IMPROVING THE STUDENTS’ WRITING SKILL BY USING

PICTURE STRIP STORY

(A Classroom Action Research at The Eighth Grade of SMP Negeri 2 Gemolong in 2014/2015 Academic Year)

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ABSTRACT

This research aims at finding out whether the use of Picture Strip Story improve students’ writing skill, especially narrative text and knowing the implementation of Picture Strip Story as technique in teaching process at the eighth grade of SMP Negeri 2 Gemolong Sragen in 2014/2015 academic year. Picture Strip Story is one of Technique in Communicative Language Teaching.

The researcher used a classroom action research as a method of the research. This research was carried out at the eighth grade of SMP Negeri 2 Gemolong Sragen. The class consisted of 30 students, 12 boys and 18 girls. This research was conducted in two cycles. Each cycles consisted of these activities: planning the action, implementing the action, observing, reflecting and revising the plan. The data of the research were collected by using some techniques including observation, interview, document analysis, questionnare and test. In analyzing the data, the researcher used Qualitative data and Quantitative data. The qualitative data were analyzed using data reduction, data display and conclusion drawing or verification. The quantitative data were analyzed by comparing the mean of the pre-test and post-test score.

Based on mean score result of the research, it shows that picture strip story can improve the students’ writing skill in narrative text, interest and motivation in writing. The improvement of students’ writing skill can also be shown by the result of pre-test and post-test. The mean score of pre-test was 47.03 and it improved in post-test 1 became 65.07 it also increased in post-test 2 became 80.73. The t-test result of cycle one was 9.68 and the t-test result of cycle two was 11.19. It can be concluded that picture strip story can improve the students’ writing skill. The classroom condition became more active in teaching-learning process, because the students enjoyed and interested during the lesson.

Keywords: Writing skill, Picture Strip Story, Narrative Text, Communicative Language Teaching, Action Research
PENINGKATAN KETRAMPILAN MENULIS SISWA DENGAN MENGGUNAKAN PICTURE STRIP STORY
(Penelitian tindakan kelas di kelas 8 SMP Negeri 2 Gemolong pada Tahun Ajaran 2014/2015)

By:
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ABSTRAK
Penelitian ini bertujuan untuk mencari tahu apakah penggunaan Picture Strip Story meningkatkan ketrampilan siswa, khususnya teks naratif dan untuk mengetahui penerapan Picture Strip Story sebagai teknik dalam proses mengajar di kelas 8 SMP Negeri 2 Gemolong Sragen pada tahun ajaran 2014/2015. Picture strip story adalah salah satu teknik dalam pengajaran bahasa komunikatif (Communicative Language Teaching).


Kata kunci: ketrampilan menulis, picture strip story, teks naratif, Communicative Language Teaching, penelitian tindakan.
A. INTRODUCTION

Language is one of way for us to communicate with others. According to Richards and Rodgers (1986:71), “language is a system for the expression of meaning”. Language is used to share information, to express ideas, to express feeling, etc. Language has important role for communication. English becomes important to be learned because it is a universal language that has an important role in life used as an international language, it is used to communicate among citizen of different countries.

English has been the most spoken language in the world and used for global communication. Applying English in the world includes all aspects: in politics, society, industry, business, education, tourism etc. English is a foreign language in Indonesia; for some people, English is considered as difficult language to learn. Teaching English in Indonesia focuses on four skills; they are listening, speaking, reading, and writing skill. To make the students mastering the four language skills, English teachers should provide material that is appropriate with the curriculum and find suitable methods in teaching and learning process.

English is one of subject that difficult to student, especially in writing. Learning to write is a sequential process. Writing requires and combines more basic skills than any other subject area. Writing is important skill that needs to be improved. Hyland (2003:9) states that “Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.”

Picture strip story is one of technique in communicative language teaching (CLT). Many activities can be done with picture strip stories. Fauziati (2009:143)
describes picture strip story activity like one student in a small group is given a strip story. She shows the first picture of the story to the other members of his group and asks them to predict what the second picture would look like.

According to Larsen (2000: 134), there are three features of communicative activities manifested in picture strip story, such as:

a. An information gap exists—the students in the groups do not know what the picture contains.

b. They have a choice as to what their prediction would be and how they would word it.

c. They receive feedback, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction.

The activity described is an example of using a problem solving task as a communicative technique. Problem-solving tasks work well in CLT because they usually include the three features of communication. Strip story show sequence of drawings telling story. Using strip story they can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating meaning.

The researcher chooses eighth grade of Junior School in SMP Negeri 2 Gemolong for the location of research. the researcher found problems that some students got difficulty in English lesson, especially in writing narrative text. The researcher can told about problems in the class. The students felt confused about text types, and how to write them. They did not understand the generic structure of text and the use of tenses.
The problems above are caused by two aspects, they are the teacher and the students. The teacher gave material to students and shared story that did not have correlation with the material, and teacher did not use media or game to improve writing skill of students. During learning process, teacher used textbook as the source of material to find the text in teaching process and teacher did not concern the students to take part in learning process.

Teaching-learning process was not interesting; the teacher still used traditional teaching which made students bored. Some of students were busy by themselves. Students were asked to follow what is written in textbook and they could not improve their creativity in writing. The transition of curriculum in school from Curriculum 2013 to Curriculum KTSP also made student confuse, they must learn hard for different material in Curriculum KTSP. It can be a reason for students to feel difficult in learning English.

Researcher tries to make the students interested in learning writing, the researcher assumes that picture strip story can improve writing skill of the eighth grade in SMP Negeri 2 Gemolong Sragen in 2014/2015 academic years. Researcher use picture strip story to teach narrative text. Picture strip story becomes one of the interesting techniques of communicative language teaching that can be applied in class. Picture strip story is one of solution to improve writing skill in narrative text and has big role to develop students’ writing skill because it can make students more creative, communicative and motivated to learn English in the class.

This research aims can be: (1) To find out the use of picture strip story to improve the students’ writing skill in SMP Negeri 2 Gemolong Sragen in the 2014/2015 academic year. (2) To know how far the use of picture strip story improves
the students’ writing skill in SMP Negeri 2 Gemolong Sragen in the 2014/2015 academic year. (3) To know what are the strengths and the weaknesses of picture strip story to improve the students’ writing skill in SMP Negeri 2 Gemolong Sragen in the 2014/2015 academic year.

**B. RESEARCH METHODOLOGY**

The research was conducted the research at SMP Negeri 2 Gemolong Sragen in 2014/2015 academic year. It is located on Jl. Citrosancakan, Gemolong, Sragen 57274. The location is very strategic and easy to find because it is near the main road. The researcher was carried out from Monday, May 11th 2015 until Monday, June 1st 2015.

The subject of the research was the students of the eighth grade of SMP Negeri 2 Gemolong, Sragen 2014/2015 academic year. Based on observation, the researcher took class VIII G, as the subject of the research. There were 12 boys and 18 girls. The researcher chose this class as the subject of the research for some reasons. First, the researcher wanted to improve the student writing skill, because their academic score were still low. Second, most of the students had low motivation in learning English because they thought that English is a difficult subject.

This research is the classroom action research. In action research, the researcher focused to issues that happen in the classroom. The researcher found the problem and looks for solution. Burns (2010: 2) states action research is to identify a ‘problematic’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically.
The procedure of Action Research, the researcher took two cycles. Each cycle used six steps, they are: identifying the problem, planning the action, implementing the action, observing the action, reflecting, and revising the plan.

There are two types of data analyzed in the research. They were quantitative data and qualitative data. Quantitative data was collected from the result of the test, they were pre-test and post-test. Qualitative data are collected by using non-test activity; they consisted of interview, observation, questionnaire, and document analysis.

The researcher used qualitative and quantitative technique in analyzing the data. The explanations are as follows:

1. Qualitative Data

In this research, the researcher used qualitative data analysis in analyzing data. The researcher used interactive model analysis. Miles and Huberman (1984:287) describe the interactive model of data analysis as follows; (a) **Data reduction**: the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field noted. (b) **Data display**: display was a display is an organized, compressed assembly of information that permits conclusion drawing and action taking. Looking at display helps us to understand, what was happening and to do further analysis for action based on the understanding. (c) **Conclusion drawing or verification**: from the beginning of data collection, the classroom action research was beginning to decide what thing mean, regularities, patterns, explanations, possible configuration, casual flows, and proposition. The competent research holds these conclusions are still there, in Choate and vague at first, then increasingly explicit and grounded.

2. Quantitative Data
The qualitative data support the data from qualitative method. The data was presented in the form of mean score and the result will be used to analyze the teaching and learning process. It was done to compare the students’ writing skill before and after each cycle or result of pre test and post test to know whether there is improvement in writing skill or not.

![Interactive model of analysis, Miles & Huberman (1984)](image)

The result of the test is analyzed to the result of the teaching and learning process or to know the difference before and after the cycle.

The formula used as follows:

a. The mean of pretest and posttest can be calculated with the formula as follows:

\[
\overline{X} = \frac{\sum X}{N} \quad \overline{Y} = \frac{\sum Y}{N}
\]

Where:

\(\overline{X}\) = mean of pretest scores

\(\overline{Y}\) = mean of posttest scores

N = the number of sample
b. The t-value can be calculated with the formula as follows:

\[ t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N - 1)}}} \]

- \( t \) = the t-value for non independent (correlated) means
- \( D \) = the differences between the paired scores
- \( \overline{D} \) = the mean of the differences
- \( \sum D^2 \) = the sum of the squared differences
- \( N \) = the number of pairs

Ary, Donald, Jacobs, L.C, and Sorenson, C.K (2010:177)

C. RESULT OF THE STUDY

This research was conducted by using a classroom action research, it consisted of two cycles. It was conducted in class VIII G of SMP Negeri 2 Gemolong in 2014/2015 academic year. During the action, the researcher, was helped by Mr. Zainal Anwar, S.Pd, as the collaborator. This research was conducted on Monday, May 11\(^{th}\) 2015 until Monday, June 1\(^{st}\) 2015

Before conducting the research, the researcher conducted the pre test which was held on Monday, May 11\(^{th}\) 2015. There was one test item in the form of instruction to write a narrative text. The students consisted of 30 students. The mean score of students’ pre-test was 46.933 it was low.

In the first cycle, there were three meetings. Two meetings were for learning process then one meeting was for post-test 1. The first meeting was conducted on Wednesday, May 13\(^{th}\) 2015. The second meeting was conducted on Monday, May 18\(^{th}\) 2015. Then, post-test 1 was conducted on Wednesday, May 20\(^{th}\) 2015. After
observing and reflecting the action of cycle one, the researcher found several strengths and weaknesses. The strengths were:

a) There was improvement on students writing skill. It can be viewed from the result of the first post test which was higher than the students’ score of pre-test. The students mean score improved from 46,933 in the pre-test to 59,967 in the post test 1.

b) The students felt excited when the researcher introduced picture strip story. Using picture strip story, they could share ideas and discussed together to solve the problem in group.

c) By using picture strip story the students could get ideas to write a narrative text, they told the story by themselves. It helped the student to write easily.

The weaknesses were:

a) Some of the students were facing difficulty in grammar. They still used simple present tense.

b) Most of students were still low on vocabulary. They always asked about vocabulary during the writing session.

c) The class situation was very noisy in discussion, because they always asked the researcher to translate in English language. The other students were busy by themselves.

From the reflection of cycle one, the researcher was not satisfying with the result. So, the researcher held cycle two to repair the result. The third meeting held on Monday, May 25th 2015 and the fourth meeting held on Wednesday, May 27th 2015. Then, post-test 2 was conducted on Monday, June 1st 2015. After observing and reflecting the action, The researcher found that there were some improvements in the cycle two.
After the cycle 2 was conducted, the researcher found out that the students writing skill had improved. It can be viewed from the result of the post-test 2 which was higher than the students’ score of the first post-test and pre-test. The students’ mean score can be seen in the table below:

<table>
<thead>
<tr>
<th>Mean of Pre-test</th>
<th>Mean of Post-test 1</th>
<th>Mean of Post-test 2</th>
<th>t-value of Cycle 1</th>
<th>t-value of Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.933</td>
<td>59.967</td>
<td>77.2</td>
<td>8.441</td>
<td>16.105</td>
</tr>
</tbody>
</table>

In the pre-test, the mean score is 46.933. While in the post-test 1 the mean of students’ score is 59.967. After comparing these score, it is found that at the level of significance 5% the $t$ table ($t_{1}$) of 30 students is 2.045 and the level of significance 1% is 2.756. The $t$ obtained ($t_{0}$) is 9.658. It can be concluded that there is a significant difference between the score in pre-test and post-test 1.

Then, the mean score of post-test 2 was 77.2. After comparing the score of post-test 1 and post-test 2, it is found that at the level of significance 5% the $t$ table ($t_{1}$) of 30 students is 2.045 and the level of significance 1% is 2.756. The $t$ obtained ($t_{0}$) is 9.658. So it means that there is a significance improvement between the score of post-test 1 and post-test 2.

In the cycle 1, there were some weaknesses like some of students still used simple present tense, they often made noisy situation in class. The students often asked to the researcher. In cycle 2, they had improved in writing narrative text like using simple past tense. They improved on producing grammatical features of narrative text and produced variety of vocabulary based on picture strip story. They could paid more attention on mechanism on write narrative text.
D. DISCUSSION

Based on the result of the research, there were some improvements in students writing skill. Considering the result in the two cycles, the researcher discussed some points related to the implementation of picture strip story technique in teaching writing.

Based on the test result, after the actions of the research, the students writing skill were improved. The improvement of the students’ writing skill could be seen from grammatical features; they could show the generic structure of narrative text. They could spell word and could use punctuation correctly. From picture strip story they could produce variety of vocabulary. In the pre-test, the mean of the students score was 46.933. The score was improved after the action conducted by the researcher. It can be seen on post-test 1, the mean score was 59.967 in cycle 1 and the cycle 2 the mean of post-test 2 was 77.2. It can be concluded that the action by the researcher improved the students writing skill.

The result of the research showed the indicators of writing improved. The researcher focused on five point on writing as follows: content, organization, grammar, vocabulary and mechanics. It can shown on the table below:

Besides that, the researcher also found the improvement of the students’ class situation. It can be seen from the students’ role in cycle 1 and cycle 2. They were active and wanted to show their ideas. They were more paid attention and enthusiast to answer the researcher’s questions. In this case, the researcher also found the strengths and weaknesses of using picture strip story technique in teaching writing. The strengths were as follows:

A picture strip story is able to create a good and interesting class situation. The students were more active. They wanted to show their ideas. The students could get ideas from picture strip story and they could make a good narrative
text. The students could show the generic structure of narrative text on their story. A picture strip story could help the students to get points of the picture then they could express it using their own words.

Besides the strengths, the researcher also found the weaknesses during applied of picture strip story technique. A picture strip story becomes uninteresting technique if the picture is too much, the students cannot understand the story. When producing the story, they often compared the strip story like the story that they had known.

Picture strip story is interesting technique to teach writing, using picture strip story could increase students’ motivation and students’ score. The students were more active and they solved their problem on discussion with their friends. This statement supporting by MC Soenarpaningrum (2011: 45) who states that “The use picture strip story is very appropriate and helpful to increase writing skill as the students can receive the new vocabulary well. Besides, they can retain the materials.”

From the discussion above, it can be stated that the use of picture strip story gives high positive improvement in improving English writing skill. Picture strip story could increase students score on writing. The strengths have much better effect than the weaknesses.

E. CONCLUSION AND SUGGESTION

a. Conclusion

Based on the result of the research carried out in VIII G at SMP Negeri 2 Gemolong in 2014/2015 academic year. The researcher would like to answering of the problem of statement in this study. After discussing and analyzing the data which were obtained from the action research, the researcher concluded that:

1. Picture strip story can improve the students writing skill on narrative text at the eighth grade of SMP Negeri 2 Gemolong in 2014/2015 academic year. It
could be seen from the mean score on pre-test and post-test was improved. The mean of pre-test is 46.93 and it improved on post-test 1 to 59.96 and increased up to 77.2 post-test 2 in post-test 2.

2. The implementation of picture strip story could change the class situation become more active and the students were encouraged to express their ideas. Picture strip story could create a good and interesting class situation. The students could get ideas from picture strip story and they could make a good narrative text. A picture strip story could help the students to get points of the picture then they could express it used their own words.

3. The strengths and weaknesses of the implementation of picture strip story can concluded that:

The strengths:

The researcher can motivate students to write a narrative text, the students could write narrative text by using picture strip story. They got ideas and picture strip story was make them easy to write their story.

The weaknesses:

A picture strip story become uninteresting technique if the picture too much, the students cannot understand the story. Then, if the students produce the narrative story they often compared the strip story like the story that they know.

b. Suggestion

The result of the study show that picture strip story can improve the students writing skill. Based on the result above, the researcher hopes that this study will provide benefits in english teaching learning process. The researcher
would like to give some suggestion related to this research for the teacher, the students and other researcher.

1. For the teacher

   Teaching English is not an easy way, the teacher must be creative to teach the students. The teacher can use another media or technique to teach English. Using picture strip story can be a new technique to teach English writing skill. The teacher should give the students more practice in writing.

2. For the students

   The students often felt that English is a difficult lesson, especially in writing skill. They had not ideas to write their story, by using picture strip story they could get ideas to write a narrative text. Writing skill need practice to be better. The students should encourage themselves and practice more.

3. For the other researcher

   This research is aimed to improve the students’ writing skill. It is hoped that the result of this research could be used as the additional reference in future research on other problems.
REFERENCES


