanding because they provide visual context that allows students to connect ideas with what they see.
2. According to Susilawati (2021), picture series are effective teaching media because they help students develop ideas more easily and improve their interest in writing.
3. According to Bukhori & Fazira (2024), picture series attract students' curiosity, and create a more enjoyable learning atmosphere that supports writing skill improvement.

### **2.6.2 Disadvantages of Picture Series**

Using picture series as a media for teaching writing narrative text also has disadvantages. Here are some of them:

1. Picture series do not give enough details, so students may understand the story in different ways and write different results.

2. Picture series do not show grammar rules, so students may have difficulty in writing correct sentences.
3. Picture series do not give clear help about punctuation and sentence structure, so students may ignore these parts in their writing.

picture series not only has advantages but also disadvantages as a media in teaching writing.

## **2.7 Theoretical Assumption**

Using picture series in teaching can improve students' writing skills, especially in writing narrative texts, by making the learning process more enjoyable and engaging. Picture series combine visual elements and imagination, which help students focus better and become more interested in the lesson. When viewing the picture series, students are encouraged to observe, describe, and make a story based inspired by what they see in the picture series. This visual support helps students generate ideas more easily, making it less difficult to start writing.

Picture series also help students organize their thoughts more clearly. Since a picture series shows people, settings, and actions, it naturally guides students to follow the narrative structure, such as orientation, complication, and resolution. This connection between visual input and storytelling helps improve students' ability to structure sentences and paragraphs properly. Moreover, using picture series helps students remember vocabulary and grammar more effectively, because they are using language in a meaningful and creative way. The emotional connection students make with picture series can also increase their motivation to learn.

However, the success of using picture series in teaching narrative writing depends on the teacher. The teacher needs to choose picture series that match the students' language level and interests. They also need to plan activities that encourage students to write actively, such as describing the picture series, imagining events,

or creating a short story based on the image. When used effectively, picture series can build a positive classroom atmosphere, reduce writing anxiety, and make learning English more meaningful and enjoyable.

## **2.8 Hypothesis**

Based on the background of the problem and the theoretical assumption, the hypothesis states that

“There is a significant difference in students’ narrative writing achievement before and after taught using picture series”.

This chapter already discusses about concept of writing, teaching writing, the role of picture series in language teaching, teaching writing using picture series, procedure of teaching writing using picture series, advantages and disadvantages of teaching writing using picture series, theoretical assumption, and hypothesis.

### III METHODS

This chapter discusses the research methods that employed in this study. This refers to design, variable, data source, instrument, data collection, data analysis, data treatment, and hypothesis testing.

#### 3.1 Design

This study used quantitative method with one group pre-test and post-test design in order to find out if picture series can improve students' writing achievement in narrative text. There are two tests, T1 pre-test and T2 post-test. The formula can be seen as follows:

<b>T1 X T2</b>
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Notes:

T1: Pre-test given before the treatment

T2: Post-test given after the treatment

X: Teaching writing through picture series

In this study, a pre-test (T1) was administered before teaching writing with picture series as a media, to assess the students' ability before the treatment was given. The treatment used picture series during the learning process to see the difference in students' narrative writing achievement. Post-test (T2) was given after the researcher taught students by using picture series and to measure how far students' achievement in writing narrative text improve after they got the treatment.

### **3.2 Variable**

According to Setiyadi (2018), variable refers to a concept that represents differences within a category, for example gender, motivation, behavior, achievement, and environmental factors. This research consist of independent variable. Pre-test is classified as an independent variable ( $X^1$ ) and post test also classified as an independent variable ( $X^2$ ).

### **3.3 Data Sources**

According to Sugiyono (2008), a population is a collection of subjects or objects that meet specific criteria set by the researcher. A sample represents a part of the population that reflects its characteristics and size.

#### **a. Population**

This research is conducted at a junior high school. The population for this study consists the students from 9th grade of SMP Kartika II-2 Bandar Lampung, which comprised three classes. The researcher will take only one class from the entire population.

#### **b. Sample**

One class was selected as the sample in this research. The selected class were involved in pre-test and post-test activities to examine the use of picture series in improving their writing achievement.

### **3.4 Data Collection Instruments**

Instruments refer to the measuring tools that are intended to be used by the researcher to assess the variables during the data collection process. The researcher uses a writing assessment test as the instrument. Writing assessment test is designed to evaluate students' achievement in writing narrative text when exposed to Picture

series. This methodology aims to provide a comprehensive understanding of the impact of using picture series in improving students' achievement in writing narrative text. A quantitative data will allow for a thorough analysis of the research objectives. Validity and reliability of the instruments will be addressed during the data collection process to ensure the credibility of the findings.

### **3.4.1 Validity**

Setiyadi (2018) explains that validity shows how well a measuring instrument measures what should be measured. Therefore, this research applies content validity and construct validity to ensure that the test is valid.

#### **a. Content Validity**

Content validity is about how much the test items are relevant and really represent what we want to measure (Taherdoost, 2016). For writing tests, content validity also means that the questions are made based on the curriculum and match the learning goals in the syllabus (Setiyadi, 2018). If the test has good content validity, it can show students' writing ability clearly and fairly, because the test really focuses on what students are supposed to learn. The content validity of the test was ensured by aligning the test materials with the English syllabus for ninth-grade junior high school students. The test was developed based on the basic competencies in the syllabus.

#### **b. Construct Validity**

According to Setiyadi (2018), construct validity is required when a measuring instrument uses multiple indicators to measure one construct. In this research, the test was developed using five aspects of writing, namely content, organization, vocabulary, language use, and mechanics, to fulfill construct validity. The rubric and test items were reviewed and validated by Reni Puspasari, S.Pd., as an English teacher to ensure that they appropriately measured students' writing ability. She examined whether the test items were appropriate with the theory of writing skills and in line with the

syllabus for ninth-grade junior high school students. Based on her evaluation, she confirmed that the test properly measured students' writing ability through five aspects of writing. (see Appendix 5, p. 66)

### c. Face Validity

According to Nurweni (2019) face validity refers to how clear an assessment appears to test takers. The language should match their proficiency level, using correct spelling, punctuation, and grammar, with clear instructions on what to do. In this test, the researcher was designed using appropriate level, spelling, punctuation, grammar and instructions. The face validity of the test was checked through consultation with an English teacher and supervisors.

### 3.4.2 Reliability

Test reliability measures how consistently a test results under silimar condition. Related to the design used for this study, researcher will use inter-rater method. This means that two raters were involved in assessing the students' achievement in writing narrative texts. The researcher as the first rater, and an experienced English teacher from the school as the second rater. Both raters discussed and collaborated the writing assessment criteria to achieve reliable test results. The complete calculation reliability of data pre-test and post-test can be seen in Appendix 11, p. 75. The inter-rater reliability of the test was evaluated using a statistical formula from Pearson Product-Moment Correlation, as follows:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Notes:

- $r$  = Pearson correlation coefficient
- $N$  = number of students / scripts
- $X$  = scores from Rater 1
- $Y$  = scores from Rater 2
- $\sum XY$  = total of the multiplication of  $X$  and  $Y$
- $\sum X^2$  = total of squared scores from Rater 1
- $\sum Y^2$  = total of squared scores from Rater 2

**a. Reliability of Pre-test**

$$r = \frac{19(81.017) - (1.158)(1.267)}{\sqrt{[19(75.432) - (1.158)^2][19(88.309) - (1.267)^2]}}$$

$$r = \frac{1.539.323 - 1.467.186}{\sqrt{[1.433.208 - 1.340.964][1.677.871 - 1.605.289]}}$$

$$r = \frac{72.137}{\sqrt{(92.244)(72.582)}}$$

$$r = \frac{72.137}{\sqrt{(6.695.254.008)}}$$

$$r = \frac{72.137}{81.824}$$

$$r = 0,88 \text{ (very high reliability)}$$

**b. Reliability of Post-test**

$$r = \frac{19(129.553) - (1.500)(1.623)}{\sqrt{[19(120.096) - (1.500)^2][19(139.983) - (1.623)^2]}}$$

$$r = \frac{2.461.507 - 2.434.500}{\sqrt{[2.281.824 - 2.250.000][2.659.677 - 2.634.129]}}$$

$$r = \frac{27.007}{\sqrt{(31.824)(25.548)}}$$

$$r = \frac{27.007}{\sqrt{(813.039.552)}}$$

$$r = \frac{27.007}{28.513}$$

$$r = 0,94 \text{ (very high reliability)}$$

The standard of reliability can be interpreted as follows (Arikunto, 2013):

- 0.00 – 0.19 indicates very low reliability
- 0.20 – 0.39 indicates low reliability
- 0.40 – 0.59 indicates average reliability
- 0.60 – 0.79 indicates high reliability
- 0.80 – 1.00 indicates very high reliability

### 3.4.3 Normality

The normality test was conducted to examine whether the data followed a normal distribution. The researcher applied the Saphiro-Wilk formula with the hypotheses as follows:

**H<sub>0</sub>:** The data are normally distributed.

**H<sub>1</sub>:** The data are not normally distributed.

In this research, the criteria for normality is if significance value  $>0,05$ , then the data distribution meets the assumption of normality, and if the significance value  $<0,05$ , then the data distribution does not fulfill the assumption of normality.

### 3.5 Data Collecting Techniques

The data were collected through the following steps:

a. Pre-test

Before the treatment began, the researcher administered a pre-test to measure the students' abilities. They will be asked to create a narrative text without pictures. The pretest aims to measure how much students improve before and after the teaching through picture series.

b. Treatment

The researcher gave an explanation and examples of how to write a narrative text using picture series. The treatment will be given three times using pictures which is given by the researcher.

c. Post-test

The post-test was conducted to measure students' achievement after the treatment. The students are required to write a narrative text based on picture series, and their writing was then assessed by the researcher.

#### d. Scoring

The researcher applies the scoring rubric from Heaton (1991, p.146) to assessing the students' writing scores. This rubric score covers five aspects, including content, organization, vocabulary, language use, and mechanics. (see Appendix 4, p. 65)

### **3.6 Data Analysis**

The research data presented as scores. The students' scores were calculated from the pre-test and post-test results by finding the mean scores to identify the difference of students' writing achievement in narrative text before and after being taught by using picture series media. The mean scores were compared to see the students' improvement.

After the data were collected, the researcher proceeded the data analysis through the following steps:

1. Scoring both the pre-test and post-test.
2. Organizing the results of the test and calculating the scores of pretest and post-test.
3. Making conclusion.

### **3.7 Data Treatment**

The researcher applied the t-test to the data to identify the difference of students' writing achievement in narrative text between before and after being taught using picture series as a media.

### 3.8 Hypothesis Testing

After the data were collected, the researcher analyzed the data to assess the relationship between using picture series and students' writing achievement. The hypothesis was tested at a 0.05 level of significance, accepted if  $\text{Sig} < \alpha$ . This represents a 5% error probability in the hypothesis. The criteria for hypothesis testing are as follows:

- H0: There is no a significant difference in students' narrative writing achievement before and after taught using picture series.
- H1: There is a significant difference in students' narrative writing achievement before and after taught using picture series.

This chapter has explained the methods employed in this research. This refers to design, variables, data sources, instruments, data collection, data analysis techniques, data treatment, and hypothesis testing.

## **V CONCLUSION AND SUGGESTION**

The last chapter of this research has presented the conclusion based on the results and suggestion for English educators who plan to teach using picture series in writing, as well as for researchers interested in conducting similar studies.

### **5.1 Conclusion**

The results of this research suggest that the employing picture series increased students' writing achievement in narrative texts at SMP Kartika II-2 Bandar Lampung significantly. The difference can be seen from the comparison between students' pre-test and post-test scores.

The results showed a difference in students' performance following the treatment. In the pre-test, most students were still in the middle score ranges. After the picture series were implemented, many students achieved higher scores in the post-test. The increase in the mean score also indicates that students' writing achievement improved after the implementation of the picture series.

The use of picture series helped students to understand the storyline more easily and organize their ideas when writing narrative text. Students became more active and confident in developing their stories based on the pictures provided. However, some students still faced difficulties in writing mechanics, such as spelling and punctuation. In conclusion, picture series can be considered as an effective teaching media to improve students' writing achievement in narrative text. Therefore, it is suitable to be applied in teaching writing, especially for junior high school students.

## **5.2 Suggestion**

From the conclusion stated above, the researcher would like to offer some suggestions that relate to the results of this research. The suggestions are as follows.

### **5.2.1 Suggestion for English Educator**

Based on the research results, English educator is suggested to use picture series as a fun and alternative media in teaching writing, especially in narrative text. Picture series can help students understand the topic more easily and guide them in organizing their ideas in the correct order. Through the application of picture series, the students can see the sequence of events clearly, which makes it easier for them to turn their ideas into paragraphs. Educator are also encouraged to explain the material clearly before asking students to write, so the students know what they are expected to do.

In addition, educator should give clear instructions and examples when using picture series in the classroom. Providing guidance during the writing process can help students reduce mistakes in vocabulary and sentence structure. Educator are also advised to give feedback on students' writing, so these students can learn from their errors and improve their writing skills. Using interesting media such as picture series can make the learning process more enjoyable and increase students' motivation to participate actively in writing activities.

### **5.2.2 Suggestion for Future Researcher**

The research has several limitations. Therefore, future researchers are recommended to conduct further studies that related to the use of picture series in teaching writing. Future researchers are suggested to conduct a comparative study by involving two different classes. One class can be taught using picture series, while the other class uses a different method or additional support, such as guiding questions or structured writing stages. This comparison can help to see the effectiveness of picture series more clearly.

Future researchers may use a quantitative design to compare the students' writing scores between the two classes, especially in terms of content, organization, and

mechanics. In addition, future researchers can also use a qualitative approach to observe how students in each class respond to the learning process. For example, they can analyze students' difficulties, participation, and the way they develop their ideas during writing activities.

By combining both quantitative and qualitative methods, future researchers can obtain more detailed and comprehensive results about the use of picture series in teaching narrative writing.

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