Pictured Series as Media in Improving Students Writing Narrative Text of The Eighth Grade at SMP Muhammadiyah in Academic Year 2021/2022

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Abstract

There are many problems which were faced by students in writing narrative text. The purpose of the productive skill is to encourage students to write narrative text. To achieve the productive skill of the student in writing is by using appropriates technique or media. One of the media is picture series because it can stimulate idea or thinking skills of students. The purpose of this study is to compare the writing abilities of eighth-grade students at SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 after and before being taught using Pictured Series. The research design is quantitative research. It is found out that the critical value at 5% and the t-table was 2,08. As a result, t-obtained is greater than t-table. It means that there was a significant difference in the students' ability to write narrative text before and after they were taught with picture series.

Keywords: pictured series, media, writing, narrative text

Introduction

English is a vital part of our lives in today's globalized world. It is the second most widely used language on earth. The use of the English language has expanded as a result of globalization. English is a compulsory subject to be taught in secondary school or junior high school, and a compulsory subject in educational institutions that must be taught to all students ranging from elementary to college and university in Indonesia for preparation for the globalization process.

There are four linguistic skills that pupils should learn when learning English. These include speaking, reading, writing, and listening. These four abilities are classified as receptive skills and productive skills. Listening and reading are examples of productive skills, whereas and are examples of receptive skills. These two abilities differ in some ways. The major distinction is that with receptive skills, students just absorb and comprehend language rather than having to make it. Receptive skills are occasionally referred to as passive skills.

Meanwhile, students must produce language, whether spoken or written, as part of their productive skills. As a result, a productive ability is also known as an active ability. However, both receptive and productive skills are necessary because they complement one another. Students must also learn them in order. That is receptive rather than productive. These four

abilities are essential for teaching and learning English. The productive skill's goal is to inspire kids to write paragraphs. Using the proper technique or material will help students develop their writing abilities. Picture series is one of the media since it can encourage students' creative or analytical thinking.

Literature Review

General Concept of Writing

Writing, according to Harmer (2002, p.22), is a method of developing language and expressing one's thoughts, feelings, and opinions. Furthermore, he claims that writing is a process in which people's writing is frequently heavily influenced by genre elements. which must then be presented in learning activities. Correct grammar and vocabulary usage are crucial for demonstrating a student's writing proficiency. Students must consider both the process and the use of language. They will be interested in writing if the genre is appropriate for their age, interests, and language ability. The students will be able and enjoy writing about familiar topics, such as themselves, their activities, their families, their hobbies, or their best friend.

We can conclude from the definition above that writing is a method of producing language and expressing feelings, ideas, and opinions Using a pencil or pen, draw symbols, letters, or words on a piece of paper.

Writing process, according to Harmer (2004, p.23), is a framework for producing effective and simple writing. The writing process typically consists of four steps, which are as follows:

1. Prewriting

   Prior to writing, we collect our thoughts and consider our topic. Prewriting is the process of researching a subject, reading about it, discussing it, and then writing about it. Prewriting is a technique for preparing the brain for writing. Before writing, there are many ways to warm up.

2. Brainstorming

   Is a simple technique for generating numerous ideas about a subject. The goal is to list as many concepts as possible without worrying about how to use them. They may include words.

3. Clustering

   Is an additional prewriting method. It is a method of connecting ideas visually using circles and lines. To put it another way, clustering is the process of drawing ideas. In reality, this is the first draft of the essay. The next stage of the writing process is paragraph composition, which comes after topic consideration and any necessary prewriting. The prewriting concepts are used as a guide when writing the initial draft of the paragraph.

4. Revising

   Almost no paragraph can be written perfectly the first time around. Once the first draft is finished, the author must consider how to improve it. Revision is the term for this phase. The following can be done while revising a paragraph:

   a. Include new ideas to support your topic.

      b. Remove sentences that are irrelevant to the topic.

      c. Reverse the phrase order.

The writer concludes from the above writing process that writing is a process of creating, organizing, writing, and revising. The process begins with the generation of ideas. The next step is to organize your thoughts. The third step is to draft an outline. The final step is to edit and revise the rough draft. So, from the above writing process, the materials that they use are clustering writing, because the practice that they use is related to the pictures that show and ideas to improve become a text, passing through the picture series (Harmer, 2004).

Brown (2004, p.220) the following types of writing are defined:

1. Imitative
   To produce written language, the learner must master the fundamental basic skills of writing letters, words, punctuation, and short sentences. The ability to spell correctly and perceive phoneme-grapheme correspondences in the English spelling system falls under this category.

2. Intense (controlled)
   Skills in producing appropriate vocabulary within context, collocates and idioms, and correct grammatical features up to sentence length are required, in addition to the fundamentals of imitative writing. Although meaning and context are important in determining correctness and appropriateness, most assessment tasks are strictly governed by the test design and focus on form.

3. Responsive
   In this assessment activity, students must function at a limited discourse level by breaking down phrases into paragraphs and assembling two or three logically connected paragraphs.

4. Extensive Writing
   This is where writers focus on achieving a goal, logically organizing and developing ideas, using details to support and illustrate ideas, and demonstrating syntactic and lexical variety. Because it implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis, the procedure text that I created belonged to the extensive writing section. Writers focus on achieving a goal, organizing and developing ideas logically, using details to support and illustrate ideas, and demonstrating syntactic and lexical variety. (Brown, 2004).

General Narrative Text Concept

In schools where English is taught as a foreign language or as the primary language spoken in the community, English must be learned as a second language. Teachers must select interesting writing texts to teach writing in order to make writing enjoyable for students.

The writers select "Narrative Texts" as their writing topic.

Meyers (2005, p. 52) describes storytelling as one of the most effective forms of interpersonal communication.

A well-written story allows the reader to experience a specific event in your life as if it were their own.

They are able to nearly experience the event in addition to understanding it. The readers are drawn into and made to feel a part of these scenarios through the action, details, and dialogue. According to Rebecca (2003), A narrative text describes a series of variables-initiated or -experienced events that are logically and temporally related. She also claims that an understanding of the plot, subject, characters, events, and their connections is essential to understanding narratives.

According to the definition above, A narrative story is one that informs us about something fascinating while also amusing the readers. They use narrative text when they tell a friend about an incident, a joke, or an interesting experience that happened to them, and they are telling someone that a joke.

Anderson (1997, p.14) states that a good narrative uses word to paint a picture in our mind of:
1. Character appearance (their experience),
2. The location of the activity (the setting),
3. What is happening (the action).

Narrative texts have the following characteristics:

1. It informs us of an event or events.

2. Typically, the events are given in chronological order, or the order in which they happened.

3. The narrator is telling the story for a reason. The narrator has some points to make or an impression to leave on the reader.

As a result, the narrative's specifics were carefully chosen. According to Anderson (1997, p. 15), narrative texts often contain the following language features:

1. distinct characters

2. Words that reveal the time by connecting to other words

3. verbs that depict the events in the story

4. Words that accurately describe the setting and the characters.

According to Neo (2005, p. 2), a narrative has a structure, a shape, or a pattern. This is how it can be graphically represented.

Figure 3.1 Freytag Triangle

Climax

Rissing Act

Falling act

Exposition

Resolution
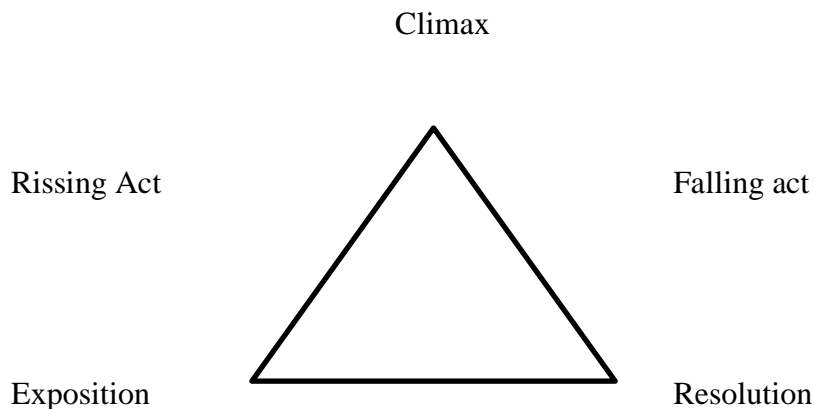
The Freitag triangle is shown in that image.The Freitag triangle's concepts are meant to act as a blueprint or road map that can be utilized to lead us away from writing.The Freitag is made up of the following concepts, according to Neo (2005, p.2): the composition, It introduces the characters and the situation.

1. The composition, it introduces the situation and characters.
2. Rising action describes a sequence of complications that build to a climax.
3. The climax is the pivotal point at which the conflict or situation demands resolution.
4. Falling action occurs just before the highest point of excitement.
5. The resolution consists of the result or outcome.

Students frequently struggle with narrative text writing. Students frequently find it difficult to organize their thoughts. Furthermore, many students make mistakes and struggle to build and develop their imagination. According to the preceding statements, a narrative text is one that contains a story that is chronologically ordered. The writer should arrange the text in an interesting way so that the readers can enjoy it. The purpose of telling the story is to provide meaning to the readers while also entertaining them.

Generic Narrative Text Structure:
1. Orientation/ exposition

The major characters and sometimes a few supporting characters are introduced to the readers.Usually, some hint is provided as to where and when the action is occurring.

(It is about the first paragraph of the story, where the characters are introduced).

2. Complication/increased action

A series of events pushes the complication forward, during which we usually expect some sort of complication or problem to arise. It just wouldn't be as interesting if nothing unexpected happened. This complication involves the main characters, and the oven serves to keep them (temporarily) from achieving their goal. (Describes the beginning of the problem.)

3. Resolution/ falling action

The implication may be resolved for better or worse in this section, but it is rarely left completely unresolved (although this is possible in certain types of narrative that leaves us wondering "How did it end?" or (the problem is resolved).

4. Reorientation

It is the event's optional conclusion. It implies that we have the option to include or exclude it while crafting a narrative story. (moral lesson from the story).

General Concept of Picture Series

Technique is an activity used to change the characteristics of students, such as going from not knowing to knowing. In Indonesia, interactions between teacher and student are frequently problematic. The technique employed by the teacher has an impact on the student's ability. To pique students' interest in learning activities, teachers must abandon their old methods.

Pictures are visual aids used to attract students' attention and motivate them to learn. Furthermore, using a series of pictures implies that the students attempt to connect the plot in the picture to be a story link.

According to Brown (2004), Pictures can be used to introduce and motivate students to study new topics, to clarify misconceptions, to communicate basic information, and to assess students' progress and achievement at many stages of the instructional process. Furthermore, he suggests some approaches to using images to ensure that the greatest number of students benefit from them. Using images can be an effective technique for any level of proficiency or language ability. To teach writing in which students share personal experiences that relate to what is happening in a picture they have drawn.

Picture is one of the visual instructional media that will be used in this study. Images are aids that can assist teachers in the teaching and learning process. Callahan (1992, p.479) suggests the teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students.

A picture is something that has been drawn or painted: a shape or set of shapes and lines drawn, painted, or painted on paper, canvas, or another flat surface, particularly shapes that represent a recognizable form or object.The use of pictures and diagrams as stimuli for writing directions, instructions, classifications, comparisons, and narratives, as well as those involving the writing of directions and instructions, may all be advantageous in a test.

Method

Design of the research of the study is quantitative research (pre-experimental theory research). According to Apuke (2007, p.410),), in conducting, the research, the writer gave pre-test and post-test at experimental class in order to know what extent the students' writing ability in narrative. Comparing the result of pre-test and post-test in class, the writers know that the effectivity and significant diferences of using pictured series as a method for improving students' ability to write narrative texts.

Population

The population of a study was defined as the whole of the subject of the study (Arikunto, 2006, p.130). So the population was all individuals from the Eighth-grade students of SMPMuhammadiyah 02 Kalikalong, Tayu, Pati. The population of this study consist two classes, with a total 20 students in each class.

Sample

Arikunto (2006, p.131) states, the sample was a part of population researched. Related to this case, the writers took two classes of SMP Muhammadiyah, Kalikalong, Tayu, Pati.

Instruments

Blaiki (2006, p.126) stated that instrument is the tool used by the writer for collecting the data during the process of the research. The writers wanted to used a test as the instrument of data collection. There was two kinds of test used in this study, they are as follows:
1. Pre-test
   Pre-test is a test given to the students to measure their ability. They test will be used by the writers to answer the research problems before they are taught using "pictured series" method.
2. Post-test
   The post-test was given to the students to measure their ability in writing narrative texts after they were taught by using "pictured series" method.

The two test was given for experimental class. The purpose of the test is to know the students' writing ability in narrative after using "pictured series" as the method. The writers used a test in the form of writing texts.

Procedures of Collecting the Data

The steps of collecting the data are as follows:
1. The writers came to SMP Muhammadiyah Kalikalong, Tayu, Pati to ask for permission to do the research at the school.
2. The writers prepare the instrument.
3. The writers given pre-test to the students before they are taught using "pictured series" method.
4. The writers give post-test to the students after they are taught using "pictured series" method.
5. The writers analyse the data to find the result of the research.

Data analysis

After collecting the data the writers analyzed the result to know the students' writing ability before and after using picture series. The writers use some statistic to find out the result of the test and to answer the statement of the problem. The method data analysis is an important part of this study due to get the result of the data analysis. The writers used four steps to analyzed the result of test. First, gave the test to the students'. Second, used score the test. Third, analyzed the result of the test. Fourth, gave conclusion by using statistical formula. In analyzing the data which was collected through the test, the writers used the quantitative data analysis.

After finishing to collect the data through a test to the students, the writers should analyzes the data.

1. Selecting and scoring the test result of pre-test and post-test
   In the beginning steps of data analysis, the writers made a table. Each column consists of the students' code and give score for each writing element, there are organization, content, grammar, vocabulary, and mechanic.

2. Formulating the Students Achievement
   After going the result of the test, the writers formulated the students' achievement result to get the data. It used to determine the position of the students in achieving the given materials.

Table 1 The level of Achievement

Score	Category	Grade
90 – 100	Excellent	A
80 – 89	Good	B
70 – 79	Adequate	C
60 – 69	Inadequate	D
Below 60	Failing	E

(Brown, 2004, pp.288-294)

Based on the level of achievement, the writers found the percentage of students' writing ability in narrative text through picture series method.
The formula which used as follows:

a. Scoring Test

$$S = \frac{€x}{N} \; X \; 100$$

Where:
S   = score
€X = number of correct items
N = number of items

After findings out the percentage of students' writing ability narrative text, the writers found whether students are successful or not.

b. The writers wanted to know how the students improved in narrative writing after taking a pre-test.

Before they are taught using picture series as a method in improving students' ability in writing narrative text.

To know the mean of students' pre-test result, the writers will used the formula:

$$My = \frac{\Sigma}{y}$$

Where:
My : mean of the pre-test (Control group)
Σy : the total score of the standard deviation of pre-test

Ny : number of samples of pre-test (Control group)

3. The writers want to know the result of post-test the students' improvement in writing narrative

   After they were taught using pictured series as a method in improving students' ability in writing narrative texts. To know the mean of the students' post-test result, the writers will use the formula:

   $$Mx = \frac{\sum x}{Nx}$$

   Where:
   Mx   : mean of the post test
   $\sum x$: the total score of the standard deviation of posttest
   Nx   : number of samples of post test

4. To know if there are significant differences or not, the writers will use the following formula:

   $$t = \frac{\sum Md}{-\sqrt{\frac{\sum x^2 - d}{N(N-1)}}}$$

   in which:
   t   = the t-obtained
   Md   = the difficulties between pre-test and post test
   $\sum^2 d$ = the total quadrate deviation
   Where :
   $$Md = \frac{\sum d}{N}$$

   And $\sum x^2 d = \sum d^2 = \frac{\sum d^2}{N}$

Finding and Discussion

Students' Writing Narrative Text Ability of the Eighth Grade at SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 Before Being Taught Using Pictured Series

This final project consists of two groups, they are control group and experimental group, each group consists of 20 students. Control group given pre-test and post-test without taught by using pictured series, while experimental group given pre-test and post-test after taught by using pictured series. The objective was to find out is there any differences between the students ability in writing narrative text after and before teaching by pictured series.

To answer the research question from the previous chapter, the author administered tests to the students twice. First, a pre-test is administered prior to treatment. Second, after the treatment, the students' results in the content area of writing paragraphs, with indicators of unity and completeness on pre-test and post-test, were presented in the table below.:

Table 1 Frequency of the Students' Pre-test Score in Control Group

No	Score	Category	Grade	F	F%
1	90 – 100	Excellent	A	-	-
2	80 – 89	Good	B	-	-
3	70 – 79	Adequate	C	2	10%
4	60 – 69	Inadequate	D	2	10%
5	Below 60	Failing	E	16	80%

From the calculation above, the writers got the result of students' writing narrative text ability of the eighth grade at SMP Muhammadiyah 02 Kalikalong in academic year 2021 before being taught using pictured series. It can be seen that there were 2 students who get adequate grade and also there were 2 students who got inadequate or 10%, and there is 80% or 16 students from the total of students who failing. It means that almost the students in control class who are before taught using picture series have no mastered ability in writing narrative text. The following table shows the frequency of the students' post-test score in control group:

Table 2 Frequency of the Students' Post-test Score in Control Group

No	Score	Category	Grade	F	F%
1	90 – 100	Excellent	A	1	5%
2	80 – 89	Good	B	6	30%
3	70 – 79	Adequate	C	11	55%
4	60 – 69	Inadequate	D	2	10%
5	Below 60	Failing	E	-	-

Table 2 shows that the result of the post-test is increased than pre-test, it is written that there is 1 students who get A or 5% from all, 6 students get B or 30% and 11 or 55% students get C and 2 or 10% students get D. It can be concluded that after taught without using pictured series the writing ability of students is increased but not significance. Only 7 students who get A and B. Having get the percentage of the frequencies, the writers analyze the mean of the students' pre-test and post-test score in writing narrative text.

The mean obtained by adding all of the scores in the distribution, and divided by the number of the students. The calculation of the mean of the students' ability in writing narrative texts before being taught by using pictured series used the following formula:

The mean score of pre-test for control group:

$$M_1 = \frac{\sum x^1}{N}$$

$= 937 : 20 = 46.85$

The mean score of post-test for control group:

$$M_2 = \frac{\sum x^2}{N}$$

$= 1495 : 20 = 74,75$

The average of students' achievement in writing texts narrative before being taught using pictured series in pre-tests was 46,85 and for post-test was 74,75. The figure is then consulate the following table.

Table 3 The level of Achievement

Score	Category	Grade
90 – 100	Excellent	A
80 – 89	Good	B
70 – 79	Adequate	C
60 – 69	Inadequate	D
Below 60	Failing	E

(Brown,2004, pp.288-294)

The average score of the students' achievement in control for pre-test is 46,85 and for post-test is 74,75. It means that the students, achievement in writing narrative text in pre-test was Failing and in Adequate grade for post-test.

Students' Writing Narrative Text Ability of the Eighth Grade at SMP Muhammadiyah 02 Kalikalongin Academic Year 2021/2022 After Being Taught Using Pictured Series

In this final project, the students who are taught using video named experimental group. Having get the data, the writers analyzed them. The data were obtain from the result of students' pre-test and post-test. The result then are calculate from the frequency, the mean of the students', pre-test and post-test score, the gain score of pre-test post-test, the quadrate deviation, and t-obtain which is consultant t-table.

In this study, the students who are taught using picture series named experimental group. Descriptive analysis of the data of students in experimental can be shown as follow:

Table 4 Frequency of the Students' Pre-test Score in Experiment Group

No	Score	Category	Grade	F	F%
1	90 – 100	Excellent	A	-	-
2	80 – 89	Good	B	-	-
3	70 – 79	Adequate	C	-	-
4	60 – 69	Inadequate	D	3	15%
5	Below 60	Failing	E	17	85%

According to the table above, the students' ability to write narrative text was previously taught using a pictured series is not effective, it is shown by the number of the students who failing in writing text were 17 or 85% and 3 students or 15% got D. But the significance different of the students' ability in writing narrative text showed after they are taught using pictured series, the following table will show the frequency of students post test score:

Table 5 Frequency of the Students' Post-test Score in Experiment Group

No	Score	Category	Grade	F	F%
1	90 – 100	Excellent	A	17	85%
2	80 – 89	Good	B	1	5%

3	70 – 79	Adequate	C	2	10%
4	60 – 69	Inadequate	D	-	-
5	Below 60	Failing	E	-	-

From the table 5 it is shows that there were 17 students or 85% get A, 1 student or 5% get B and only 2 students or 10% get C. Having get the percentage of the frequencies, the researchers analyzed the mean of the students' pre-test and post-test score in writing narrative text.

The mean obtained by adding all of the scores in the distribution, and divided by the number of the students. The calculation of the mean of the students' ability in writing narrative texts before being taught by using pictured series used the following formula:

The mean score of pre-test for experiment group:

$$M_1 = \frac{\sum x^1}{N}$$

$$= 622:20 = 31,1$$

The mean score of post-test for experiment group:

$$M_2 = \frac{\sum x^2}{N}$$

$$= 1890:20 = 94,5$$

The average of students' achievement in writing texts narrative before being taught using pictured series in pre-tests was 31,1 and for post-test was 94,5. The average score of the students' achievement in experimental group before taught using pictured series or pre-test is 31,1 and the students' ability in writing narrative text after taught using pictured series or post-test is 94,5. It means that the students, achievement in writing narrative text in pre-test was Failing and in Excellent grade for post-test.

The Significant Differences on the Students' Writing Narrative Text Ability Between the Eighth Grade at SMP Muhammadiyah 02 Kalikalongin Academic Year 2021/2022 Before Taught Using Pictured Series And After Taught Using Pictured Series

From the research finding of control group and experimental group, the writers found the difference of students' achievement before and after being taught using pictured series.

$$Md = \frac{\sum d}{N}$$

$$= 1268 : 20 = 63,4$$

$$\sum x^2 d = \sum d^2 - \frac{\sum d^2}{N}$$

$$= 16078244 – (1268)^2 : 20$$
$$= 16078244 – 16078244:20$$
$$= 16078244 – 803,91 = 16077,44$$

$$t = \frac{63,4}{-\frac{\sqrt{16077,44}}{20 (20-1)}}$$

$$= 16077,44$$

$$t = \frac{\sum Md}{-\sqrt{\frac{\sum x^2 - d}{N (N-1)}}}$$

$$t = \frac{63,4}{\frac{-\sqrt{16077,44}}{20\,(20-1)}}$$

$= 63,4 : 6, 50 = 9,75$

From the statistical calculation above, it can be seen the result of mean of difference of pre-test and post-test score. The score of pre-test is 622, and the post-test score is 1890. While the gain score is 1268, and the square/quadrate score is 87376.To get the result of t-test, firstly the writers found the mean of gain of pre-test and post-test. The result of *Md* is 63,4. Secondly, the writers found the score of square gain. The result is 16077,44. Thirdly, the writers found t-test of the research, and the result is 9,75, then the writers consulted the t-obtained to the t-table. It is found out that the critical value at 5% and the t-table was 2,08. So, t-obtained is higher than t-table. It means there were significant differences between the students' ability in writing narrative text before and after being taught using picture series.

Discussion

This study focused on the use of picture series to improve students' narrative text writing abilities in the eighth grade at SMP Muhammadiyah 02 Kalikalong in the academic year 2021. Picture series is one type of media that aids in brainstorming during the writing process by providing visual aids that stimulate and inspire people to express themselves. A picture series is a group of images that together tell a story (Metiawati, 2014).

It is effective to teach writing skills through the use of picture series (Nina Puspitaloka (2016); Ismawati (2014); Pratiwi (2016); Apsari (2017); Dwi Ariningsih (2010)). According to the research of Nurkamri (2014), picture series can be used as cues for retelling a story, and picture series guided them to write and compose each pharagraph.

Picture series can be used in a variety of teaching and learning activities, particularly when teaching narrative text writing. Students can develop their ideas by using picture series, which allows them to build a concept for the story they will write.

The research discovered that using Picture Series as Media improved students' writing ability in terms of content and language use. The process improved as evidenced by the pre-test and post-test results. The pre-test writing results of the students were poor, particularly in terms of finding the content and language use. It demonstrated that the students were unable to express and understand their ideas. Previously, picture series were used as media in writing activities.

provided treatment through the use of Picture Series as Media, so that students could show improvement in the post-test.

Before using Picture Series as Media, the writers only gave the essay text in the pre-test to determine their prior knowledge.

Their writing ability was extremely poor at first. Almost all of them were perplexed and took a long time to write. They struggle with writing well and expressing their ideas in order to complete the content of their writing. Following a pre-test, the treatment was administered using Picture Series as Media. Students become more engaged and enjoy the writing process as a result. They would be a straightforward writing exercise. Because the majority of their assertions were correct, there was no need to write for an extended period of time.

The students' ability in writing narrative text for the control group that not taught using pictured series is not effective, it is shown by the result of the pre-test the researchers get the

result of students' writing narrative text ability of the eighth grade at SMP Muhammadiyah 02 Kalikalong in academic year 2021 before being taught using pictured series. It can be seen that there are 2 students who get adequate grade and also there are 2 students who get inadequate or 10%, and there is 80% or 16 students from the total of students who failing. It means that almost the students in control class who are before taught using picture series have no mastered ability in writing narrative text.

While the result of post-test shows that the result of the post-test is increased than pre-test, it is written that there is 1 students who get A or 5% from all, 6 students get B or 30% and 11 or 55% students get C and 2 or 10% students get D. It can be concluded that after taught without using pictured series the writing ability of students is increased but not significance. Only 7 students who get A and B.

The average score of the students' achievement in control for pre-test is 46,85 and for post-test is 74,75. It means that the students, achievement in writing narrative text in pre-test was Failing and in Adequate grade for post-test. The pre-test writing results of the students were poor, particularly in terms of finding the content and language use. It demonstrated that the students were unable to express and understand their ideas. Previously, picture series were used as media in writing activities.

Based on the problem stated above, the author provided treatment by utilizing Picture Series as Media, so that the students could demonstrate improvement in the post-test. Before using Picture Series as Media, the writers only gave the essay text in the pre-test to determine their prior knowledge.

Their writing ability was extremely poor at first. Almost all of them were perplexed and took a long time to write. They have difficulty writing well and expressing their ideas to complete the content of their writing. Following a pre-test, the writers administered the treatment using Picture Series as Media. As a result, students become more engaged and enjoy the writing process. They would be a simple writing activity. Most of their statements were correct, so there was no need to write for a long time.

The mean score of students after presenting in teaching writing skill by using Picture Series as Media is higher than before the treatment. Before starting the treatment, the students' writing skills in terms of content and language use were adequate. After receiving the treatment, their writing ability improved significantly and was classified as good.

Based on this calculation, students at SMP Muhammadiyah 02 Kalikalong in the academic year 2021 have improved their writing in terms of both content (unity and completeness) and language use (tenses) by using Picture Series. This finding is also supported by the score analysis, which revealed that the experimental group's mean pretest and posttest scores improved.

The findings indicate that the use of Series of Picture at the first SMP Muhammadiyah 02 Kalikalongis effective in teaching and learning to improve the students' ability to write narrative text, particularly in terms of content and language use. As shown that there were 17 students or 85% get A, 1 student or 5% get B and only 2 students or 10% get C. Having get the percentage of the frequencies, the researchers analyzed the mean of the students' pre-test and post-test score in writing narrative text. The average of students' achievement in writing texts narrative before being taught using pictured series in pre-tests was 31,1 and for post-test was 94,5.

From the research finding of control group and experimental group, the researchers found the difference of students' achievement before and after being taught using pictured series.From the statistical calculation above, it can be seen the result of mean of difference of pre-test and post-test score. The score of pre-test is 622, and the post-test score is 1890. While the gain score is 1268, and the square/quadrate score is 87376.

To get the result of t-test, firstly the researchers found the mean of gain of pre-test and post-test. The result of *Md* is 63,4. Secondly, the researchers found the score of square gain. The result is 16077,44. Thirdly, the researchers found t-test of the research, and the result is 9,75, then the researchers consulted the t-obtained to the t-table. It is found out that the critical value at 5% and the t-table was 2,08. So, t-obtained is higher than t-table. It means there were significant differences between the students' ability in writing narrative text before and after being taught using picture series.

It was previously supported by the opinion of some researchers. According to Brown (1983), pictures can help students improve their visual literacy. Images, for example, may assist them in comprehending various abstractions. Pictures can be useful in stimulating students' interest and assisting readers in understanding and remembering the content of accompanying verbal materials. As a result, picture series is one of the instructional media used to overcome writing difficulties, particularly when writing narrative text. A picture series is a novel way to develop concepts from a student-written story. Previously, they found it difficult to incorporate sentences into a composition due to a lack of ideas. Students can build concepts and raise the ideas of their stories by using picture series.

Conclusion

From the research findings and discussion in chapter IV, the writers concluded:
1. The students' writing ability of the Eighth-grade students of SMP Muhammadiyah 02 Kalikalong in Academic Year 2020 before being taught using Pictured Series is 74,75. It means that the students, achievement in writing narrative text in adequate grade.
2. Students' writing ability of the Eighth Grade students of SMP Muhammadiyah 02 Kalikalong in Academic Year 2021 after being taught using Pictured Series is 94,5. It means that the students, achievement in writing narrative text in Excellent grade.
3. There is any significant difference on the students' writing ability of the Eighth-Grade students' of SMP Muhammadiyah 02 Kalikalong in Academic Year 2021 before and after being taught using Pictured Series. It is found out that the critical value at 5% and the t-table was 2,08. So, t-obtained is higher than t-table. It means there were significant differences between the students' ability in writing narrative text before and after being taught using picture series.

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