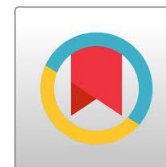# Improving students' ability to write narrative texts using pictures

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ARTICLE HISTORY	ABSTRACT
	This study is aimed in improving students' writing ability by using pictures in narrative text for Grade XI- IPS 5 SMA N 1 Cigugur Kuningan, the survey used of t-test data of experimental and control groups on pre-test and the shows that t_{actic} is lower that t_{tab} (0, 07 < 1, 6759) that is no significant difference of pre-test mean of both groups. The result of there are given a different treatment, and it means that there is a considerable difference in the post-test way of both groups, which is the post-test mean of the experimental group is significantly higher. The result t-test of a hypothesis test in the experimental group, whit is t_{actic} > tab or 9, 72 > 1, 7081 so the alternative hypothesis (Ha) the researcher found that the students gave positive responses on the use of the picture on student narrative writing skill. The results of the questionnaire analysis were only offered to the experimental group, which for the affective aspect was 370 or with the "agreed" criteria, for cognitive perspective are 170. It indicates the students' feeling toward English subject commonly, writing activity, and writing narrative text using picture especially is good. For the behaviour is 273 or in the "strongly agree" criteria. It indicates using snapshot is very good, an idea or belief toward English is essential are excellent, and they also agreed toward the difficulties of writing text without any media. After using a picture in writing narrative activity, these conclude that picture is significantly improving student narrative writing skill, and It's they made a considerable improvement in some aspect of writing skills such as content, organization, vocabulary and grammar.
KEYWORD:	**ABSTRAK**
	Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa dengan menggunakan gambar dalam teks naratif untuk Kelas XI-IPS 5 Sekolah Menengah Atas Negeri (SMAN) 1 Cigugur Kuningan, Jawa Barat, penelitian ini menggunakan data t-test kelompok eksperimen dan kontrol pada pre-tes dan menunjukkan bahwa t_{acc} *lebih rendah dari* t_{tab} (0, 07 < 1, 6759) tidak ada perbedaan rata-rata pre-test dari kedua kelompok, ada perbedaan yang signifikan dari rata-rata post-test dari kedua kelompok yang merupakan rata-rata post-test dari kelompok eksperimen secara signifikan lebih tinggi. Hasil t-test dari uji hipotesis pada kelompok eksperimen, dengan tacc > tab atau 9, 72 > 1,7081, hipotesis alternatif (Ha) peneliti menemukan bahwa siswa memberikan respon positif pada keterampilan menulis teks naratif dengan mengunakan gambar. Hasil analisis kuesioner hanya diberikan kepada kelompok eksperimen, untuk aspek afektif 370 adalah kriteria setuju, untuk aspek kognitif 170 atau dengan kriteria setuju. Ini menunjukkan perasaan siswa terhadap mata pelajaran Bahasa Inggris secara umum, aktivitas menulis, dan menulis teks naratif menggunakan gambar secara khusus adalah baik. Untuk perilaku adalah 273 atau dalam kriteria sangat setuju. Ini menunjukkan bahwa menggunakan gambar sangat baik, ide atau bahasa Inggris adalah penting, dan mereka juga setuju dengan kesulitan menulis teks tanpa media apa

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pun. Setelah menggunakan gambar dalam kegiatan menulis narasi, ini menyimpulkan bahwa gambar secara signifikan meningkatkan keterampilan menulis narasi siswa dan itu mereka membuat peningkatan yang cukup besar dalam beberapa aspek keterampilan menulis seperti konten, organisasi, kosa kata dan tata bahasa.

1. Introduction

A picture is worth a thousand words; it can convey an idea or an emotion more effectively than names or painting, drawing, the photograph of someone or something. According to Allen (1983: 33), Picture is categorized as one of the aids in language teaching. Visual aids are a situation where the learner can see what is named by the word to be learned. The picture is one of the primary vehicles used to communicate ideas. Images are created using another hardware device such as a digital camera or a scanner and not the computer. A picture is considered as a tool in learning because of some reasons. First, the idea that a picture can convey what might take many words to express was voiced by a character, their knowledge of something experience and then the appearance of painting as a technique in teaching writing narrative text is improving the students' writing ability in writing narrative text. Second, they also have an opportunity to be exploratory with the language. Last, the students become very involved with the new language. In supporting the above statement, Wright (1997: 86), states that pictures are essential in helping students to retell experiences or understand something since they can represent a place, object, and people. Images help students to follow a more general context, which may be made of images, the teachers' actions, the students' responses, sound effect and words. This overall context of the new language will have meaning to the students.

Conducting the analysis based on the method of using pictures in improving students' writing ability and to improve the students' creativity (Friantary, 2017). Using pictures to help the students improve their ideas in writing because of some reasons: (a) Deliver insights, (b) Interesting things to enhance views, (c) The real objects, (d) Easy to be understood, (e) Create imaginations.

Those problems became the main reasons of the research to improving students' ability in writing narrative text by using pictures, the difficulties that are often faced by the students such as, lack of proper word usage, grammatical structure, and vocabulary (Gultom, 2012). These difficulties make students less creativity in writing English. In doing teaching-learning activity, the teachers just use conventional methods and limited sources of books. The study was to apply pictures during the writing process because it can give students interest and

motivation in learning (Salam, 2015, Aldo, 2017). By providing it, the students will not be bored again to the writing, and they can develop and share their ideas in written form. It also makes sense of the context of a language for the students since writing needs more vocabularies that must be mastered by the students. It also has a specific point or stimulus to the students in process writing where it can also express their ideas, and it can develop the content of the book.

On the other hand, the picture in which there is ambiguity and the opportunity for widely divergent interpretations are an excellent basis for stimulating individual response and a variety of written outcomes. It can lead students to have a new experience of real writing activity and will give them an understanding that writing is a means of communication. Besides, the students usually have other perceptions and interpretations of the provided picture. The students just want to see and focus on one object from the submitted image (Baso, 2016).

The main problem of this study was to improve students' ability in writing the narrative text for the second-grade students of SMA N 1 Cigugur Kuningan. There are two problems of this research, as follow how to use the picture to improve students' writing ability in the second grade of SMA 1 Cigugur Kuningan and how are the students' creativity when they are learning writing using the snapshot.

2. Literatur Review

a. Writing Theory

Based on how important this writing skill is, many experts try to define this writing skill or activity according to their own opinions. The following will convey some understanding of writing according to experts. According to Djuharie, writing is a skill that can be developed and practised. This is in line with what Ebo said, that anyone can write. That is, writing activities that can be carried out by everyone by developing and training. Regarding the notion of writing, Pranoto argues that book means to pour thoughts into a written form or say something to others through writing. The script can also be interpreted as an expression or expression of feelings as outlined in written form. In other words, through the writing process, we can communicate indirectly.

Limitation of writing according to Tarigan, namely lowering or depicting graphic symbols, describes a language understood by someone so that other people can read the symbols of the graph if they know the language and visual images. Pictures or paintings may convey meanings, but do not depict language entities.

Writing is a representation of part of the unity of language expression. This is the main difference between painting and calligraphy, painting and writing.

Based on the description above, it can be seen the result of writing is writing. The results of an article are basically to convey thoughts, opinions, or ideas that arise. Given the primary function of literature, activities are a means of communicating indirectly, and it is essential for students to learn writing skills. Besides being able to improve the ability to express opinions, writing can also train students to express ideas of thoughts more easily. It can be concluded that the book is a productive and expressive activity by showing views in our minds into written form.

b. Narrative Text

A narrative text is an imaginative story to entertain people (narrative writing is an original story that aims to treat people). When looking at an English dictionary, narrative means (1) a spoken or written account of connected events; a story. (2) the narrated part of a literary work, as distinct from the dialogue. (3) the practice or art of narration. (Narrative means: 1. a story either spoken or written about related events. 2. the part told in a literary work, is different from the dialogue. 3. The practise or art of storytelling). If concluded, then a narrative text is a text that contains a story both written and unwritten, and there is a series of events that are interconnected (Rika Syahmewah Munthe, 2016).

c. Student Ability

Students are the leading and most valuable resource in the education process. Learners can learn without a teacher. Conversely, teachers cannot teach without students. Therefore the presence of students becomes a necessity in the process of formal education or education, which is symbolized by demanding interaction between educators and students (Aldo, 2019).

An initial ability (Entry Behavior) is an ability that a student has acquired before he or she receives specific new terminal skills. The initial ability shows the status of students' current knowledge and skills to go to the future state that the teacher wants the student to achieve. With this ability can be determined from where teaching must begin. Terminal capabilities are the direction the teaching objectives are terminated. So, instruction takes place from the initial capacity to the ability of the terminal that is the teacher's responsibility.

By nature, humans have the significant potential that fundamentally distinguishes humans from animals, namely thoughts, feelings, and will. Even so, the

underlying potential it has is not the same for each human being. There is the uniqueness that exists in humans. First, humans are different from other creatures, such as animals or plants. The difference is due to his psychological condition. Second, both physiologically and psychologically humans are not static creatures, but dynamic beings, beings who experience development and change. It develops especially physically from the inability and weakness that in all aspects of life requires the help of others, gradually develops into an independent human being. Third, in every development, humans have different characters.

The essence is there are no students on this earth are the same. This means that each student has its characteristics. Characteristics of students are the totality of abilities and behaviours that exist in their personal as a result of the interaction between nature and their social environment, thus determining the pattern of activities in realizing expectations and achieving goals. Therefore, efforts to understand the development of students must be linked or adjusted to the characteristics of the students themselves. Mainly, students' understanding is individual, although knowledge of their dominant features when in a group is also essential. There are four domineering things about students' characteristics: (a) Basic abilities such as cognitive or intellectual abilities. (b) Local cultural background, social status, economic status, religion etc. (c) Personality differences such as attitudes, feelings, interests, etc., (d) ideals, foresight, self-confidence, endurance, etc.

There are several opinions about the meaning of characteristics, namely:

1) According to Tadkiroatun Musfiroh, a character refers to a series of attitudes, behaviours, motivations, and skills.

2) According to Sudirman, the characteristics of students are the overall patterns of behaviour and abilities that exist in students as a result of their natural social environment so that they determine the design of activities in achieving their goals.

3) According to Hamzah. B. Uno (2007) Student characteristics are aspects or qualities of individual students consisting of interests, attitudes, motivation to learn, learning styles, thinking abilities, and fundamental skills possessed.

4) Ron Kurtus in arguing that character is a set of behaviour or behaviour (behaviour) of a person so that from the action, people will know him "what he looks like". According to him, the character will determine one's ability to

achieve his goals effectively, the ability to be honest and honest with others and the ability to obey the rules and regulations.

A person's character, whether intentional or not, is obtained from other people who are often around him or who often influence him, then he starts to imitate to do it. Therefore, a child who is still innocent will usually follow the behaviour of his parents or playmates, even caregivers. Closely related to this problem, a psychologist believes that character is different from personality because personality is a trait that is carried from birth. In other words, nature is genetic.

3. Method

This research belongs to quantitative quasi-experimental analysis uses pretest treatment- posttest designs. The population of this research was designed to improving students' ability in writing narrative text by using pictures of SMAN 1 Cigugur Kuningan. Which chooses by an idea as a picture to give for students in experiment class technique, and to take two groups were employed in this method were one group was the experimental group who received treatment (X) and the second group who did not receive treatment (Cohen and Manion, 1994:167). This study consists of two variables (Cresweel, 2012:112), in this study independent variable (x) is picture used in writing a Narrative text of the students is 26, and the dependent variable (Y) is students' ability in writing a narrative version of the students is 26 in of SMAN 1 Cigugur Kuningan. The population and sample by Creswell (2012:142) "Population is a group of individuals who comprise the same characteristics" and "simple is a sub-group of the target population that the researcher plans to study to make generalizations about the target population" The researcher of the collecting data used written test in paragraph form of narrative text, the researcher used a theory Creswell (2012:297)" pre-test and post-test in an experiment measures some attribute or characteristic that is assessed for participants before they receive a treatment" and then the researcher used questionnaire to know responses of use of picture on student narrative writing skill.

The used assessing writing test by Guntar and Sireger (2010:4) there are five components on assessing writing test "(1) Content, (2) Organization, (3) Vocabulary-vocabulary refers to the students' ability words or diction to express idea logically. (4) Language use, (5) Mechanical skill. The researchers of used statistical procedure by Muhidin and Somantri (2006:292-293), normality of distribution test (Muhidin and Somantri, 2006:296), calculating the homogeneity of variances test of data (Muhidin and Somantri,

2006:172), Hypothesis data (Muhidin and Somantri, 2006:49), and then Calculating Validity and Reliability of Questionnaire (Muhidin and Somantri, 2006:49).

4. Finding and Discussion

The English study teacher implemented pre-test, t-test, treatment and pre-test, improving the students writing ability (Afryaningsih, 2012). In this study was to improve students' writing ability by using the picture in narrative texts (Noviansari, 2012). Based on the result of t-test data of experimental and control groups on pre-test is lower. This is no significant difference in pre-test mean of both groups. It can conclude that the initial abilities of both groups have similar skills in writing narrative text before treatment (Fhonna, 2014). After they are given different treatment is higher, there is a significant difference in the post-test mean of both groups, which is the post-test mean of the experimental group is significantly higher than the control group:

Table 1. The Result of Each Class

Calculation	Experiment Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
N	30	30	30	30
Σ	1604	1988	1597	1681
Average	61,69	76,46	61,42	64,65
Highest Score	89	94	84	85,5
Lowest Score	42,5	57	23,5	23,5
Range	46,5	37	60,5	62
SD	13,68	10,65	13,38	13,33

In the interview section, the students stated that they became more understood the plots of the story as there were moving pictures and visual effects that helped them comprehending the texts better. The result of the post-test proved the students performed better than the pre-test.

The result of the post-test supported the success of the use of short videos on improving the students writing ability (Inengsih & Samad, 2013). The writing assessment was carried out to measure the improvements in students writing skills and to support data validity and reliability. The study created some indicators of the writing performance, including content, vocabulary, organization, grammar and mechanics.

Table 2. The Result of T-test on Pre-test in

Experimental and Control Group

	Experiment	Control	S_{gab}	t_{acc}	t_{tab}
Total	1604	1597			
Mean	61.69	61,42			
N	26	26	14,75	0,07	1,6759
Varian (S^2)	234,68	200,57			
SD (S)	15,32	14,16			

It can conclude that null hypothesis is rejected, in other words, there is a significant difference between the post-test mean in the experimental and control group, so the ability of narrative writing after giving different treatment between both groups was the difference.

Table 3. The Result of Affective Aspect

AFFECTIVE ASPECT				
Criteria Number	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly disagree**
1	1	1	14	10
3	1	15	1	9
4	1	1	12	12
5	14	12	0	0
7	1	1	9	15
Total	18	30	36	46
	*1	*2	*3	*4
	18	60	108	184
	18+60+108+184=370 (Agree)			

The study objective, the finding out to describe that the use of sequence picture and picture animated videos and the supporting actions improved the students' writing ability, enhance the student's creativity in the aspect of content, organization, vocabulary and grammar and mechanics. It was true that the students' improvement in writing had gradually improved through the use of picture short English animated videos. It indicates that students feeling toward English subject commonly, writing activity, and writing narrative text using short videos especially is excellent and practical aspect is 370 or in the agree to criteria.

Table 4. The Result of Behavior Aspect

BEHAVIOUR ASPECT				
Criteria Number	Strongly Disagree	Disagree	Agree	Strongly disagree
8	1	1	8	16
9	1	1	7	17
10	0	2	10	14
Total	2	4	25	47
	*1	*2	*3	*4
	2	60	108	184
	2+8+75+188=273 (Strongly Agree)			

For the behavior, aspect is 273 or in the strongly agree criteria. It indicates the students' action when using the picture is very good.

Table 5. The Result of Cognitive Aspect

COGNITIVE ASPECT				
Criteria Number	Strongly Disagree	Disagree	Agree	Strongly disagree
2	0	0	16	10
6	1	2	15	8
Total	1	2	31	18
	*1	*2	*3	*4
	1	60	108	184
	1+4+93+72=170 (Agree)			

The cognitive aspect is 170 pr in the agreed criteria. In indicates that the students' idea or belief toward English is essential is excellent, and they also agree toward the difficulties of writing text without any media. The questionnaire was used as an instrument to know the response of student after using picture and video; it the whole of students' almost give positive response. The percentage for strongly agree is 77% the percentage for accepting 15% and for disagree is 8%.

The hypothesis in date, which stated has to be improving that the use of sequence picture and picture animated videos and the supporting actions enhanced the students' writing ability, enhance the students' creativity in the aspect of content, organization, vocabulary and grammar and mechanics (Hestri, 2013). It was true that the students' improvement in writing had gradually improved through the use of picture short English animated videos to accept the alternative hypothesis. The experimental group should be the difference between the control group on post-test. In this study, the pre-test shows that

innovative and control group have a similar ability in writing narrative text (pre-test in experimental is 61.69 and in control group is 61.42). And then after they received different treatment, that there was a significant difference between both groups. It means that the ability to write narrative text in an experimental group increases significantly (A Hamzah Fansury, Restu Januarty, 2018).

Based on the result of t-test data of experimental and control group on the pre-test, that there is no significant difference of pre-test mean of both groups. It can be concluded the initial abilities of both groups have similar skills in writing narrative text before treatment. And then after they are given a different treatment, that is significantly higher than the control group (Marantika, 2013). The result of the analysis presented above, the researcher can conclude that there was considerably improving the use of the picture on students' narrative writing skill in another word, the alternative hypothesis is this study accepted. For useful aspect is 370 or in the "agree", the behaviour aspect is 273 or in the "strongly agree" and then for cognitive is 170 or in the "agree".

5. Conclusion

The teacher can develop the steps of learning in writing learning activities by the material, media, and methods used in learning. Teacher innovation and creativity will make learning more meaningful for students. The results of this study are images in narrative writing activities, can significantly improve students' narrative writing skills and it makes a considerable improvement in several aspects of writing skills such as content, organization, vocabulary and grammar.

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