PROCEEDINGS

Seminar on: "Method of Writing Scientific Article and Publishing in International Journal"

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The Effect of Picture Series Media on Students' Writing Narrative Text

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Abstract: This research is conducted in order to find out the Effect of Picture Series Teaching Media to the Ability of Grade X Students in Writing Narrative Text at SMA Negeri 2 Pematangsiantar. This research design is quantitative research. The data of this research were taken from two classes that consist of 48 students (24 in experimental group and 24 students in control group. The researcher found that the mean of post-test in experimental group is 83 and the mean of post-test in control group is 70,16 and the researcher also found that t-test is higher than t-table. It can be seen from df: 46 (24+24-2) with the table is 2.01 and the level of significance 5%. It shows that t-test is higher than t-table (5.31 > 2.01). Finally, it can be concluded that Picture Series teaching media was successful to increase the students’ ability in writing narrative text.

Keywords: Narrative, Picture Series, Teaching Media, Text, Writing

I. INTRODUCTION

1.1 Background of the Research

English is important for our life besides in building relationship with others, English is very important for our education because students are expected to be able in speaking English in school moreover when English has become one of the subjects of national examination that demands the students must comprehend English, so the students must train themselves to understand English more than they have learned before. The students also must be able to comprehend four skills in English such as listening, speaking, reading, and writing. These four skills are the ways to develop the human’s ability in mastering English. Listening skill refers to auditory comprehension in which short utterances, dialogues; speaking skill is usually used in the form of an interview, a picture of description, role play, and a problem solving task involving pair work or group work; reading skill is the ability to understand the gist of a text and to extract the information on specific points in the text; and writing skill refers to the ability in creating the ideas in written form such as letters, texts, reports, memos, messages, etc. One of those skills that the writer will discuss is about writing because writing is the skill which demand the carefulness in forming a writing and it is as the skill which is related with sharing idea by written (Heaton, 1988). According to Meyers (2005:2) writing is a way to product language, which you do naturally when you speak. It is the way to make communication by using words in writing form. In writing, it is often found the difficulties in sharing the ideas in written form especially for the students in learning English in the school. It can be proven by the researcher’s own experience in teaching practice at grade ten students of
SMA N 2, the writer often found the difficulties in teaching writing to the students. The students did not understand how to write a text and how to understand the grammatical structure in writing a text. The students also felt bored in writing subject because the teacher could not teach writing with interesting method to attract the students to be able to understand in learning writing so when the students were asked to write, some of them did not make it and just played without listening to the teacher’s explanation. They also did not comprehend the generic structure of narrative text and even they were less in vocabularies in forming a writing narrative text, so most of the students got the bad scores because they did not do it well.

To solve the problems, the writer takes the media of picture that can help students in writing and to develop students’ ability in writing so that the students are more interested in studying writing and to encourage their imagination in developing their writing. According to Hart and Hicks (2002:8) media in the classroom are appropriate for triggering ideas, making difficult subjects more understandable, and for holding attention on important ideas. There are many kinds of media that can be used by teacher in teaching writing such as picture, maps, real things, dialogue and tables present the materials (Bryne, 1991:17). One of media that can be used to solve this case is picture. Pictures are essential visual media since they can show concrete visual description of the ideas they bring (Sulaeman, 1988). They can make readers understand the ideas or information they bring clearly, even more clearly rather than written or oral words. One of the effective ways to help the students in learning narrative text is using picture series so the writer chooses picture series as media in teaching writing narrative text. Picture series is used to motivate students and make them pay attention. Because of that, the researcher is interested to conduct a research entitled “The Effect of Picture Series Teaching Media to the Ability of Grade X Students in Writing Narrative Text at SMA Negeri 2 Pematangsiantar”.

1.2 The Problems of the Research

In line with background discussed before, the writer formulates the research problems as follow:

1. What is the effect of picture series to the ability of students grade X SMA Negeri 2 Pematangsiantar in writing narrative text?
2. What is the effect of conventional teaching method to the ability of students grade X SMA Negeri 2 Pematangsiantar in writing narrative text?
3. Is the effect of picture series more significant than conventional teaching method to the ability of students grade X SMA Negeri 2 Pematangsiantar in writing narrative text?
II. LITERATURE REVIEW

2.1 Teaching Media

Definition of Media

According to Arsyad (2007: 3) “the word media derived from latin Media that means between or mediator. Media is a means for communicating information or news to the public. When media refers to the mass media, it is sometimes treated as a singular form, but media should always be treated as plural.” Media is as tool for teaching in learning process. Media is as instrument that can affect the condition of teaching learning process. Moreover, Ivers and Barron (2002:2) define that “media is the component of teaching that support the teaching and learning process. Forms of media may include text, graphics, animation, pictures, video, and sound. When media is used to support our teaching and learning process, perhaps many teachers believe that media encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. Students have the opportunity to learn and apply real-world skills.”

Kinds of Media

The teachers’ activities in using media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in a teaching and learning process. According to Hamdani (2011: 248-249), teaching media can be classified into three categories, they are: Visual Media, Audio Media, and Audio Visual Media.

Definition of Pictures

Pictures are part of art. It is an interesting thing that can attract people’s attention. According to Rachmadie (2002:75) Pictures are very useful and effective media in English Foreign Language (EFL) teaching. Pictures has become the effective media for teachers in teaching especially teaching narrative writing to the students. It can attract the students to be easy in understanding writing narrative text.

To help the teacher to stimulate students’ thought, it will be better if the teacher use pictures as the media in teaching. Through pictures students will be helped in understanding in writing and in constructing the sentence into a good paragraph.

Kinds of Pictures

Yunus (1981:49-53) classifies pictures into three types such as composite picture, picture series and individual picture. Additionally, Crimmon (1983:5), there are many kinds of picture could be used in teaching and learning of writing in the classroom. These kinds of pictures would be described to the area of its appropriateness for teaching activity, namely individual picture, situational picture, and picture series. In this research only focused in teaching and learning writing using picture series. Picture series could be used as a support to teach
writing since they could motivate students in making composition and also brought a difference situation and a new variation of teaching learning activity at the classroom.

**Picture Series as a Teaching Media in Narrative Writing**

Picture series are the picture that tells a story in a sequence on a one chart (Finocchiaro, 1974:100). Picture series is several or sequence events, actions or steps that come in photographic representation of people, places, and things and happened one after the other. Picture series can help the students to create or produce a narrative text by showing some pictures that related with the topic.

Yunus (1981:49) states that a picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Raimes (1983:36) states that pairs of pictures or picture series provide for a variety of guided and free writing exercises.

Based on the explanation of the experts, the writer concluded that picture series is a set of pictures which is presented in sequence to be used as a guidance in writing exercise.

**The Procedures of Using Picture Series as Media in Teaching Writing**

According to Wright (1989:69) states that there are some activities by using picture series:

a) Jumble sentence

   In Individual or pair work, jumble sentences are given to the students. They write them out in the correct order, guided by picture series.

b) Relevant sentences

   Individual or pair work. The students are given picture series and several sentences. The students choose the sentences they think are relevant and base story or description on them.

c) Change some words

   Individual or pair work. A text, picture series and a number of alternative words for some of those in the text are given to the students. They write out the text with their choice of words, guided by reference to the picture.

d) Picture guided story

   Individual or pair work. Picture series or picture symbols is given and the students write the story without any other assistance.

Based on the theories above, during the research, the writer will use one of those activities as alternative in teaching writing narrative text. This activity will become procedure that supports the student's worksheet. The activity that the writer choose is picture guided story activities.

**2.2 Text**

Every human in this world live with words. Word is the smallest part of language used for communication. Words is needed for all of the human in this world because by words, they can speak, read and write something to communicate with others. When words are used for communication, it means it
will produce sentence and has the form as a text which gives meaning that can be understood by the human so that can create a relationship between one another.

Texts are made of words. Words are around us. When people used words to say and also to make meaning at time the text is formed. So the text that used in this research refers to Encyclopedia Britanica (2008) which says that text is a unit of connected speech or writing, especially composed of more than one sentence, that form a cohesive form. There are many kinds of text. The text can be classified into genre through three characteristics, they are purpose of communication, organization structure and language features. The purpose of communication or social function is the reasons why we speak or write or create the text. Organization structure of the text or generic structure is the text organization or text arrangement. Language features is such things as the grammar, vocabulary and connectors that we use.

Definition of Writing

Writing is one of skill in English that refers with transferring ideas in written form. According to Murcia (1991:233) writing is the ability to express one’s ideas in written form is a second or foreign language.

Moreover Nunan (2007: 88) says that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

Based on the theories above, the write concludes that writing is the process to express the ideas from mind and share it becomes concrete written form.

Requirement of Good Writing

There are some characteristic of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. The deviation is initially a convenience to the reader; it prepares him turn attention to something new. In writing a good text or paragraph should have four qualities, e.g. completeness, unity, order, and coherences.

A good writer must have requirement to result in comprehensible and acceptable piece of writing. Harris (1969:69) defines the general component in writing process are as follow:
1) Content : the substances of the writing idea expressed.
2) Form : the organization of the context.
3) Grammar : the employment of grammatical form and syntactic patterns.
4) Style : the choice of structure and lexical item to give a particular tone flavor to writing.
5) Mechanic : the use of the graphic convention of the language.

Genre of Writing

The word genre itself comes from The French (originally Latin) word for kind or class. According to Mahwah (2002:2) explains that genre as means for analyzing text has become a means for better pragmatic and linguistic understanding of texts. It also supplies possible pedagogical applications. It devoted to genre pedagogy adds to pedagogical thinking because it stretches notions of what can be done in the reading and writing classroom.
It means that genre is the kind of writing text. The type of text can be divided into 12, namely recount, report, discussion, explanation, exposition analytical, exposition hortatory, news item, spoof, narrative, procedure, description, and review (Herman, 2015:46). The researcher chose narrative as the genre of the text that will be taught to the students.

According to Watkins (2005: 220) states that “the genre of narrative is one of the commonly read, though least understood of all genres. Because has been and continuous to be such a popular genre, there is a belief that it is genre that students ‘pick up’ and write ‘naturally’. A narrative tells a story by representing a sequence event”. So, the students have to be able in understanding this genre to know writing a text that retell the sequence of past event.

**Narrative Text**

Narrative text is one of kinds of text that refers to retell the events which had happened in the past time. Pardiyono (2007: 94) states that Narrative is the text that can be used to tell the activity or the past experience that accentuate problematic experience and resolution in order to amuse and sometimes to give morality message to the reader.

Moreover Anderson & Anderson (1997:8) states that Narrative is a piece of text tells a story and, in doing so, entertains or informs the readers or listener. Narrative has the purpose to amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

**Structure of Narrative Text**

Narrative deal with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. Characteristics of narrative text (Maharani, 2007:68) are:

a) Using Past Tense.

b) The structure of narrative text there are:

1) Orientation consists of figure, time and place.
2) Complication consists of the events or the problem turned to conflict.
3) Resolution consists of solution the problem toward conflict that happened.
4) Using conjunction to put the event. Example: then, before, that, etc.

**III. RESEARCH METHOD**

3.1 Research Design

The design of this research based on the quantitative research doing with using a number, statistics process and structure. According to Creswell (2009:4) Quantitative research is a means for testing objective theories by examining the relationship among variables. According to Creswell (2009:50) “the variables are Independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables, and Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent
variables. Other names for dependent variables are criterion, outcome, and effect variables. The use of variables in research questions or hypotheses is typically limited to three basic approaches. The researcher may compare group on an independent variable to see its impact on a dependent variable (Creswell, 2009:166). Moreover Creswell (2009:160) stated that “in this design, a popular approach to quasi-experiments, the experimental group A and the control group B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment”. It means that experimental group will receive treatment by using Picture Series, and control group is the group that will receive a different treatment namely Conventional Teaching Method (lecture method). This research is designed to describe and prove the effectiveness of picture series media in teaching writing to improve students’ narrative writing.

3.2 Data Collection

The Data Collection was taken from the students’ test of narrative writing.
1. The researcher did some approach to the students in teaching narrative text.
2. The researcher asked the students to write a narrative text in order to get the data to answer the problems.
3. The researcher collected the data from the students writing narrative text which are concluded in social function, language features, and lexicogrammatical features.

3.3 Technique of Data Analysis

The data analysis is used to find out the result of the research. The writer uses some steps in analyzing the data as follows:
a. Collecting the narrative writing created by the students of grade ten of SMA Negeri 2 Pematangsiantar
b. Analyzing the students’ worksheet after using picture series teaching medai in writing narrative text.
c. Calculating the students’ score in two groups: experimental and control group
d. Finding the increase of students’ ability in writing narrative text.

IV. RESULT AND DISCUSSION

4.1 Research Findings

After doing the research and collected the data, the researcher calculated the data and found some findings of this research as follow:

1) The effect of picture series is the students’ ability in writing narrative text was improved and the students’ got the increased score after learning narrative writing by using picture series. It can be seen from the mean of experimental group in pre-test is 63,62 and post-test is 83 while the mean of control group in pre-test is 60,04 and post-test is 70,16. After analyzing the data, the writer found that the alternative hypothesis (Ha) was accepted. It was showed by the value of t-test = 5,31 and the value of t-table = 2,01 at level of significant 5%
and df = 46 (N = N - 2 = 24 + 24 - 2). It can be concluded that teaching narrative text by using picture series was effective.

**Table 4.1 The Scores of Experimental Group**

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<th>Post-Test (Y)</th>
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**TOTAL SCORE**

\[ \sum 1527 \quad \sum 1992 \quad 127990 \]

| Average | 63,62 | 83 |

2) There is no effect of conventional teaching (lecture) method. The students' ability that were taught writing narrative text by using lecture method was not good. It means that teaching writing narrative text without using picture series is not effective. It can be seen from the mean of control group in pre-test is 60,04 and post-test is 70,16. It can be concluded that the students' ability in writing narrative text by using lecture method was not effective.
### Table 4.2 The Scores of Control Group

<table>
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<th>No.</th>
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**Average** 60.04 70.16

3) The effect of picture series is more significant to improve the students’ ability in writing narrative text than conventional teaching (lecture) method. It can be seen from the score of post test in experimental group was 83 and there were 100% students who mastered on writing narrative text meanwhile the score of post test in control group was 70.16 and there were only 58.32% students who mastered on writing narrative text. It means that by using picture series can help the students to improve their skill in writing narrative text. It can also help the teacher to raise the students’ motivation and interest in writing narrative text. So, the students’ ability who were taught writing narrative text by using picture series was better than who were taught writing narrative text by using lecture method.
4.2 Discussion
After getting the result of the research, the writer has to discuss the quantitative data in this research. The data is the writing test score for the tenth grade students of SMA N 2 Pematangsiantar in the academic year 2016/2017. The form of the test item is written test. When the researcher gave the test of writing narrative text and asked them to determine the generic structure of the text, the researcher found that there were some students who write the text and generic structure but they did not mention the three of generic structure of the text, they just mentioned orientation and complication but they did not mention the resolution of the text even there were some of them mentioned that what became its resolution, they made it as its coda of the text. Moreover the researcher found that there was one student who assumed that narrative text was same with recount text so he wrote recount text about his own experience. Then, the researcher also found there were still students used simple present tense in narrative text, they still assumed that tenses used in each texts were same but they were really different each other so the researcher explained clearly about narrative text, from the generic structure until language feature. Another discussion is about the questionnaire that was given to the students of Experimental Group after using picture series media. The research gave the questionnaire that asked how far Picture Series Media can help the students to be able in writing narrative text. There were 58.33% students who answered that Picture Series Media was very helpful for them in writing narrative text, 33.33% students who answered that Picture Series Media was helpful for them in writing narrative text, 8.33% students who answered that Picture Series Media was less helpful for them in writing narrative text, and there was no student who answered that Picture Series Media was not helpful for them in writing narrative text. Through picture series that the writer used in experimental class, the students became more interesting in writing narrative text, it can be known from the score of each students in writing narrative text by using picture series. The students’ achievement became increase since they were taught narrative text by using picture series.

V. CONCLUSION
From the result of this research, it can be concluded that there are some significance of difference between the experimental and control group as follow:
1. The average score of the students who were taught writing narrative text by using picture series is 83. In the table of achievement it is on the range of 81-90 which is categorized as very good. Therefore the students’ achievements who were taught writing narrative text by using picture series is very good. It means there is the effect of picture series to the ability of students grade ten of SMA Negeri 2 Pematangsiantar namely to increase the students’ motivation in writing narrative text and to improve students’ skill in writing narrative text became better.
2. The average score of the students who were taught writing narrative text by using lecture method is 70.16. In the table of achievement it is on the range of 61-70 which is categorized low. Therefore the students’ achievements who were taught writing narrative text by using picture series is fair. It means there is no effect of conventional (lecture) method to the ability of students
grade ten of SMA Negeri 2 Pematangsiantar because the students’ score only had a little different with pre-test.

3. The t-test level significant 5% shows that t-obtained value is 5.31 and t-table value is 2.01 so there is a significant difference in the students’ achievement between those who were taught writing narrative text by using picture series and those who were taught writing narrative text by using lecture method. It means that the effect of picture series is more significant to improve the students’ ability in writing narrative text than conventional (lecture) method. So, to answer the research problem of ‘Is the effect of picture series is more significant than conventional (lecture) method.’ The answer is yes, it is because from the data analysis until the findings, the writer found there is a significance of difference in the students’ achievement between those who were taught writing narrative text by using picture series and those who were taught writing narrative text by using lecture method. It means that using picture series teaching media to the ability of grade ten students in writing narrative text of SMA N 2 Pematangsiantar in the academic year 2016/2017 is effective to increase the students’ ability in writing narrative text.

REFERENCES


