

"PICWORD" MEDIUM TO IMPROVE STUDENTS' WRITING SKILL IN NARRATIVE TEXT: A CASE OF THE TENTH GRADE STUDENTS OF SMA NEGERI 2 CEPU IN THE ACADEMIC YEAR 2022-2023

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Abstract

Picword is a new medium in teaching narrative text. Picword is an abbreviation of a picture equipped with keywords. The aim of the pictures can stimulate students' imagination So the students can write narrative text easily. The writer took this study because many reasons firstly they have low attractiveness in writing, they feel confused about how to begin writing a paragraph, and they bored with the media. Because of these reasons, teacher needs a new effective medium to improve their writing skill. The study aims to determine: 1) to find out the extent of the writing skill of tenth-grade students in SMA Negeri 2 Cepu taught by using *Picword*, 2) to find out the extent of the writing skill of tenth-grade students in SMA Negeri 2 Cepu taught without using *Picword*, and 3) to find out significant differences in the writing skill between students who are taught by using *Picword* and who are taught without using *Picword*. In this study used quasi experimental design. The sample consisting of 72 students X-A as experimental group and X-B as a control group. The technique of data analysis in this study using SPSS 26. It can be seen from the data the writer used Mann Withney U test to find out significant difference between those group. The hypothesis if asymp.Sig.2 tailed of $0.000 < 0.05$ based on the result hypothesis was accepted. So the Picword a more effective medium to improve students' writing skill in narrative text.

Keywords: Picword, Writing Skill, Narrative Text

1. Introduction

The use of picture as media has been widely used by some writers, they are Tuti (2015); Lina (2018); Mentari et al (2020); Tri (2016); Khotimah et al (2017). The result of those studies are the use of picture can improve the students' ability. It means that the students got the benefits through picture as a media. Several writers also studied the media there are Eni (2012); Halimatus (2017); Yanuarti (2017); Vania (2014); and the last Dwi (2016). The result of the study shows that the use of picture in teaching writing was useful to help students' generate and to develop their ideas. Moreover, the students' ability in writing narrative text was improved.

According to Marble (2012, p. 6), picture can be used to help students to develop details, ideas or sequences of story. It can say that pictures can stimulate expression, develop understanding, and variety to verbal lesson, and provided opportunities, for individual or group study. There are several picture media that can be used as learning media, for example picture series, picture cued and the last one is picword but this picword is a medium that is rarely used. The writer argues that picword can stimulate students' ability and students' understanding based on their imagination. Picword is an abbreviation of a picture that is equipped with keywords. The picture can explain the story because it will show part by part, and keywords written under the picture aim to stimulate the student's imagination to produce a coherent paragraph. It means pictures can help the learners to understand the meaning of a word because it represents its meaning of it (Raimes, 1993, pp. 27-28). So it is good for students to compose written text with their language. The result of the study shows that through picture can improve students' writing skill significantly.

Based on those consideration, the writer choose the media picword to be use in teaching writing narrative text.

In line with Basic Competencies of English Subjects in the Independent Curriculum Tenth Grade expected to be able to write several texts such as narrative text, procedure text, descriptive text, reports, and recount text. The most difficult skill in SMAN 2 Cepu is writing. Writing skill is the ability and knowledge related to expressing ideas in words with a meaningful form to deliver the message. It is difficult because students feel lazy, they have low attractiveness in writing, students feel confused, and feel bored with conventional media. To minimize the problems, English teachers must create euphoria in the class with creative, innovative, and enjoyable. The teacher should be creative and innovative in choosing the materials while the new media in teaching and learning can build new desires and interests, motivation also stimulates for students' imagination.

Because of these reasons, teacher needs a new effective medium to improve their writing skill. The study aims to determine (1) to find out the extent of the writing skill of tenth-grade students in SMA Negeri 2 Cepu taught without using Picword, (2) to find out the extent of the writing skill of tenth-grade students in SMA Negeri 2 Cepu taught by using Picword, and (3) to find out significant differences in the writing skill between students who are taught by using Picword and those who are taught without using Picword.

2. Literature Review

Writing

Writing is communication that involves an emotion that is expressed through writing. Brown, (2001, p. 336) also claimed that writing is a thinking process. Brown (2001, p. 336) also said that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

Writing is a glottography it means that writing as a representation of the elements of oral language. Which in linguistic glottography a fixation of uttered sounds in the form of symbols or characters, defining a writing system. (Brokaw, G, 2022, p.163).

Ramelan (1992, p. 14) also state that writing is representation or symbol of language. From the definition above the writer can conclude that writing is an activity to express ideas, events, feeling or thinking in written form that can be the tool to communicate with the other people.

According to White (1991, p. 2), writing is a wide range of skills, from the mechanic of punctuation and spelling to the systematic or even creative development of the ideas.

Writing writing is clearly a system of human intercommunication by means of conventional visible mark (Gelb, 1969, p. 12). Writing is a complex, cognitive process that needs sustained intellectual effort over a considerable period of time (Nunan, p. 273, cited in Alves, 2008).

Genre

In general, the genre is the type of text. According to (Hyland, 2004, p.4), genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. Genre in writing or genre writing is a kind or type of writing in which it has a typical style, particular target of readers, and a specific purpose. Based on the statement above, the genre is a type of text defined in terms of its social purposes and to inform the readers. According to Hyland (2004, p. 29) "Genre can be classified in several types. Genres are the rhetorical structure fundamental to various forms of communication in a culture".

Narrative Text

According to Hartono (2005, p. 9), narrative is one kind of genres that aims to entertain the readers. A Narrative text is a kind of text to retell the story in the past which this text is an imaginary or fictional story. This text relates a series of logically and chronologically related events that are caused or experienced by factors. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolution of the problem.

Teaching Media

According to Munadi (2013, p. 3) teaching media is a tool for understanding the meaning of the material submitted by the teacher or electronic media to implementation learning system so that the learning process is effective. Teaching media is all tools used by the teacher to deliver teaching material during the teaching-learning process. Nowadays teaching and learning process will be successfully supported by some factors such as the students, the teacher, the

methods, material, and media used. So teaching media has a purpose to bring the messages or information that contain the goal of teaching.

Picword

According to Marble (2012, p. 6), picture can be used to help students to develop details, ideas or sequences of story. Picword is one of picture media. Picword is an abbreviation of a picture that is equipped with keywords that will be written under the picture. The picture can explain to the students about the story is show part by part and the keywords under the picture has aims to stimulate students' imagination to produce coherent paragraphs. According to (Wright, 1989, p.35), pictures are not just an aspect of the method, but through their representation of places, objects, and people they are an essential part of the overall experience. It means pictures can help the learners to understand the meaning of a word because it represents its meaning of it (Raimes, 1993, pp. 27-28). To sum up, Picword can effectively stimulate students' imagination in writing narrative text.

3. Method

The type of the study was quantitative research to test the impact of the treatment which focused on the narrative text with a picture and keyword in writing. Creswell (2008, p.13) states, "In quantitative research, the investigators identify a research problem based on trends in the field or on the need to explain why something occurs." An experimental design is the approach to implement quantitative research.

This study worked by measuring two groups. There were an experimental group and a control group. According to Creswell (2008, p.310), quasi-experimental design is represented as:

Table 3. 1. Research Design

Experimental	X	O1
Control		O2

In which:

X = Treatment

O1 = Observation of experiment group

O2 = Observation of controlgroup

Subject of the Research

4. Population

The population of this research was X SMA Negeri 2 Cepu. The students of Tenth grade of SMA Negeri 2 Cepu divided into 8 classes is X-A, X-B X-C, X-D, X-E, X-F, X-G, and X-H. It elaborated that X-A consisted of 36 students, X-B consisted of 36 students, X-C consisted of 36 students, X-D consisted of 36 students, X-E consisted of 36 students, X-F consisted of 36 students, X-G consisted of 36 students, and the last X-H consisted of 34 students. So the sum of the populations was 285 students.

5. Sample

In this study, the writer determined two classes to be the sample of the study they were class X-A and class X-B. The writer used probability sampling which cluster sampling. Cluster sampling

was a two-step process in which the entire population was divided into clusters or groups. The clusters were chosen randomly. All individuals in the cluster were taken in the sample. According to Kothari (2007, p. 73), "Cluster sampling involves grouping the population and then selecting the groups or clusters rather than individual elements for inclusion in the sample." In this study, the samples were X-A and X-B. X-A as an experimental group and X-B as a control group. Each class consisted of 36 students who have different comprehension. The sampling technique was cluster random sampling. This sampling was chosen because of so many classes of the population so it was chosen as an experimental and a control group.

Instrumen of the Research

In this research, the writer used an instrument to collect the data. Creswell (2008, p.151) states, "Instrument is a tool for measuring, observing, or documenting quantitative data." There are two tests in this research. They are pre-test and post-test. These tests were used to measure the students' writing skill taught by using *Picword* and taught without using *Picword*.

1. Pre Test

Pre-test was performed before the treatment.. The writer selected narrative text as the subject matter and worked on perfecting it without using *Picword* as a medium. In pre-test, the writer requested both of the classes write a narrative text based on their knowledge. They had a time allocation of 35 minutes to complete the test.

2. Post-test

The post-test was carried out once the treatment has been completed. The writer gave the test for the experimental by using *picword* as a medium while control group without using *picword* as a medium and they had 35 minutes to complete the test. Post test given to each group; an experimental-group and a control-group. After giving the post-test the writer got the data. The writer knew about the students' abilities who were taught by using *picword* and who were taught without using *picword* by giving the post-test. Then the writer measured the test with a scoring rubric of the writing.

Method and Data Collection

The writer collected the data by using a variety of methods, including testing and documentation. First, the writer conducted a test in which the students used *Picword* as a medium to learn how to write narrative text. The final phase was documentation, which included supporting data and validity data in this study.

1. Test

The writer used an essay test to get the score which the score analyzed the objectives of the research in this study. Cohen (2007: 414) defines that, "the writers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind." The test was given to the experimental-group and control group. There are two steps of the test as follows :

- a. Experimental group: The test was conducted in three stages: pre-test, treatment, and post-test. The first meeting consisted of a pre-test to determine the students' ability to write narrative text. Then the writer administers treatment using Picword.
- b. Control group: The test, like an experimental group, had three stages, but the difference in the treatment. In the control group, the writer used conventional treatment (used text).

Method and Data Analysis

This study compared each group (experimental and control groups) with the different media in the teaching and learning process. After distributing the test the writer got the scores, then the writer assessed such of the tests. To find out the result the writer used some steps as follows:

1. Wilcoxon Test

Wilcoxon test is a non-parametric statistic that serves to test two paired samples or test the effectiveness of a treatment, for example, two observations are made to the same subject before and after being given treatment. Wilcoxon test is carried out if the data is not normally distributed. In the Wilcoxon test, pay attention to the direction of the difference and the relative value of the difference between the two treatments.

2. Mann Whitney U

The Mann-Whitney test is a statistical technique that compares two independent groups to see whether there is a significant difference. This test is also used to check if the means of two unpaired samples are different. Findings and Discussions.

6. Findings and Discussions

1. The students' writing skill taught without using Picword

The students in the control class taught without using picword got a difference the mean value of 3.95 from the mean 56,19 up to 60.14.

Table 4. 8. Descriptive Test

Table 4. 1. Descriptive Test

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	Experimental Class	36	44	81	70.08	9.521
Post-test	Experimental	36	70	95	83.81	6.168
Pre-test	Control Class	36	44	70	56.19	6.042
Post-test	Control Class	36	46	78	60.14	7.495
Valid N	(listwise)	36				

Table 4. 2. The Criteria of test score

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

(Brown, 2004:287&294)

It can be seen that the mean of the pre-test in the control group was 56,19 in the range of below 60 was categorized as “failing”. Therefore, it can be concluded that the writing skill of the student without using *Picword* was failing.

Based on the data above showed that the mean of the post-test of the control group was 60,14. According to Brown the mean of 60,14 including to range of 60 –69 was categorized as “inadequate”. Therefore it can be concluded that the writing skill of the students without using *Picword* was inadequate.

The result of the Wilcoxon test, the writer can be concluded that none students decreased the score. When they did the same questions again, they have seven of the students who did not use *Picword* had the same score as they had previously.

2. The students’ writing skill taught by using *Picword*

Following treatment in the experimental group in writing narrative text who were taught by using *picword* represented by an individual score from pre-test and post-test. The score of the pre-test presented was following:

Table 4. 3. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental Class	36	44	81	70.08	9.521
Post-test Experimental	36	70	95	83.81	6.168
Pre-test Control Class	36	44	70	56.19	6.042
Post-test Control Class	36	46	78	60.14	7.495
Valid N (listwise)	36				

Table 4. 4. The Criteria of test score

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

(Brown, 2004:287&294)

It can be seen that the mean of the pre-test in the experimental group was 70,08. According to Brown, the mean included in the range 70-79 was categorized as “adequate”. Therefore, it can be concluded that the writing skill of the student without using *Picword* was adequate. While the data above shows that the mean of the post-test of the experimental group was 83,81. According to Brown the mean of 83,81 was included in the range 80 – 89 and was categorized as “Good”. Therefore it can be concluded that the writing skill of the students by using Picword was good. Based on Wilcoxon's results in the table above, it can be inferred that none of the students decreased scores in the experimental class, and all 36 students obtained increased scores. According to the narrative test, the mean value of the experimental class by using the picword improved to 13.73 points, from 70.08 before treatment to 83.81 after treatment. It is determined by comparing the starting value to the current value.54.19 and the control class getting 18.81.

3. The significant differences in the writing skill between students who are taught by using picword and those who are taught without using picword

The first thing that needs to be done to determine whether or not Picword in the classroom improve students’ writing skill. So the writer carried out an analysis by contrasting the outcomes of the experimental group with those of the control group, with the data that had already been provided in the study.

Based on the Mann-Whitney table, it can be seen that the output statistics showed that the Asymp Sig (2-tailed) value was 0.000 because <0.05 . It showed that the hypothesis was true. Because of this, picwords have an effect on improving students’ writing skill. From Mann-Whitney testing, it concluded that the mean of the post-test scores for the experimental group and the control group was different, with the experimental class getting 54.19 and the control class getting 18.81. And showed that it has a big effect on the experimental class students' writing skills, the Asymp. Sig Statistical Test (2-tailed) has a value of $0.000 < 0.05$. The experimental group taught by using picword had higher scores in the pre-test and post-test, on the other hand, the control group had lower scores. So the used picword can improve the students' writing skill in writing narrative text. To sum up, it was a good comparison between the scores acquired by the

experimental group and the control group. Learning narrative text using the picword was effective medium for an enjoyable learning.

Discussion

In this paragraph, the writer shows the differences between others studies with the present study. According to (Tuti, 2015) this research was conducted in SMP Negeri 03 Sindang Kelingi, Curup, Renjang Lebong. The researcher used Collaborative Action Research (CAR) as the methodology of the research. Grade VIII was the population in this research and the samples involves in this research were 20 students from VIII C. The researcher got the data from the test in which the mean value of cycle I was 61,35 and cycle II was 73,56.

Then, according to (Mentari et al, 2020) the research was done in SMAS Dharma Pancasila Medan. In this research, the researcher used grade XI as the population and used 58 students as a sample. The mean of the pre-test in experimental group was 63,86 while the post-test was 80,62 while the mean of pre-test in control group 56,3 and the post-test 67.

Next, according to (Lina, 2018) this research was conducted in MA Ma'arif Grabang in the academic year 2018/2019. The population in this research was grade XI and the sample consisted of 20 students in XI science class. The methodology of this research was Classroom Action Research (CAR). The result of cycle I, the mean of post-test is higher than the mean of the pre-test. The mean of the post-test was 76.60 and the pre-test was 65.10. In the cycle II, the mean of post-test is higher than the mean of the pre-test. The mean post-test is 83.25 and pre-test are 78.10.

On the other hand, the present study was conducted in SMA Negeri 2 Cepu. The population of this study was X grade in the academic year 2022/2023 which consists of 285 students. Then the sample of this study was X-A and X-B and both classes consist of 36 students. The result from analyzing the data mean value the pre-test in the experimental group was 70,08 and the post-test was 83,81 while the mean value the pre-test in the control group was 56,19 and the post-test 60,14.

7. It concluded that the findings of those research were in line with the present study which underlines that there is a significant difference between students who are taught by using the picword with students who are taught without using the picword. To sum up, picword can improve students' writing skill.

8. Conclusion and Suggestions

The conclusion of this study are as follows:

The writing skill in a narrative text of the tenth-grade students of SMA Negeri 2 Cepu in the Academic year 2022/2023 who are taught by using *Picword* was good. It was shown by the mean of post test was 83,81 where the highest score was 95 and the lowest score was 70. While the mean of the pre-test was 70,08. So, there was significant improvement of the students' writing scores.

The skill in writing a narrative text of the tenth-grade students of SMA Negeri 2 Cepu in the Academic year 2022/2023 who are taught without using *Picword* was adequate. It is shown by the mean of the post test was 60,14 where the highest score was 78 and the lowest score was 46. While the mean of the pre-test was 56,19. So, there was no significant improvement of the students' writing scores.

There was a significance difference in the skill in writing a narrative text of students who are taught by using *Picword* and those without using *Picword*. It can be seen in the Mann Withney-U test if the Asymp. Sig (2-tailed) <0.05 was accepted. Based on the table data statistically has the value $0.000 < 0.05$ so the alternative hypothesis (H_a) was accepted. It means that the students who are taught by using *Picword* were better than the students who are taught without using *Picword*.

a. Suggestions

At the end of this part, the writer has some suggestions that hopefully would be useful for the students and teachers as follows:

1. For students

The students can practice independently using *Picword* because it makes students easier to write a narrative text. They can see the picture part by part it is very helpful for the students to brainstorm as well as they can so they get the idea easily. Then, the students should enrich their vocabularies so they can produce good sentences during writing a narrative text.

2. For teachers

The teachers should use *picword* because it is an interesting and enjoyable medium for teaching and learning, especially narrative text. Besides that, *picword* can be a solution for students who are confused how to begin writing a sentence until the long paragraph, and it is also the solution when the students feel bored with the ancient media because it is a more interesting medium. So the teacher should be use the *Picword* in writing narrative text.

3. For the next researchers

The next writers should get more information about improving students understanding in writing narrative text by using *picword*.

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