The Effectiveness of Digital Picture Series to Improve Students' Writing Ability in Narrative Text

Lu'lu Ilma'wa Alfarah[1*], Yuvita[2], Rofiudin[3]
[123]English Education Department, Universitas Pancasakti Tegal

[*] Corresponding author: lulualfarah@gmail.com

ABSTRACT

The objectives of this research are to find out whether the use of Digital Picture Series gives a positive effect on students' writing ability in narrative text and to find out whether there is a significant difference in writing scores between students who are taught by using Digital Picture Series and those who are taught without using Digital Picture Series. It is experimental study. The subject of the study was 72 students of SMK N 1 Dukuhturi, divided into experimental group and control group. The instrument used in this research was writing test about narrative text based on Digital Picture Series. The result of T-test shows that the sig. (2-tailed) value that it is 0.000, which is lower than 0.05 (0.000 < 0.05). It means that there is a positive effect of using Digital Picture Series on students' writing ability in narrative text and there is a significant difference in writing scores between students who are taught by using Digital Picture Series and those who are not taught using Digital Picture Series. Therefore, teachers are advised to use Digital Picture Series media in the teaching and learning process to improve the students' writing ability.

Keywords: Writing ability, Digital Picture Series, Narrative text

INTRODUCTION

Writing is one of the most productive language skills, and it is important to be mastered by students. Because writing is an important part of communication for students, with good writing skills, it can enable students to communicate message clearly through written form. Through writing, students can share their ideas, goals, or opinion with everyone without face-to-face interaction. According to Carter et al. (2002:269), writing is crucial for career and personal life, since others will appraise our capacity for thought based on what we write and how we express it. As a result, effective writing abilities are required to convey students' ideas and expertise. According to (Nunan, as cited in Pratiwi, 2016) stated that writing is considered a form of communication that is frequently utilized that writing is the process of production language in written form, which is often used to convey ideas to readers. According to (Manchon, as cited in Khotimah, Bukhari Daud, 2017) defines writing as a language production in written from. He also states that writing is a production skill that entails creating graphic symbols or making markings on some kind of flat surface. In this statement, the graphic symbol denotes letters, words, or linked sentences and paragraphs. It means that

writing is an activity of producing language, which involves the activity of assembling words, sentences, and paragraphs that are connected to each other.

Therefore, writing is a complicated challenge for students. Because in writing, students not only string words, sentences, and paragraphs, but they also have to think about how to express and organize them with creativity. In addition, teaching writing is a complicated task for teachers in the learning process. The teacher must have a great interest and provide many strategies to make students have the ability to learn to write.

Seeing the complexity of writing that has been mentioned previously, it is known that most students have difficulty in writing. They find it difficult to discover the ideas and they have difficulty putting these ideas into writing. As a result, educators must select the medium that will assist students in writing. Teachers can encourage students to learn to write by utilizing the right media during the learning process is anticipated to become more dynamic and succesful with the use of technology as a teaching too, which can also help students improve their writing skills.

Related to the use of digital media and the concept of new technology in the current era, the writer is interested in using a digital picture series as a media for learning to write narrative text. One type of media that falls under the picture category is Digital Picture Series. The Digital Picture Series is an online picture series that aids in effectively conveying ideas and concepts to writers of stories. This Digital Picture Series is offered in the form of digital media or online/internet media in order to create Digital Picture Series media, as opposed to the picture series in general, which is only presented in the form of print media. According to Fitriany (2014) stated that Digital Picture Series is a modified medium appropriate for improving writing learning because the picture (visual) is a complex and useful medium. She also stated that Digital Picture Series are a sort of media that can be used to develop a series of stories or to enhance writing skills.

The Digital Picture Series was chosen as the media because it is an interesting media for students. Picture Series are advised due to their many benefits in the writing learning process, according to (Smaldino, as cited in Pratiwi, 2016). He also stated that the first benefit of using picture series is that, it sparks students' interest in writing in English. In addition, Digital Picture Series can motivate students to write and develop their written language. The ideas are supported withthe statements by the following expert. According to (Marble, as cited in Khotimah, Bukhari Daud, 2017) claimed that picture series might be used to help students come up with ideas for details and concepts in narrative progressions. Additionally, he said that picture might inspire children to write and enhance their written expression. As (Gregoria

et al., as cited in Khotimah, Bukhari Daud, 2017) state that using picture to improve EFL students' narrative skills in English is a good method. He also said that using picture series in the classroom to teach writing might increase students' drive to improve and practice their narrative writing skills. Based on the problem above, the writer was interested to conduct research to improve the tenth grade students' writing ability in narrative text. The objectives of this research are 1) to find out whether the use of Digital Picture Series gives a positive effect on students' writing ability in narrative text, 2) to find out whether there is a significant difference in writing scores between students who are taught by using Digital Picture Series and those who are taught without using Digital Picture Series.

LITERATURE REVIEW

There are several previous studies that discussed the used of Digital Picture Series in English, especially in writing narrative text. One of the research study conducted by Setiawan (2019) the findings indicate that employing picture series can help students write better. According to (Wright, 1989) states picture series such as cartoon strips and instructions can be effective. The strips can be used to not just contextualize a story's development, but also to stimulate and guide students in their writing.

Students at junior high school, senior high school, and university levels learn to write as one of their academic subjects. Writing is one of the ways to communicate or convey the author's ideas in written form. According to (Manchon, as cited in Khotimah, Bukhari Daud, 2017) defines writing as a language production in written form. He also states that writing is a production skill that involves creating graphic symbols or making markings on a flat surface of some kind. In this statement, the graphic symbol denotes letters, words, or linked sentences and paragraphs.

According to (Harmer, as cited in Telaumbanua, 2020) explained that there are five difficulties in written text, includes grammar, vocabulary,handwriting, spelling. According to (Jacob et al., 1981) stated that point out the five significant components in writing. These are conent, organization, language use, vocabulary and mechanics. According to (Harmer, 2004) there are various stages of writing, including explained planning, drafting, editing, and final draft.

(Rebbeca, as cited in Yunita Puspitasari, 2019) stated a narrative text is one that presents the story of a seuence of logically and chronologically related events that are created or experienced by factors. It is a style of prose meant to amuse, entertain, and provide readdes

with actual or made-up experience in a number of differnt ways. The processes for creating a narrative include: orientation, complication, resolution (Derewianka, 1990).

Digital Picture Series is a modified medium appropriate for improving writing learning because the picture (visual) is a complex and useful medium. She also stated that Digital Picture Series are a sort of media that can be use to develop a series of stories or to enhance writing skills (Fitriany, 2014). According to (Marble as cited in Khotimah, Bukhari Daud, 2017) claimed that picture series might be used to help students come up with ideas for details and concepts in narrative progressions. Additionally, he said that picture might inspire children to write and enhance their written expression.

(Sadiman et al., as cited in Setiawan, 2019) explained that there are five benefits to employing picture in the teaching and learning process. A picture is concrete and can be more realistic is concrete and can be more realistic in depicting a major issue than other spoken mediums. A picture can address an issue when time and space are limited. Following that, pictures can overcome the limitations of human perception, allowing them to explain something that cannot be explained by human perception. Pictures are inexpensive and simple to obtain and use. Wright (1989) lists the following as some of the purpose of pictures:

1) Structure and vocabulary

    Can be used to present new grammatical and vocabulary entries in a variety of ways. They also assist teachers in providing circumstances and contexts that illumintae the meaning of words or utterance, as well as avoiding protracted translations that may confuse students.

2) Situation and Function

    Pictures are utilized to help students transition from one lesson to the next. Pictures can also be used as the foundation for textual work, such as question writing. Pictures can also help students motivate them and give useful practice material.

3) Skills

    Picture can help learners practice their language in real-word setting or in situation that they are familiar with.

    According to (Wright, 1989), there are a few criteria to consider when choosing appropriate pictures for students, and they are as follows:

1) The assistance must be simple for the instructor to produce and organize

2) The aid must be interesting to the children, especially the younger ones

3) The assistance must include adequate language.

The use of Digital Picture Series about narrative texts in teaching English, especially in writing ability is very appropriate. This strategy can encourage students' interest and motivation in writing, especially narrative text. Picture Series are advised due to their many benefits in the writing learning process, according to (Smaldino, as cited in Pratiwi, 2016). He also stated that the first benefit of using picture series is that, it sparks students' interest in writing in English. In addition, Digital Picture Series can motivate students to write and develop their written language. In addition, Digital Picture Series can motivate students to write and develop their written language. The ideas are supported withthe statements by the following expert. According to (Marble, as cited in Khotimah, Bukhari Daud, 2017) claimed that picture series might be used to help students come up with ideas for details and concepts in narrative progressions. Additionally, he said that picture might inspire children to write and enhance their written expression. As (Gregoria et al., as cited in Khotimah, Bukhari Daud, 2017) state that usingpicture to improve EFL students' narrative skills in English is a good method. He also says that using picture series in the classroom to teach writing might increase students' drive to improve and practice their narrative writing skills.

METHOD

In this study, a quantitative approach was used. Quantitative approach was used by the researcher because to conduct the research about something that have numeric form so that this research needed some formulas such as descriptive statistic, normality test, homogenity test, paired sample t-test and independent sample t-test. The experimental with a true experimental was used by the writer as a type of research. Two groups design was used in this study. The first group was the experimental group, which was taught by using Digital Picture Series. The second group was control group, which was taught without using the Digital Picture Series.

The population of this study was taken from the students of tenth grade in SMK Negeri Dukuhturi in Academic year 2021/2022. The total number of students was 576, which consistsof 16 (sixteen) classess. The sample was divided into two groups randomly using the cluster random sampling technique. As a sample, the writer selected 72 students from two groups, eachgroup consist of 36 students. The first group was the experimental group, which consist of 36 students X AKL 3. The second group was the control group, which consisted of 36 students X OTKP 1. There are two different types of variables includes "independent variable" and "dependent variable". The independent variable is the variable that affects the dependent variable. While the dependent variable is a variable that is influenced by the

presence of independent variables. Based on the title of this study, the independent variable is the use of Digital Picture Series as media in writing narrative text. Meanwhile, the dependent variable is the students' writing ability in narrative text.

Data collecting technique is the way writer will collect data. Pre-test and post-test was used to collect data. The pre-test was provided at the first meeting to assess the students' ability to write narrative text. Pre-test was given between experimental and control group using Digital Picture Series. The post-test was given at the last meeting to determine the students' scores achievement, and to determine the effect of using Digital Picture Series to write narrative text. Pre-test was given between experimental and control group.

In this study, writing test was used as a research instrument. Pre-test was given at the first meeting. The test was written test that asked the respondents to write a narrative story of Danau Toba by considering the generic structures and language features of narrative text, minimal three paragraphs around 250 words. The test was allocated for 65 minutes. The pre-test was given offline, so it is necessary to use mobile phone as a tool to use or opened the digital picture series. Post-test was given to students in the experimental and control group using Digital Picture Series. Post-test was given at the last meeting. In this test, the researcher gave students Digital Picture Series of Malin Kundang as media. The test was written test that asked the respondents to write a narrative story of Malin Kundang by considering the generic structures and language features of narrative text, minimal three paragraphs around words. The test was allocated for 65 minutes. post-test was given offline, so it is necessary to used mobile phone as a tool to use or open the Digital Picture series.

When evaluating a research instrument, validity and reliability are two things to take into account. To measure the instrument validity, content validity and construct validity were used. Content was used because the instrument relates to the topic in the syllabus and curriculum of the school. Meanwhile, construct validity was used because the topics in the instrument based on the competency standars, basic competencies, and indicators contained in the curriculum. After the test was valid, it must be measured again through realibility. The scoring rubric proposed by (Brown and Balley, 2004:245) was used to assess writing ability.

Data analysis is the activity of researcher to analyze the data. In analyzing the data, the writer used the t-test formula by IBM 22 Statistics, as follows: analyzing descriptive statistics, analyzing normality test, analyzing homogenity test, analyzing paired sample t-test and analyzing independent sample t-test.

RESULTS AND DISCUSSION

This research was conducted in the tenth-grade students of SMK N 1 Dukuhturi in academic year 2021/2022, by taking a sample of 36 students from X AKL 3 is an experimental group and 36 students from X OTKP 1 is the control group. The experimental group and the control group were taught by the same English material but different strategies. The experimental group was taught by using digital picture series media whereas the control group was taught by conventional method or without using digital picture series media. This research was conducted in eight meetings, includes pre-test, treatments and post-test.

In the first activity, the researcher introduced herself and gave the pre-test to each group on 27th April 2022. In the pre-test, the students from each group were given the topic about narrative text a legend of "Toba lake". After that, the researcher asked each to write down the topic into a paragraph by considering the generic structures and language features of narrative text, minimal three paragraphs around 250 words and the time allocation was 65 minutes. Then itwas uploaded to the Google drive link that had been provided by the researcher.

After each group has been given by using the different method but the same material, the researcher gave post-test in the last meeting. The post test was held to each group on May 25th 2022. In the post-test, the students from each group were given one topic about narrative text a legend "Malin Kundang". After that, the researcher asked each to write down the topic into a paragraph based on digital picture series of the story "Malin Kundang" by considering the generic structures and language features of narrative text, minimal three paragraphs +/- 250 words and the time allocation was 65 minutes. Then it was uploaded to the Google drive link that had been provided by the researcher. According to the result of writing test, the analysis data could be seen as follows:

Table 1. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental Group	36	47	76	64.78	5.703
Posttest Experimental Group	36	69	95	81.14	7.306
Pretest Control Group	36	48	78	64.14	5.622
Posttest Control Group	36	58	84	67.94	6.141
Valid N (listwise)	36				

Based on table 1 above, it can be seen that the number of samples (N) in the experimental group was 36. In the pre-test column of the experimental group before being

treated using the Digital Picture Series by the writer, the minimum score was 47 and the maximum scores. The mean score was 64.78 with the standard deviation was 5.703. In the post-test column of the experimental group after being given treatment using the Digital Picture Series, the minimum score was 69 and the maximum score was 95. The mean score was 81.14 with the standard deviation was 7.306.

While in the control group, the number of samples (N) was 36. In the pre-test column of the control group before being treated using the conventional method by the writer, the minimum score was 48 and the maximum scores was 78. The mean score was 64.14 with the standard deviation was 5.622. In the post-test control group coloumn, after being treated with conventional learning, the minimum score was 58 and the maximum 84. The mean score was 67.94 with standard deviation was 6.141. From the explanation above, it can be seen that both groups have a different or a gap.

Table 2. Paired Sample T-test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest Experimental Group - Posttest Experimental Group	-16.361	6.020	1.003	-18.398	-14.324	-16.307	35	.000
Pair 2	Pretest Control Group - Posttest Control Group	-3.806	4.020	.670	-5.166	-2.445	-5.680	35	.000

Based on the table 2 above, it could be seen that the result of Pair 1 the sig. (2-tailed) value is 0.000 < 0.05. In other words, the research finding revealed that there is a positive effect of using Digital Picture Series on students' writing ability in narrative text. So, based on the data above, it can be concluded that the research hypothesis (Hi) is accepted and the null hypothesis (Ho) is rejected.

Table 3. Independent Sample T-test

	Levene's Test for Equality of Variances	t-test for Equality of Means	
			95% Confidence Interval of the Difference

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students Writing Scores	Equal variances assumed	1.544	.218	8.295	70	.000	13.194	1.591	10.022	16.367
	Equal variances not assumed			8.295	67.988	.000	13.194	1.591	10.020	16.369

Based on table 3 above, it could be seen that the sig. (2-tailed) value is 0.000, which lower than 0.05 (0.000 < 0.05). In other words, the research findings revealed that there is a significant difference between the mean of the post-test in the experimental group and the mean score of the post-test control group.

Before treatments the students of experimental group less motivation and not interested in the learning process especially in writing. Moreover, after the treatment students' motivation and interesting in writing increased. Digital Picture Series could help the students to improve their writing ability especially in narrative text. Before using a Digital Picture Series, students had difficulty to discover ideas, to put these ideas into their writing and their writing was not chronological. After using Digital Picture Series, students find it easy discover ideas, to express their ideas in their writing, and the writing is arranged chronologically.

Meanwhile, in this research, the writer uses digital picture series as media in teaching experimental group has weaknesses. Some students are still constrained by how to edit or write on a Microsoft Word file that contains a Digital Picture Series, so the writer helps students who feel confused when editing or writing on a Microsoft Word file. The writer must prepare to teach a Digital Picture Series. Therefore, the writer thought about the time, because in this pandemic, the learning process in the school is reduce. For example, the time is so short.

Then, teaching writing by using Digital Picture Series as media was more effective. The students who are taught by using Digital Picture Series as media got better in writing. Digital Picture Series gave students new learning style to make them interested and enjoyable teaching and learning process. As a result, they did not feel bored and more fun in writing class. The analysis to improve students' writing ability in narrative text through Digital Picture

Series media is fun. Fun learning makes students' writing ability increase because they feel comfortable and enjoy the material provided by the teacher and they don't feel bored to

learn to write. Then, using Digital Picture Series in learning makes students motivated to improve their writing ability, and by using Digital Picture Series students can easily discover ideas, express their ideas in their writing, and make their writing chronological. Because in the Digital Picture Series, there are a number of series of pictures that are interconnected to form a story in sequence, it will make it easier for students to discover ideas, express their ideas in their writing, and make their writing chronological. This can be seen from the increase in student scores in the experimental group after being given treatment using Digital Picture Series media. Based on these indicators, it can be said that the effectiveness of using Digital Picture Series to improve students' writing ability in narrative text can help students discover ideas, express their ideas in their writing, and make their writing chronological. Besides that, it also motivates students to improve their writing ability and can interest them in a fun learning process, so it is not boring.

CONCLUSION

This study proved that there is a positive effect of using Digital Picture Series on students' writing ability in narrative text. It can be seen from the calculation of the sig. (2-tailed) value that it is 0.000, which is lower than 0.05 (0.000 < 0.05). Then, based on computing data using an Independent Sample T-test, it can be seen that the sig. (2-tailed) value is 0.000, which is lower than 0.05 (0.000 < 0.05). It proves that there is a significant difference in writing scores between students who are taught by using Digital Picture Series (the experimental group) and those who are taught without Digital Picture Series (the conventional group). It is concluded that the use of Digital Picture Series is effective to improve students' writing ability in narrative text.

For English teacher, the use of Digital Picture Series can make students interested in the teaching and learning process. In addition, it makes students motivated to improve their writing abilities; they can easily discover and express their ideas in their writing, and it makes their writing chronological. Therefore, it is suggested that teachers use Digital Picture Series media in the teaching and learning process to improve the students' writing ability.

For students, it is suggested they practice their narrative writing by using the Digital Picture Series media in order to help them master their writing ability. For further researchers, the result of this study should hopefully be able to give inspiration to those who want to conduct development research on the topic of writing skills. The writer realizes this research paper is not perfect. The other researcher could conduct additional writing analyses with different levels of English learners, such as junior high school students and senior high school

students, using different text genres. However, this research can also be a reference and little contribution for future researchers who want to conduct further research and give them more information related to the effectiveness of Digital Picture Series to improve students' writing ability in narrative text.

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