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THE EFFECT OF PICTURE AND PICTURE METHOD ON STUDENTS' NARRATIVE WRITING ABILITY AT GRADE EIGHT OF SMP NEGERI 4 DOLOKSANGGUL IN ACADEMIC YEAR 2020/2021

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The purpose of this study was to know whether picture and picture method significantly effected students writing ability on narrative. This study applied experimental research. The population was all the students of grade eight of smp negeri 4 doloksanggul in academic year of 2020/2021. The total number was 60, and 30 students were as experimental group, it was taught by applying picture and picture method. While 30 students were as a control group, it was taugh without by aplplying picture and picture method. The instrument for collecting data used writing test based on pictures given. The reliability of the test was 0,671. Based on the data analysis $t_{observed}$ (7,730) was higher than t_{table} (2,02) on degree of freedom 60 at the level significance of 0,05. The result of this study showed that teaching writing by picture and picture method on students' narrative writing significantly effected than without applying picture and picture method.

Keywords: The Effect; Narrative Writing Ability.

1. Introduction

The basic of teaching and learning English is to make students able to master four language skills: Listening, Speaking, Reading and Writing. In addition, writer chooses language skill of writing. Accoding to Nation (2009: 113), "Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use". Writing is related to genre. In this research, the writer chooses discussion text. At the basic level, writing is an act of committing words or ideas to some medium.. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing. It means writing is often considered as the most diflicult skill to bemastered because should be mastered such as grammar, spelling, word choice, punctuation and so on. So, teachers need to be creative in correlating the main topic to the real situation when teaching writing skill so that students can learn better.

Based on my observation in SMP Negeri 4 Doloksanggul when I was doing teaching practice, that I found writing ability there was still low. The students assume that writing is very difficult, they was lack in vocabulary, spelling. punctuation and grammar. So, the students have difficulties to express their ideas and bored while teaching learning process. That is why, the writer focused this research on writing skill in narrative text because narrative text in generally is the text about story. By reading or listening it, they were entertained. It makes students are interesting to writing narrative text.

That's why, the writer wants to try a method. It is picture and picture. Picture and picture method is a learning method that uses pictures and paired / sorted into a logical order. These study characteristics are active, innovative,creative and fun. According to the writer, by using picture and picture method the students problems in writing be solved and writer hopes the students can make it easier.

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1. The Problem of the Study

Based on the explanation in the background of the study the problem of this research was "Does picture and picture method significantly effect on students narrative writing ability at grade eight of SMP Negeri 4 Doloksanggul in academic year 2020/2021?"

2. The Objective of the Study

The objective of this study was to saw whether picture and picture method significantly effect on students' narrative writing ability at grade eight of SMP Negeri 4 Doloksanggul

3. The Scope of the Study

There are many kinds of narrative text, namely : short story, fairy tale, novel, legends, humour, mysteries, adventure, fantasy, romances, real life fiction and so on. But the study was focused on legends.

4. The Significance of the Study

The result of this study hopefully can be useful for:

1. Students, the result of this study gave many benefits to students. Not only improve their understanding in writing narrative but also they would active, innovative and creative.

2. Teachers, helped them more understand about the use picture and picture method especially learning online in pandemi covid 19. In teaching writing narrative text. They realized that picture and picture method is not only good for teaching writing narrative text but also good for students' behavior.

3. Researcher, researchers can contribute throughts in order to increase the quality of further studies.

2. REVIEW OF RELATED LITERATURE

1 DEFINITION OF WRITING

Writing is a blend of different linguistic features which form into sentences to articulate thoughts in a written form. To communicate or express feelings, people write letters and emails; therefore, writing is an important skill for language learning (Onozawa, 2010).

2. PICTURE AND PICTURE METHOD

Picture and picture method is a learning method which uses a set of pictures to be arranged in logical order. This learning method gives chance to students to share ideas cach others, and arranging pictures by considering the logical aspect. Beside it, it encourages students to build up their spirit in working together in group. Aschwir (2014:90), said that picture and picture method are one of alternative media that can give some contributions to dig up students' potential in writing. Asrifan(2015) state that teaching writing by using picture as media is suitable tobe applied to students' in generating and organizing their ideas in writing process through picture.

1. The Procedure of Picture and Picture Method

The procedure of learning using picture and picture method are as follow :

1. Teacher explains the learning objective or competence that will be achieved.
2. Teacher gives introduction of material before learning activity
3. Teacher gives pictures that will be used
4. Teacher asked student by turns to sorted or paired the pictures.
5. Teacher ask the reasons of students in determine of picture sequence.
6. From the reason teacher will develop material and apply the concept of materials and appropriate with competence that will be achieved

7. The end of learning teacher and students together make conclusion.

3. NARRATIVE TEXT

1. Definition of Narrative Text

According Bushel (2011: 1) "a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened". Writing a narrative is really just putting what happened to you on a paper.

2. Language Features of Narrative Text

There are language features of narrative text, as follows :

a. Usually begins with adverb of time, such as : long time ago, one day, once upon a time.
b. Use of temporal conjunction to connect words or groups of words and it related in time.
   Examples : then, before, after, soon, finally, since, while, ect.
c. cusing patterns Simple Past Tense (some sentences using direct sentence/ present tense) The language features helped the readers in understanding the story.

3. Hypothesis of Data

The hypothesis of the study can be formulated as follows: Alternative Hypothesis (Ha) : there is a significant effect of using picture and picture method on students' narrative writing ability. Null Hypothesis (Ho) : there is no a significant effect of using picture and picture method on students' narrative writing ability.

3. RESEARCH DESIGN

This research used a quantitatif research study. The research design were a Pre-test and Post-test design. It involved a group of students in the experimental group and control group.

The principle of the experimental is that if two identical groups are selected, the experimental group is given special treatment and control group is not.

Tabel 3.1 Design of the Research

	Pre-test	Treatment	Post-test
Experimental group	X_1	Using picture and picture	X_2
Control group	Y_1	-	Y_2

POPULATION AND SAMPLE

1. Population

Population is geographic generalization there are object has quality and certainly of characteristic that set by researcher to learning then make the conclusion Sugiono (2010:117)
The population of the research were grade eight of SMP Negeri 4Doloksanggul, that consist of eight classrooms and each class has about 30 students, so the total number of the population are 240 students.

2. Sample

Sample is a part of population that give clearly characteristic of the population. Arikunto (2006:134) says if number of population is less than 100, it is better for the rescarcher took all of the population. If number of population more than 100, the researcher can be taken between 10%-15% or 20%-25% based on the quality of the researcher. limitation of the time, personnel and fund, searching area.

From the statement above the researhcer takes 25% students (60 students) as sample from 240 students total of population. The 60 students were divided into two groups, the first groups consist of 30 students and the second groups consist 30 students. The first groups is experimental, and the second groups is control groups. The 60 students (sample) choosen randomly by using lottery technique from the population.

3. Technique of Data Collecting

To collect the data, the writer used writing test. Writing test as the instrument of the study.

4. Scoring of the Test

Modification of scoring system for writing narrative text stated by Nurgiyantoro (2009:307). It consists of the order of time and place, organization and content, vocabulary, grammar and mechanic. This is the good scoring system for students in writing narrative text.

Tabel 3.4 Scoring System of Writing Narrative Text

Item Analisys	Criterion	Score
The Order of Time and Place	**Exelent**	27-30
	Good	22-26
	Fair	17-21
	Very	13-16
Organization and Content	**Exelent**	22-25
	Good	18-21
	Fair	11-17
	Very	5-10
Vocabulary	**Good**	18-20
		14-17
	Very	10-13
		7-9
Grammar	**Excellent**	18-20
	Good	14-17
	Fair	10-13
	Very poor	7-9
Mechanic	**Exellent**	18-20
	Good	14-17
	Fair	10-13
	Very poor	7-9

$$Score = \frac{Total\ of\ Score}{\sum maksimal\ of\ score} = 100$$

5. Technique of Data Analysis

In analysis the data, the writer used tiest formula by Anas (2008:324). The experiment class was X variable and the control class was Y variable. the following steps were administer to analyzed the data:

Afterwards, the calculation goes to several processes as follows:

1. Make Scoring the answer of samples
2. Listing each their scores of pre-test and post-test for experimental group

   Scoresas X variable, for control group scores as Y variable.
3. Measuring the mean of variable X and Y by using the formula:
   a. Mx or Mj= $\frac{\sum x}{N1}$
   b. My or M2= $\frac{\sum x2}{N2}$
4. Measuring the standard deviation of variables X and Y by using theformula:
   a. SDx or $SD_1 = \sqrt{\frac{\sum x2}{N1}}$
   b. SDy or $SD_2 = \sqrt{\frac{\sum y2}{N1}}$
5. Measuring the error standard of variable X and Y by using the the formula:
   a. SEM_X or $SEM_1 = \frac{SDX}{\sqrt{N-1}}$
   b. SEM_y or $SEM_2 = \frac{SDY}{\sqrt{N-1}}$
6. Finding out the error standard of deviation between M_1 and M_2, by using the formula:

   $SEM_1 - M_2 = \sqrt{SEM_1{}^2 + SEM_2{}^2}$
7. Determining t_{observ}:

   $t_{observ} = \frac{M_1 - M_2}{SEM_1 - M_2}$
8. Determiningt_{table}in signiticance level 5%, with degrees of freedom (df)

   df = $(N_1 + N_2) - 2$

Where :

$\sum x$ = The total of difference scores of experimental group

$\sum y$ = The total of difference scores of control group

N_1 = The number of sample of experimental group

N_2 = The number of sample of control group
M_1 = The mean of experimental l group
M_2 = The mean of control group
$SD_{X\ or} SD_1$ = The standard deviation of the score of experimental group
$SD_{Y\ OR}\ SD_2$ = The standard deviation of the score of control group
$SEX_{X\ OR}\ SEM_1$ = The standar error of mean of experimental group
$SEM_{Y\ OR}\ SEM_1$= The standar error of mean of control group

DATA AND DATA ANALYSIS

1. THE DATA

The data was collected from students experimental group and control group of pre-test and post-test. The data gained is tabulated in two tables. There are table 4.1 and table 4.2 the table4.1 shows the students' score of pre-test and post-testof experimental group and table 4.2 shows the students' score of pre-test and post-test of control group. It can be seen in the following table :

Table 4.1

The Score Of Pre-Test And Post-Test Of Experimental Group

No.	Students'name	Pre-test	Post-test
1	Adil sunario sihite	78	88
2	Adven boyma sihite	53	81
3	Bramyuda purba	42	87
4	Cendy Natalie purba	61	79
5	Crista simamora	64	87
6	Dame ria manalu	64	88
7	Dearma nababan	69	79
8	Elgina simamora	58	87
9	Fajri sihotang	54	81
10	Gideon simamora	55	87
11	Julius adi simamora	76	79
12	Kristina simamora	56	79
13	Lamtiur simanullang	3	89
14	Lusy simamora	80	88
15	Marsel Kristopher	56	89
16	Naomi anisa manalu	48	89
17	Nesri samosir	75	88
18	Norita depega purba	61	89
19	Pai joyo sihite	62	81
20	Rada eklesia sihite	59	81
21	Ria ronauli simbolon	54	89
22	Sabrino purba	56	82
23	Sheila doloksaribu	58	84
24	Superasi manalu	72	89
25	Tania	63	82
26	Theodora silalahi	55	86
27	Tina astuti sinaga	60	87
28	Valentine lumbanbatu	61	86
29	Wulan margaretha simamora	62	84
30	Yohana M. sihite	62	85
Total (∑)		1842	2550

Table 4.2

The Score Of Pre-Test And Post-Test Of Control Group

No.	Students' name	Pre-test	Post-test
1	Advent irfan purba	60	67
2	Aldi parsaoran purba	76	80

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3	Aris risky purba	50	67
4	Cristian maycel sitorus	49	72
5	Daniel steven simanullang	59	63
6	Delima manalu	62	67
7	Deni Alexander sihite	52	76
8	Indri Agatha sigiro	54	58
9	Lespita purba	60	64
10	Modesta Natalia buaton	60	66
11	Nesa kronika gurning	52	61
12	Noel putrawan purba	62	70
13	Pritti sinta sihite	40	50
14	Puja karisma purba	60	68
15	Rahmat heppy simatupang	55	57
16	Raykes sigalingging	66	69
17	Relita tanjung	68	78
18	Renda sihite	60	68
19	Rina teodora purba	61	64
20	Sabar parasian s	79	82
21	Samuel p. simamora	64	70
22	Samuel sihite	60	68
23	Sartika m. sihite	54	62
24	Selvider oktavia purba	58	70
25	Tetty simamora	61	63
26	Welcome saves	55	59
27	Yakin enjoy silaban	64	69
28	Yastri dwinarti sihite	63	80
29	Yosafat jogi lumban gaol	59	66
30	Yolanda grezia purba	61	71

Total (∑)	1784	2025

2 DATA ANALYSIS

The students' score increased from the pre-test to the post-test in each group, the data was analyzed by applying the test to prove the hypothesis.

Table 4.1

The Score Of Pre-Test And Post-Test Of Experimental Groups

No.	Students'name	Pre-test ($T_{1)}$	Post-test (T_2)	X (T_2)
1	Adil sunario sihite	78	88	10
2	Adven boyma sihite	53	81	28
3	Bramyuda purba	42	87	45
4	Cendy Natalie purba	61	79	18
5	Crista simamora	64	87	23
6	Dame ria manalu	64	88	24
7	Dearma nababan	69	79	10
8	Elgina simamora	58	87	29
9	Fajri sihotang	54	81	27
10	Gideon simamora	55	87	32
11	Julius adi simamora	76	79	3
12	Kristina simamora	56	79	23
13	Lamtiur simanullang	68	89	21
14	Lusy simamora	80	88	8
15	Marsel Kristopher	56	89	33
16	Naomi anisa	48	89	41

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	manalu			
17	Nesri samosir	75	88	13
18	Norita depega purba	61	89	28
19	Pai joyo sihite	62	81	19
20	Rada eklesia sihite	59	81	22
21	Ria ronauli simbolon	54	89	35
22	Sabrino purba	56	82	26
23	Sheila doloksaribu	58	84	26
24	Superasi manalu	72	89	17
25	Tania	63	80	17
26	Theodora silalahi	55	86	31
27	Tina astuti sinaga	60	86	26
28	Valentine lumbanbatu	61	86	25
29	Wulan M. simamora	62	84	22
30	Yohana M. sihite	62	85	23
Total (∑)		1842	2547	705

M_x or $M_1 = \frac{\sum X}{N}$

$= \frac{705}{30}$

$= 23,5$

Table 4.2

The Score Of Pre-Test And Post-Test Of Control Group

No.	Students' name	Pre-test (T_1)	Post-test (T_2)	Y (T_2-T_1)
1	Advent irfan purba	60	67	7
2	Aldi parsaoran purba	76	80	4
3	Aris risky purba	50	67	17
4	Cristian maycel sitorus	49	72	23
5	Daniel S. simanullang	59	63	4
6	Delima manalu	62	67	5
7	Deni Alexander sihite	52	76	24
8	Indri Agatha sigiro	54	58	4
9	Lespita purba	60	64	4
10	Modesta Natalia buaton	60	66	6
11	Nesa kronika gurning	52	61	9
12	Noel putrawan purba	62	70	8
13	Pritti sinta sihite	40	50	10
14	Puja karisma purba	60	68	8
15	Rahmat H. simatupang	55	57	2
16	Raykes sigalingging	66	69	3
17	Relita tanjung	68	78	10
18	Renda sihite	60	68	8
19	Rina teodora purba	61	64	3
20	Sabar parsian s	79	82	3
21	Samuel p. simamora	64	70	6
22	Samuel sihite	60	68	8

23	Sartika m. sihite	54	62	8
24	Selvider oktavia purba	58	70	12
25	Tetty simamora	61	63	2
26	Welcome saves	55	59	4
27	Yakin enjoy silaban	64	69	5
28	Yastri dwinarti sihite	63	80	17
29	Yosafat jogi lumban gaol	59	66	7
30	Yolanda grezia purba	61	70	9
Total (∑)		1784	2024	240

M_y or $M_1 = \frac{\sum y}{N}$

$= \frac{240}{30}$

$= 8$

Table 4.2

The Score Of Pre-Test And Post-Test Of Experimental Groups

No.	Differences score		Deviations score		Square deviation score	
	X	Y	$X=(X-M_X)$	$Y=(X-M_Y)$	X^2	Y^2
1	10	7	-13,5	-1	182,25	1
2	28	4	4,5	-4	20,25	16
3	45	17	21,5	9	462,25	81
4	18	23	-5,5	15	30,25	225
5	23	4	-0,5	-4	0,25	16
6	24	5	0,5	-3	0,25	9
7	10	24	-13,5	16	182,25	256
8	29	4	5,5	-4	30,25	16
9	27	4	3,5	-4	12,25	16
10	32	6	8,5	-2	72,25	4
11	3	9	-20,5	1	420,25	1
12	23	8	-0,5	0	0,25	0
13	21	10	-2,5	2	6,25	4
14	8	8	-15, 5	0	240,25	0
15	33	2	9,5	-6	90,25	36
16	41	3	17,5	-5	306,25	25
17	13	10	-10, 5	2	110,25	4
18	28	8	4,5	0	20,25	0
19	19	3	-4,5	-5	20,25	25
20	22	3	-1,5	-5	2,25	25
21	35	6	11,5	-2	132,25	4
22	26	8	2,5	0	6,25	0
23	26	8	2,5	0	6,25	0
24	17	12	-6,5	4	42,25	16
25	17	2	-6,5	-6	42,25	36
26	31	4	7,5	-4	56,	16

					25	
27	26	5	2,5	-3	6,25	9
28	25	17	1,5	9	2,25	81
29	22	7	-1,5	-1	2,25	1
30	23	9	-0,5	1	0,25	4
	705	240	0,000	0	2505,5	927

From the table, the standard deviation of variable x and y was calculated by applying the following formula :

a. SD_X or sd_1 $= \sqrt{\frac{\sum x^2}{n_x}}$

b. SD_Y or SD_2 $= \sqrt{\frac{\sum Y^2}{N^Y}}$

$= \sqrt{\frac{2505,5}{30}}$

$= \sqrt{\frac{927}{30}}$ $\sqrt{83,5166}$ =

$= \sqrt{32,4}$ = 5,692

=9,138

The standard deviation (SD) of experimental group and control group had got. And the standard eror (SE) of variable X and Y was calculated by applying the following formula :

c. SEM_x or SEM_1 $= \frac{SD_X}{\sqrt{n_{1-1}}}$

d. d. SEM_Y or $SEM_2 = \frac{SD_Y}{\sqrt{n^2-1}}$

$\frac{5,692}{\sqrt{30-1}}$ $= \frac{9,138}{30-1}$

$= \frac{5,692}{\sqrt{29}}$ $= \frac{9,138}{\sqrt{29}} =$

$= \frac{5,692}{5,385}$ $= \frac{9,138}{5,385}$

= 1,057 = 1,705

From the calculation above, to find out the standard eror of variable X and Y was calculated by applying the formula :

e. $SEM_X - M_Y$ $= \sqrt{SEM_X{}^2 + SEM_Y{}^2}$

$= \sqrt{(1,705)^2 + (1,057)^2}$

$= \sqrt{(2,907) + (1,117)}$

$= \sqrt{4,024}$

= 2,005

The calculation to find $t_{observed}$ can be seen as follows :

f. t_o $= \frac{M_1 - M_2}{SEM_1 - SEM_2}$

$= \frac{23,5-8,0}{2,005}$

$= \frac{15,5}{2,005}$

= 7,730

4.3 Testing The Hypothesis

The hypothesis can be tasted by table to know whether it was accepted or rejected. In testing hyphotsis writer used :

a. Hypothesis is accepted if $t_{observed} > t_{table}$

b. Hypothesis is rejected if $t_{observed} < t_{table}$

based on the t_{table}, which the value of the degree of freedom (df) was $(N_1 + N_{2)} -2$ = (30+30)-2 = 58. Based on the calculation of the $t_{observed}$, where $t_{observed}$ (7,730) was higher than t_{table}, (2,00) at level of significance of 0,05. If we compared the value of $t_{table,}$ t_o = 7,730> t_{table} = (2,00). Therefore, the alternative hypothesis (Ha) was accepted.

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4.4 The Falidity Of The Test

Based on the data analysis, the validity and reliability were calculated by using arikunto (1993:230). The value of validity is as follow :

$$r_{xy} = \frac{\sum xy - \frac{\sum xy . \sum y}{N}}{\sqrt{\left[\sum x^2 \left(\frac{\sum x}{n_x}\right)^2\right]\left[\sum y^2 \left(\frac{\sum y}{n_y}\right)^2\right]}}$$

$$= \frac{109311 - \frac{1842.1784}{60}}{\sqrt{\left[115286 - \left(\frac{1842}{30}\right)^2\right]\left[107726 - \left(\frac{1784}{30}\right)^2\right]}}$$

$$= \frac{109311 - 54768}{\sqrt{(115286 - 3769{,}96)(107726 - 3536{,}280)}}$$

$$= \frac{54543}{\sqrt{(111516{,}04)(104189{,}72)}}$$

$$= \frac{54543}{\sqrt{11618824983}}$$

$$= \frac{54543}{107790{,}653}$$

= 0,506

4.5 The Reliability Of The Test

The reliability of the test was calculated by this formula :

$$r_{tt} = \frac{2(r_{xy})}{1 + r_{xy}}$$

$$= \frac{2(0{,}506)}{1 + 0{,}506}$$

$$= \frac{1{,}012}{1{,}506}$$

= 0,671

The reliability of the test could be categorized as the following :

0,80 – 1,00 = the reliability was very high
0,60 – 0,80 = the reliability was high
0,40 – 0,60 = the reliability was adequate
0,20 – 0,40 = the reliability was low
0,00 – 0,20 = it was not reliable

No.	X	Y	X^2	Y^2	XY
1	78	60	6084	3600	4680
2	53	76	2809	5776	4028
3	42	50	1764	2500	2100
4	61	49	3721	2401	2989
5	64	59	4096	3481	3776
6	64	62	4096	3844	3968
7	69	52	4761	2704	3588
8	58	54	3364	2916	3132
9	54	60	2916	3600	3240
10	55	60	3025	3600	3300
11	76	52	5776	2704	3952
12	56	62	3136	3844	3472
13	68	40	4624	1600	2720
14	80	60	6400	3600	4800
15	56	55	3136	3025	3080
16	48	66	2304	4356	3168
17	75	68	5625	4624	5100
18	61	60	3721	3600	3660
19	62	61	3844	3721	3782
20	59	79	3481	6241	4661
21	54	64	2916	4096	3456
22	56	60	3136	3600	3360
23	58	54	3364	2916	3132
24	72	58	5184	3364	4176
25	63	61	3969	3721	3843
26	55	55	3025	3025	3025
27	60	64	3600	4096	3840
28	61	63	3721	3969	3843
29	62	59	3844	3481	3658
30	62	61	3844	3721	3782
	1842	1784	115286	107726	109311

From the data, it was obtained the reliability of the test was 0,671. So the reliability of the test was high and reliable.

CONCLUSION AND SUGGESTIONS

1. CONCLUSION

After analyzed the data, the result of this students score from pre-test to post-test in experiment class was increased. It means there is

significant effect in writing narrative text. As computed that $t_{observed}$ (7,730) was higher than t_{table} 2,00) at the level of significance 0,05 and degree of freedom (df) was 58. Therefore, the alternative hypothesis (Ha) was accepted. It can be concluded, that there is significant effect of picture and picture method on students writing narrative text.

2. SUGGESTIONS

Based on the result of the study, the writer suggests for:

1. English Teacher
   a. Teaching writing narrative text with using picture and picture method is a good method. It can stimulate students interesting in writing and students are easier writing based on the pictures and also students can more active, innovative, creative and fun
   b. Teacher should be using picture suitable with material, so that the goal of the study can be achieved.
   c. Beside teaching writing sing picture and picture method is also good for teaching speaking, because when teacher used picture and picture method firstly students should be arranged the random pictures into logical sequence, after finish it teacher ask the reason of students one by one about the order of pictures that they are arranged. And students answered it orally. So it can trains of students speaking.
2. The Students
   a. The students should pay attention to the teacher when teacher explains the lesson.
   b. The students should practice their ability of writing.

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