

THE EFFECT OF PICTURE SERIES AS  
MEDIA FOR STUDENTS SKILL IN  
WRITING NARRATIVE TEXT AT GRADE X  
SMA N 1 SEI BALAI IN 20222023  
ACADEMIC YEAR

*By* Heni Subagiharti

**THE EFFECT OF PICTURE SERIES AS MEDIA FOR STUDENT SKILL IN WRITING NARRATIVE TEXT AT GRADE X SMA N I SEI BALAI IN 2022/2023 ACADEMIC YEAR**

**Sri Nurleni<sup>1</sup>, Heni Subagiharti<sup>2</sup>**

<sup>1,2</sup> Pendidikan Bahasa Inggris, Universitas Asahan

*email:* [snurleni428@gmail.com](mailto:snurleni428@gmail.com)

**Abstract**

The goal of this study was to gain data that would show the X grade students at SMA N 1 Sei Balai were successful in their ability to write narrative texts using picture series. Research conducted in this study was quantitative. All of the class X students at SMA N 1 Sei Balai consisted the data analysis sample. For this study, samples were collected from 30 students in the experimental group (class X-1) and 30 students in the control group (class X-5). A test was the instrument used for collecting the data. The study focuses on finding. (1) Students' success in writing narrative texts using picture series had a mean of 86 and a standard deviation of 67 after the data had been evaluated, (2) The mean score for the students' achievement in writing narrative text using the conventional methods was 67, and the standard deviation was 55,6. The values of t-observed and t-table were 7,75 and 2,009 significantly. Although the value of the t-observed data was larger than the t-table data, using picture series had a significant impact on students' ability to write narrative texts.

**Keywords:** Picture Series Media, Writing, Narrative text

## INTRODUCTION

Language is an important form of communication that is utilized globally. The Oxford Learner's Dictionary defines language as a system of communication in voice and writing used by the inhabitants of a particular country. It is crucial to our existence. There are numerous languages in the globe, including Mandarin Chinese, Spanish, Arabic, Malay, Russian, and Bengali. English is among them.

English is important to learn and use for the development of science, technology, art, and culture, as well as for establishing relationships with other audiences. In addition, when conducting business, sellers and purchasers communicate in English. English is taught all over the world, including in Indonesia, because it serves so many purposes in everyday life. To master the English language, students must master four skills. The four components are reading, speaking, listening, and writing.

One of the four language skills that must be mastered is writing. Writing is the skill used to investigate the concept and engage in other forms of communication involving written language. Writing is considered an effective skill. Teachers must be able to organize instructional activities for learning. For students to comprehend and apply descriptive text in writing, teachers must have a thorough understanding of the material. Students' comprehension and mastery of a lesson can be aided by a high-quality medium. Unsuitable in-classroom learning processes contribute to one of teaching's failures. Numerous media are available for effective

English instruction.

One of the media that can be used to teach writing is the image. Students' interest in the teaching and learning process can be piqued by the use of visuals when presenting narrative texts. The image is a versatile medium for teaching English because it cannot be separated from other media. By using a picture, students are able to see the object, can describe it in greater detail, and can express their imagination, emotions, and thoughts in written form. A narrative text is a story with complicated or problematic events and an attempt to resolve these problems. Narrative text, the set of techniques used to convey the narrative through a process narrative, is an indispensable element of narrative texts. A narrative's purpose is to amuse or entertain the reader with a story.

Based on preliminary teaching English in SMA Negeri 1 Sei Balai, This research found that the writing process was not optimal. Students have not been able to master vocabulary and proper grammar when writing narrative texts, as is well known. This is the issue with writing for the students of SMA Negeri 1 Sei Balai, particularly the tenth graders. In this study, however, the focus will be on the effect of picture series on narrative writing.

Based on the results of the assessment of X the grade class students' ability to compose narrative texts, the indicators achievement has not been maximized. The average score obtained by students has not yet reached the M.C.C (Minimum Completeness Criteria) established by the school, which is 75 for writing a narrative text. Based on less than ideal expectations and actuality. To improve the efficacy of narrative text writing, it is necessary to conduct research and make observations. Based on the problems related to narrative texts among students in X the grade class at SMA Negeri 1 Sei Balai, it is necessary to make observations concerning the ability to write narrative texts utilizing supporting media. The picture series was used as a form of media to effect narrative writing skills.

The picture series as media, Harmer (2004) these picture are frequently used to illustrate scenarios to assist students with grammar and vocabulary. It is enjoyable for students since it challenges them to use their imaginations to deduce the messages from the pictures. Students can comprehend the material of the complete series because the images are interconnected.

The purpose of this research is to determine "The Effect of Picture Series as Media for Students' Skill in Writing Narrative Text at X the Grade students of SMA-Negeri 1 Sei Balai 2022/2023 Academic Year".

## **METHOD**

This research was conducted by a quantitative approach research type. Experiment is to bring an idea (or practice or procedure) to the test to see how it affect an outcome or dependent variable (Creswell, 2008: 299) in (Miller, 2019). This research was conducted by a quantitative approach research type. This research was categorized as an experimental study because the research used an experiment or treatment to compare the outcomes of the post-test between the experimental and control groups.

<b>Pre-Test and Post-Test Design</b>		
<b>O1</b>	<b>X</b>	<b>O2</b>
<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>

Where:

- O1** : Pre-Test  
**X** : Treatment  
**O2** : Post-Test

### Population

This research was taken the population of the X grade Students of SMA Negeri 1 Sei Balai in 2022/2023 academic year. The population of this research consisted of 188 students including six classes. It can be seen in the table follow:

<b>No</b>	<b>Classes</b>	<b>Number of Students</b>
<b>1</b>	<b>X-1</b>	<b>30</b>
<b>2</b>	<b>X-2</b>	<b>33</b>
<b>3</b>	<b>X-3</b>	<b>32</b>
<b>4</b>	<b>X-4</b>	<b>33</b>
<b>5</b>	<b>X-5</b>	<b>30</b>
<b>6</b>	<b>X-6</b>	<b>30</b>
<b>Total</b>	<b>6 Classes</b>	<b>188</b>

### Sample

Sugiyono (2013) in (Hutabarat et al., 2017) stated that the sample is a group made up of all of the people in the population and the characteristics that they share with the rest of the people. This research used random sampling to collect samples. This research divided the sample into two classes, which were then divided into six classes. The way to take the sample was six rolls the name of the class. They were X-1 until X-6. After that, this research took two roll as a sample. This research used X-1 as experimental group and X-5 as control group. There were 60 students.

<b>Classes</b>	<b>Groups</b>	<b>The Number of Students</b>
<b>X-1</b>	Experimental	30
<b>X-5</b>	Control	30
<b>TOTAL</b>		<b>60</b>

### Variable of the Research

Operational definitions were used to describe the characteristics of the variables investigated by research.

- a) Independent variable (X) The Picture Series was the study's independent variable  
b) Dependent Variable (Y) The dependent variable of this research was writing.

**Data Collecting Technique**

This research conducted a test to gather data for analysis. There were two separate tests namely:

## a. Pre Test

Before starting any treatments, the research took a pre-test to determine students' information on how to write their own narrative text titled Cinderella.

## b. Treatment

Both the experimental class and the control class got the treatment. While the control class was conducted in the conventional manner, like their teacher often teach, the experimental class used the picture series as media.

## c. Post Test

After receiving treatment with the picture series as media in the experimental class and conventional manner in the control class, the research took a post test to determine students' writing of narrative text. That test is about providing students with description instruction for creating their own narrative text titled Malin Kundang. For collecting data, this research was used test to collect the data.

**Instrument of Collecting Data**

Sugiyono (2013) in (Cazalet, 2010) said A research instrument is an instrument that is employed to measure natural and social phenomena. To be more exact, all of these events are refer to as study variables. The instrument was subjected to a writing test. In this research, the test took the form of a written narrative text. It was expected that this research gave students the opportunity to create a narrative text.

**Validity**

The instrument is said to be valid if the instrument is used to measure what intend to measure (Sukardi: 2003) in (Sukardi.Pdf, n.d.). It could be said that a writing test using grammar tests measured writing knowledge. Concentrate on the students' level of knowledge. The formula of measure validity test (Arikunto: 2011).

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{N\{\Sigma x^2 - (\Sigma x)^2\}(N\Sigma y^2 - (\Sigma y)^2)}}$$

Note:

r : The correlation between two variable

N : Total of the data

X : The mark in the pre-test

Y : The mark in the post-test

xy : Sum of multiplication

x<sup>2</sup> : Square of X

y<sup>2</sup> : Square of Y

**Reliability of the Test**

According to Sukardi (2007:122) said that reliability is the level in the test in a consistant manner measure any test. A research instrument can called reliability the tool was used what to use measure can used in when and in any time, the result is same To find the reliability of the test, this research use formula as following:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

$r_{11}$  = reliability

$r_{xy}$  = correlation between the two halves

### The Technique of Data Analysis

In analyzing the data, this research used test formula to analyze the data. To significant test in the effect students' writing ability, so used t-test formula as:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) + \left(\frac{1}{N_x} + \frac{1}{N_y}\right) S_1^2}}$$

Where:

$Mx$  = the mean of the experimental group

$My$  = the mean of the control group

$x^2$  = the standart deviation score of experimental group

$y^2$  = the standart deviation score of the control group

$N_x$  = the sample of experimental group

$N_y$  = the sample of control group

$N_X$  = the total sample of experimental group

$N_Y$  = the total sample of control group

## RESEARCH AND DISCUSSION

According to the findings of this study, grade X students at SMA Negeri 1 Sei Balai use picture series media significantly more when writing narrative texts. By using this media, the students' scores improved. That is seen from the pre-test scores of the experimental and control groups of students. The experimental group pre-test results showed a mean score of 66 while the control group was just 55. The experimental group post-test results showed a mean score of 86 whereas the control group was 67. It can be seen in more detail as follow:

### Score of Experimental Group

No	Student s' Name	Scores of Pre-test (X)	Scores of Post-test (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AA	54	85	2916	7225	4590
2	ASI	61	89	3721	7921	5429
3	ANS	63	86	3969	7396	5418
4	AS	98	88	9604	7744	88624
5	A	61	84	7321	7056	5124
6	AR	98	88	9604	7744	88624

7	B	61	90	7321	8100	5490
8	BS	98	88	9604	7744	88624
9	BYC	48	84	2304	7056	4032
10	CAM	55	85	3025	7225	4675
11	CN	44	79	1936	6241	3476
12	DA	61	91	3721	8281	5551
13	EA	63	85	3969	7225	5355
14	E	63	90	3969	8100	5670
15	FIG	65	83	4225	6889	5395
16	H	79	84	6241	7056	6636
17	HJN	63	90	3969	8100	5670
18	KN	65	91	4225	8281	5915
19	LRM	79	86	6241	7398	6794
20	MH	72	86	5184	7396	6192
21	MR	58	85	3364	7225	4930
22	M	60	84	3600	7056	5040
23	MLF	84	86	7056	7396	7224
24	NS	84	86	7056	7396	7224
25	NAS	73	87	5329	7569	6351
26	R	59	83	3481	6889	4897
27	RR	63	86	3969	7396	5418
28	RA	67	84	4489	7056	5628
29	SA	66	85	4356	7225	5610
30	TD	66	84	4356	7056	7224
<b>Total</b>		<b><math>\sum X=197</math></b>	<b><math>\sum Y=258</math></b>	<b><math>\sum X^2</math></b>	<b><math>\sum Y^2</math></b>	<b><math>\sum XY</math></b>
		<b>1</b>	<b>2</b>	<b>=138079</b>	<b>=222442</b>	<b>= 416830</b>

**1** Based on the table above, it showed that:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1971}{30} = 66$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{2582}{30} = 86$$

According to the above facts, pre-test scores for students were lower than post-test scores. The average pre-test score for students was 66. Following the

treatment of Picture Series as Media, it increased about 20%, and the post-test score mean was 86.

**Score of Control Group**

No	Students' Name	Scores of Pre-test (X)	Scores of Post-test (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AH	50	70	2500	4900	3500
2	AN	65	75	4225	5625	4875
3	AAP	55	70	3925	4900	3850
4	ASR	55	70	3925	4900	3850
5	AS	55	70	3025	4900	3850
6	APS	55	65	3025	4225	3575
7	A	50	60	2500	3600	3000
8	ADY	50	65	2500	4225	3250
9	AH	55	70	3025	4900	3850
10	BT	50	60	2500	3600	3000
11	CA	60	70	3600	4900	4200
12	FSP	50	65	2500	4225	3250
13	HS	50	60	2500	3600	3000
14	IPA	55	65	3025	4225	3575
15	JAPS	60	70	3600	4900	4200
16	JBT	55	65	3025	4225	3575
17	MASN	60	70	3600	4900	4200
18	MRA	50	60	2500	3600	3000
19	MAM	60	70	3600	4900	4200
20	MF	60	70	3600	4900	4200
21	MR	55	70	3025	4900	3850
22	MRP	50	60	2500	3600	3000
23	MS	60	70	3600	4900	4200
24	NA	55	65	3925	4225	3575
25	NAF	60	75	3600	5625	4500
26	NK	60	70	3600	4900	4200
27	NN	50	65	2500	4225	3250
28	RCD	50	65	2500	4225	3250
29	TSN	50	70	3500	4900	3500
30	VDS	60	75	3600	5625	4500
<b>Total</b>		<b><math>\sum X=1640</math></b>	<b><math>\sum Y=2020</math></b>	<b><math>\sum X^2=92950</math></b>	<b><math>\sum Y^2=136600</math></b>	<b><math>\sum XY=110875</math></b>



$$M = \frac{\sum X}{N}$$

$$M = \frac{1640}{30} = 55$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{2020}{30} = 67$$

According to the above data, students score lower on the pre-test than on the post-test. The pre-test score of students was 55 on average. It only increased 12% after receiving treatment in the conventional manner, and the post-test score mean was 67.

#### The Improvement Score of Pre-test and Post-test on Experimental Group

1	AA	54	85	+31
2	ASI	61	89	+28
3	ANS	63	86	+23
4	AS	98	88	+10
5	A	61	84	+23
6	AR	98	88	+10
7	B	61	90	+29
8	BS	98	88	+10
9	BYC	48	84	+36
10	CAM	55	85	+30
11	CN	44	79	+35
12	DA	61	91	+30
13	EA	63	85	+22
14	E	63	90	+27
15	FIG	65	83	+18
16	H	79	84	+5
17	HJN	63	90	+27
18	KN	65	91	+26
19	LRM	79	86	+7
20	MH	72	86	+14
21	MR	58	85	+27
22	M	60	84	+24
23	MLF	84	86	+2
24	NS	84	86	+2
25	NAS	73	87	+14
26	R	59	83	+24

27	RR	63	86	+23
28	RA	67	84	+17
29	SA	66	85	+19
30	TD	66	84	+18

**Analyzing the Data by Using T-Test Formula**

The test calculation was used to determine if use of picture series media had a significant effect on the writing of narrative text at grade X of SMA Negeri 1 Sei Balai based on the test results as they were previously presented in the data. Following are the results of the t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{X_2 + Y_2}{N_1 + N_2 - 2} \right] + \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

Before calculating the data using t-test formula, the research had to find the Mean and Standard Deviation of each group.

**Mean and Standard Deviation of Experimental Group**

This research had to determine the mean and standard deviation of experimental group:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1971}{30}$$

$$M = 66$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{138079}{30}} = SDx = 67$$

**Mean and Standard Deviation of Control Group**

this research had to determine the mean and standard deviation of control group:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1640}{30}$$

$$M = 54,6$$

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDx = \sqrt{\frac{92950}{30}} = SDx = 55,6$$

**1**

After getting mean and standart deviation of each group, then analyzing the data by using t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{X_2 + Y_2}{N_1 + N_2 - 2} \right] + \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{66 - 54,6}{\sqrt{\left[ \frac{67 + 55,6}{30 + 30 - 2} \right] + \left[ \frac{1}{30} + \frac{1}{30} \right]}}$$

$$t = \frac{11,4}{\sqrt{\frac{123}{58} + \frac{2}{30}}}$$

$$t = \frac{11,4}{\sqrt{2,12 + 0,06}}$$

$$t = \frac{11,4}{\sqrt{2,18}} = \frac{11,4}{1,47} = 7,75$$

**2**

To know the degree of freedom (df) is used formula as:

$$\begin{aligned} Df &= N1 + N2 - 2 \\ &= 30 + 30 - 2 \\ &= 58 \end{aligned}$$

**1**

The result of the t-test after data analysis was 7,75. In the event that this is consulted, the moment degree of freedom (df) would be  $N1 + N2 - 2$  or  $30 + 30 - 2 = 58$ . As a result, the t-critical table's score with a significant 0,05 was 2,009. Thus, it can be said that  $t\text{-score} > t\text{-table}$ .

As a result, the writer's hypothesis that using picture series media in the production of narrative text was effective was verified, and picture series media received a higher score than those that without.

## CONCLUSION

This study applied a whole sample strategy for sampling, pre- and post-tests for data collection, and an essay test for students as part of its quantitative research methodology. The teaching and learning processes are encouraged by picture series as media.  $H_a$  was accepted and  $H_o$  was refused, which suggests that the usage of

picture series as media greatly affects students' ability to write narrative text at the X grade of SMA Negeri 1 Sei Balai, according to the results of the data analysis in the preceding chapter. The study's findings confirm that using picture books as media helps students write narrative texts. Based on the data analysis, the study comes to the conclusion that using picture series as media can make learning more exciting. The research came to the following conclusions after examining the data:

1. Students can develop their writing skills by using picture series as media to write narrative texts.
2. The students are aware of the subject and basic structure of narrative texts.
3. The students were more engaged and motivated in class.

## REFERENCE

- Cazalet, W. W. (2010). Chapter III. *The History of the Royal Academy of Music*, 24–44. <https://doi.org/10.1017/cbo9780511693250.005>
- Degree, T. S., & Shalihah, F. N. (2015). *The Use of Series Picture in Improving Students' Writing Skill ( A Study towards the First Grade of SMPN 11 Bandung Academic year ) FACULTY OF ARTS AND LETTERS The Use of Series Picture in Improving Students' Writing Skill ( A Study towards the First Gr.*
- Hutabarat, B. A., Pohan, A. E., & Adam, A. (2017). The Effectiveness of Shared Reading Strategy toward Students' Reading Achievements. *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 8(1), 75. <https://doi.org/10.33373/anglo.v8i1.986>
- Miller, H. (2019). Chapter III. *The Old Red Sandstone*, 35–54. <https://doi.org/10.31826/9781463228897-007>
- Sa'diyah, H. (n.d.). IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS THROUGH A PICTURE SERIES-AIDED LEARNING STRATEGY. In *The English Teacher: Vol. XL*.

# THE EFFECT OF PICTURE SERIES AS MEDIA FOR STUDENTS SKILL IN WRITING NARRATIVE TEXT AT GRADE X SMA N 1 SEI BALAI IN 20222023 ACADEMIC YEAR

---

ORIGINALITY REPORT

---

# 22%

SIMILARITY INDEX

---

## PRIMARY SOURCES

---

1	<a href="http://jurnal.unimed.ac.id">jurnal.unimed.ac.id</a> Internet	292 words — 8%
2	<a href="http://repository.uhn.ac.id">repository.uhn.ac.id</a> Internet	121 words — 3%
3	<a href="http://ejurnal.bangunharapanbangsa.id">ejurnal.bangunharapanbangsa.id</a> Internet	104 words — 3%
4	<a href="http://ejournal.unsrat.ac.id">ejournal.unsrat.ac.id</a> Internet	42 words — 1%
5	<a href="http://ojs.ikipmataram.ac.id">ojs.ikipmataram.ac.id</a> Internet	40 words — 1%
6	<a href="http://pdfs.semanticscholar.org">pdfs.semanticscholar.org</a> Internet	39 words — 1%
7	<a href="http://digilib.uinkhas.ac.id">digilib.uinkhas.ac.id</a> Internet	35 words — 1%
8	<a href="http://lib.unnes.ac.id">lib.unnes.ac.id</a> Internet	32 words — 1%
9	<a href="http://digilib.unimed.ac.id">digilib.unimed.ac.id</a> Internet	28 words — 1%

---

10 Reza Ainur Rahma, Khoirul Anwar. "PICTURE SERIES TO INCREASE WRITING SKILL OF EFL JUNIOR HIGH SCHOOL STUDENTS", Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health International Conference (UMGESHC), 2021 26 words — 1%

Crossref

---

11 [eprints.umm.ac.id](http://eprints.umm.ac.id) 23 words — 1%

Internet

---

12 [www.ejournal.ust.ac.id](http://www.ejournal.ust.ac.id) 22 words — 1%

Internet

---

EXCLUDE QUOTES OFF

EXCLUDE SOURCES < 1%

EXCLUDE BIBLIOGRAPHY OFF

EXCLUDE MATCHES < 1 WORDS