THE USE OF PICTURE-CUED STORY SEQUENCE IN TEACHING WRITING SKILLS FOR THE FIRST GRADE STUDENTS AT MA MADANI ALAUDDIN GOWA

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ABSTRACT
The aim of writing skills is to examine whether the Picture-cued Story Sequence improves students’ writing skills at the first grade of MA Madani Alauddin Gowa. The quasi experimental research with pre-test and post-test was implemented as the design of the research. The population of this research was the first grade at MA Madani Alauddin Gowa. The population was 99 students. The research used purposive sampling. The research involved 66 students from the population. There were 33 students in class X MIA 3 as experimental class and 33 students in X MIA 1 as a controlled class. The instrument used to collect data was the writing text. The result of the research showed that the score of the students’ writing skills at the first grade of MA Madani Alauddin Gowa was improved. Score on pre-test was smaller than post-test. The students got “poor” classification in pre-test. After treatment, students got “good” classification. Based on the result of this research, the researcher suggest that Picture-cued Story Sequence may be used as alternative technique in teaching writing skills because it can help students easy to develop or organize their ideas in writing process.

Keywords: writing narrative text, picture-cued story sequence.

INTRODUCTION
Writing is one of the important skills for foreign language learners in learning English. Besides that, writing is the most difficult to learn and to be mastery, because writing is an active or productive skill so that the students who are learning writing have to learn how to find ideas, and express them into writing. As Adelina (2017) states that, writing has the most
difficulties, since writing needs more accuracy for instance in spelling, grammar, and appropriate expression.

There are some kinds of writing text in senior high school, they are descriptive text, narrative text, report text, procedure text and recount text. Writing is a productive skill that quite important in developing student’s competence and language performance of senior high school level based on the curriculum today.

In this research, the researcher focuses on narrative text. Indaryati (2011) states that “A narrative text is a form of story text that has purpose to entertain reader. It tells about an imaginary experience which has a social function to amuse, to entertain and to deal with an actual or vicarious experience in different way”.

According to Adelina (2017), writing narrative text is one kind of writing text. In writing narrative text, the students’ maybe have some difficulties to write because of some factors such as the idea and the imagination of students’ still poor and limitation of time also influence the students to write.

Based on the researcher interview to the first-grade students of MA Madani Gowa, the students said that they difficult in exploring their ideas and make it into a good paragraph, they difficult in considering the grammar pattern, and they get bored in the classroom (student: Aswar)

First, the students were difficult in exploring their ideas and make it into a good sentences or paragraphs. The cause is the students still lack knowledge of vocabulary. Therefore, the students’ felt confused to begin because they were difficult to think and choose the appropriate words.

Second, the students were difficult in considering the grammar pattern because when the students wrote a text. Some students’ usually use inappropriate tense in writing. For this case, it would make the students’ text unstructured. Many rules in writing that have to be mastered. Therefore, in teaching learning process, the teacher should choose suitable method, strategy or technique to make students easier to understand the rules.

Third, the students said that they get bored to study English. The students get bored because the teacher only emphasizes the students to keep silent in the class and giving the students task on module without explanation, as a cannot improve their creativity and imagination.
The students’ said that English language especially writing is too hard or too boring to learn. This assumption made the students’ afraid to study. As a result, most of students’ is afraid to ask the points of what do not understand to the teacher. This situation make the students’ passive in their learning process and makes learning not effective (interview).

To solve the problems above, the researcher should find technique to improve students’ interest and motivation in writing, especially in writing narrative text to overcome the problem. Therefore, the researcher used picture-cued story sequence to examine the effectiveness of learning writing. A good technique or method would help the learning process activities. In this case, the researcher used picture-cued story sequence as a technique to help students develop their idea in writing narrative text. Picture-cued story sequence is one of many techniques that could be used by teacher to help the students evolve their ideas according the topic.

Teaching using picture is very suitable to be applied to the students of senior high school as a media in writing and also is very helpful for the students is generating and organizing their ideas in writing through picture.

Picture can speak thousands of words, it can be effective in teaching and learning English language especially in teaching writing, as Heaton (1988) states that a pictures story is very useful. It is not only used as the basic materials for student’s composition but also it is effectively stimulating students’ imaginative power. Therefore, using picture can be very effective way of teaching and learning English especially writing.

METHOD

This study used quasi-experimental design. This design conducts pre-test, treatment, and post-test. According to Gay (2016) there are four types of experimental research; pre-experimental design, true-experimental design, quasi-experimental design, and factorial design. The researcher used quasi-experimental design that involving two groups of classes (Pre-Test and Post-Test nonequivalent group design).

Gay (2016) states that it is impossible to assign individual participants to group randomly. In this design, one group would select as experimental class and other group as the control class. There is the treatment that would use the Picture-cued Story Sequence to the experimental group and control group.
Respondents

According to Sugiyono (2017) population is a generalization region consisting of: objects / subjects that have certain qualities and characteristics applied by the researchers and then drawn conclusion. The population of this research is the first grade of MA Madani Alauddin Kabupaten Gowa. The students are devided into 3 classes from X MIA 1, X MIA 2, and V MIA 3. Each class consist 33 students. The total number of populations are 99 students.

Gay (2016) states that sampling is the process of selecting the participant for the study. The technique sampling would use in this research is purposive sampling. The researcher got 66 students as a sample; the students would be divided into two groups. 33 students are as an experimental group and 33 students are as a controlled group.

Instruments

The study performs the procedure of collecting data by using test. According to Astri (2017), test is a way to know the students’ understanding about the lesson. A test is the questions or exercises that are used to measure skills, intelligence or talent. In this research, the test would focus on the narrative text material. This test would be applied in the pre-test and post-test. The aim of this test is to measure the students; knowledge about narrative text. From the text the researcher would know the students’ improvement in narrative text.

Procedures

The researcher conducted pre-test in experimental class and control class for the first meeting. The function of pre-test is to get the beginning data about the student’s skill in writing narrative text before giving a treatment. The next step was the treatment. The researcher taught the students for six meetings. The last step was post-test. This post-test conducted in the last meeting of the research after giving treatment. It benefits to find out the result of students’ writing skill after the research gave a treatment.

Data Analysis

The researcher shows the chronological steps in analyzing the data. The data in this research is analyzing through quantitative analysis. The researcher needed to criteria as indicators of the score. The indicators focused on student’s achievement, proficiency, and improvement. This research only talked and analyzed methods of the scoring and level of achievement.
FINDINGS AND DISCUSSION

The researcher analyzed the data obtained from the students’ pre-test and post-test. The data consisted of the result of the pre-test and post-test. The pre-test was intended to know the ability of the students’ writing skill before giving treatment, while the post-test was intended to find out whether there was any improvement or not of the students’ writing skill after having several treatments through using Picture-cued story sequence.

The result of this research shows that the students’ scores were much higher after the treatment using Picture-cued Story Sequence in experimental class. The performance of the students was improved by using Picture-cued Story Sequence technique. Most of them were in excellent and good score. The use of Picture-cued Story Sequence technique was surely useful to improve the students’ speaking ability. Some statements from expert support this thesis, Ambarsari (2013) states that picture-cued activities used to stimulate the students’ written responses. It means by giving the students pictures, it will be easier to them develop and generate the ideas from the picture. As Yoga (2012) states that the use of Picture-cued activities was able to improve students’ writing skill.

In addition, picture-cued story sequence is the technique that can improve students’ writing skill. This is related to the statement of Ariningsih (2010) that picture is affective technique used to improve the writing skill of students. Puspitaari (2012) also stated that the use of picture effectively improved the students’ writing narrative text.

The analysis of the mean score gap between the experimental class and controlled class in the post-test ensured if the technique was effective. The mean score of the experimental class was 79.2 and 68.1 for controlled class. It means the gap of the students’ score of the experimental and controlled class was 11.1. The explanation of the gap between two classes showed that the experimental class showed better improvement than controlled class.

The alternative hypothesis of this research would be accepted if t-test is higher than the t-table. If the t-test is smaller than the t-table it means the alternative hypothesis would be rejected. The result of the data analysis was the t-test (5.022) was higher than t-table value (2.000). Based on the result, the H1 was accepted. In other words, the use of Picture-cued Story Sequence was effective to improve the students writing skill.

Briefly, writing skill of the experimental class had proven that Picture-cued Story Sequence could be beneficial method in improving students’ writing skill. It can be seen from...
the significant improvement of the students’ writing narrative text from the pre-test to the post-test.

CONCLUSION

Based on the result data analysis, research finding and discussion in the previous chapter, the researcher concluded that the use of Picture-cued Story Sequence in the classroom is effective to improve the first-grade students’ skills in writing narrative text at MA Madani Alauddin Kabupaten Gowa. The result of the research presented that the students had “poor” score on pre-test with the mean score 57.3. After giving treatment the student achieved good improvement, they got “excellent” score with the mean score 79.2. The quantitative data shows that the statistical analysis of t-test value that was 5.022 greater than t-table value 2.000. Since the score of t-test is higher than the score of t-table, it means that alternative hypothesis (H1) was accepted.

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