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Enhancing Writing Skill in Narrative Text Using Picture Series Media with Genre-Based Approach

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ABSTRACT

The objective of this classroom action research is to explore how picture series media can improve students' writing skill in class XI-9 SMA Negeri 14 Semarang. By carrying out 2 cycles, it can be concluded that the using media picture series has been successful and effective. There was an improvement in students' writing skill in narrative text (legend) according to data from studies on the implementation of picture series media with the using of Genre-Based Approach. The 58,82% increase in average students' writing skill in cycle 1, which was still lacking, was finally continued with the implementation of cycle 2, which increased by 36,15% from cycle 1. With a percentage increase of 87,87% over the entire cycle, the average student's writing skill can be scored as good. With two cycles, this study demonstrates that picture series media with using GBA has been successful in improving students' writing skill. Therefore, another cycle is not required. So it can be concluded that the implementation of using picture series media with using GBS has succeeded in improving students' writing skill.

Keywords*: Picture Series, Narrative Text, Writing, Genre Based Approach*

1. INTRODUCTION

Education Indonesia and national institutions implement the teaching of English as a foreign language. It is true that English is not used as an official language of education by the Indonesian government, and learning occurs when one speaks the mother tongue or Indonesians fluently. While the ultimate goal of learning English is to be able to communicate, both orally and in writing, both formal and informal, what communication means is to understand and express information, thoughts, and feelings, to contact and develop the science, technology, and culture of the language.(Parhani, 2022)

These four English skills can be learned in a variety of ways, including by practicing, learning or getting used to using them in everyday life. Speaking and writing are skills that are acquired when

we are able to process words in English (productive skills). While reading and listening are skills which are gained when we acquire those skills from a qualified native speaker of English. Writing is an activity of expressing ideas and thoughts in the form of writing on paper (Rahmawati, 2019). The contents of the paragraphs reflect the written ideas.

Language skills basically include four skills: listening, speaking, reading and writing. Of the four skills, writing is considered the most difficult and needs more attention. Writing skills are very complex skills, students not only need to express ideas but also need to reveal ideas, concepts, emotions, and desires (Sani & Setiawan, 2020). Writing skills can be regarded as characteristic of educated people and educated nations.

Writing for academic and professional skills should be a prerequisite for learning English (Haryanti & Sari,

2019). The students may create a work that is understandable by utilizing proper grammar, conventions, and lexical choices to organize their ideas and thoughts in English as a foreign language

Based on the learning experience of the teacher of the English subject at XI-9 in SMAN 14 Semarang, students showed a lack of written skills demonstrating pre-test scores on chapter I (legend) that were still below average. However, as stated in the National Education Act No. 2 of 1989 that school graduates must have adequate English language competence. With this national education bill, the government has taken a policy to put English skills in the first foreign language curriculum that students must master.

The text that were discussed was Legend. Legend is a genre of folklore that consists of a narrative featuring human actions, believed or perceived to have taken place in human history.

The use of a wide variety of media in the classroom is very beneficial, but it is also an obstacle for teachers and students. Teachers tend not to use interesting media in teaching. They only use textbooks in teaching. However, there are currently no textbooks that provide training to express students' ideas in written form. It makes students bored. Teachers should use a variety of media that can make students interested in learning, especially in learning writing skills. It is expected that they should choose the appropriate media used in the classroom.

The teacher as a professional, indicates that the teacher has worked professionally in the sense, in addition to his ability in carrying out his teaching tasks that is mastering the learning material specializing in the provision of learning material to students. The teacher can also act professionally as a writer, more importantly, prioritizing the ability to plan and manage the teaching learning process conducive to the desired development of students. The three pillars above are interdependent and mutually supportive to improve learning effectiveness.

Learning effectiveness determines the level of achievement and the degree of suitability of the student's learning outcomes with the objectives that have been set. Meanwhile, the rate of accomplishment and degree of matching between the students' learning outcome and the goals are heavily influenced by the teacher's activity. The role of the teacher as an educator is very much expected by the student, sometimes the teacher explains monotonously, without tools, so that the student is bored, lazy and not interested in continuously teaching the teacher's practice in the classroom. In fact, sometimes teachers do not have a clear vision of how to teach writing skills. In other words, in the teaching process of writing, teachers often do not provide enough information to students so that they can express their thoughts by writing properly. Therefore, this class action research uses series or picture series as a medium to improve the ability to write narrative text when learning English students of grade XI-9 SMAN 14 Semarang.

Narrative text writing is one of the English text writing skills that students should learn in schools, especially high schools (Prayogo, 2021). In writing learning, it is expected that the student will not only develop the ability to make a story but also the speed required to make an argument, pour out an idea or idea so that it can produce an interesting story to read. So, they should be able to compile and associate words with other words so that they are complete and complete. However, in fact, it is generally found that the English writing skills of high school students, especially those of 14th State High School students, are still low and teachers still find obstacles in developing the potential of the students on the narrative text writing skills aspects.

Looking at and considering the problems in class XI-9 on legendary material, the writer suggested using media picture series or series images to help students in improving their learning experience. Thus, through this research the author hopes that after using picture series as a learning tool can clarify and support the understanding of abstract concepts becomes clearer and eventually

learning students will have better academic results. The writer hopes that through this media picture series can improve students' skills in writing in English subjects.

To be able to write well, the students can't just let their paper and leave it alone. Yet a student must have a clear vision and can clearly explain the experiences he has experienced or the stories he has heard or known (Gina et al., 2017).

There are several ways to fix this problem. It can start with adopting different teaching methods and using different kinds of media in teaching. In teaching writing, especially narrative texts, teachers should use appropriate methods to enhance students' interest in writing. There are many kinds of media that teachers can use to teach students to write narratives. One solution is to use a series or picture series media. Picture series is a collection of interrelated images because the collection consists of four or more images that describe the events of a story (Orianda & Rosa, 2013). The use of images in the teaching of narrative texts is considered an alternative method in teaching narrative writing to students.

The phenomenon in the 14th Semarang State High School, based on observations of the writer, especially students of the grade XI, motivation to follow learning in the classroom is still low. This can be seen from the early learning readiness of the pupil who is still low because there are still some pupils who are late to enter the class and some who are still chatting with their friends when the lesson is to begin. The condition at the time of the learning process, still there are students asking for permission back when the teacher explains, talking to friends next to him, or other friends, sitting position that is convenient for themselves, head placed on the bench, dull, not concentrating on the class, disturbing friends, playing writing tools and so on so that the atmosphere of learning activities in the classroom becomes less conducive.

Looking at the facts, the writer assumes that it is a problem that needs to be addressed. Based on the description, the writer is interested in conducting class action research to improve the motivation and skills of writing English narrative texts of students of grade XI-9 in SMAN 14 Semarang in the school year 2023/2024 using media picture series.

The writer used Genre-Based as the approach. Genre-Based Approach can be used for teaching and learning focused on understanding and producing the chosen genre of text. These are the stages that are suitable for teaching in Higher Secondary Schools in Indonesia (Yasin & Rozimela, 2013). The stage is taught in two cycles. The cycle is the oral cycle and the written cycle. The oral cycles are specifically implemented to develop the student's ability to speak and listen, while the written Cycle is implemented for developing the students' ability to write and read.

Genre-Based Approach is a text-based learning approach strategy that blends product and process approaches. Syntax learning Genre-Based Approach is done with the following steps 1. Building Knowledge of Field (BKoF) is an approach used by teachers to help students build their early knowledge. This approach focuses on developing students' critical and creative thinking skills through a series of stages. 3. Joint Construction of Text (JCoT), is a stage in the development of text or writing that involves collaboration between different authors or authors to a specific purpose 4. Independent Construction Of Text (ICOT), at this stage students are expected to be able to produce oral or written text independently (Prakoso et al., 2021).

By using the steps in this strategy, students will have more time to create drafts and revise drafts that have already been made (Prakoso et al., 2021). Moreover, because a genre-based approach is a combination of product and process approaches, it can help improve student writing skills.

After the implementation of the Genre Based Approach, the students are expected to be able to present the results of the discussion in front of the classroom well and correctly and confidently. In addition, students can answer questions

from the factual level to the metacognitive or HOTS.

In this study it can be identified that students grade XI-9 SMAN 14 Semarang still need the efforts of teachers in facilitating them in learning, in particular on the matter of writing skills on material narrative text proved with the score of their writing skills during pretest which is still underrated.

Based on the problems that occurred, the writer formulated the problem: how the use of media picture series in narrative text material improved students' skills in writing English through the Genre-Based Approach?

The problem-built analysis leads to the ability of eleventh grade students who still find it difficult to develop an idea or further story on a narrative text that is opposite to their learning experience in the tenth grade; who should be sufficiently equipped with the same competence as they had previously acquired the material.

The objective of this study is to analyze the enhancing student's writing skill using picture series media in narrative text (legend) material with Genre-Based Approach.

2. METHOD OF THE RESEARCH

Classroom action research is an effort to improve or improve the quality of learning (Fitria et al., 2019). Class action research is a model of professional development in which teachers learn how students learn is linked to the teaching style of teachers, so that teachers can correct shortcomings in teaching to improve student learning.

Classroom Action Research can be used to enhance teacher self-reflection, enhance learning progress, and foster a culture of professionalism among educators. Therefore, classroom action research is the development of teacher professionalism, where teachers can conduct action research in the classroom, called teacher science activities to develop new learning changes, such as using communication methods and strategies to improve professional skills.

The main objective of classroom action research is to improve the effectiveness of the teaching learning process in the classroom. By conducting classroom activity research practices, teachers can better understand the learning process taking place in their classroom, find solutions to the problems they face, as well as implement and evaluate the efficacy of new learning strategies or methods.

Classroom Action Research involves a recurring cycle, namely planning, action, observation, and reflection. The teacher will first plan the action to be taken, then implement the action, observe the outcome, and carry out reflections to evaluate the effectiveness of the action. Based on the result of the reflection, the teacher can then plan the next action in the next cycle. This cycle is repeated until the desired result is achieved. The study was conducted in the month of August-September 2023. The subject of the study was students XI-9 of SMAN 14 Semarang in the year of study 2023/2024 with a total of 34 students.

The master plan in Class Action Research covers four stages, namely the stage of action planning, the phase of action implementation, the observation phase and the framework phase, which describes the phases of analysis and reflection (Nurani & Prihatni, 2023). These four steps form a recurring cycle according to the success rate of dealing with the problem that has been selected for the problem addressed. In this study, the writer used a two-cycle Kemmis and Taggart class action research design.
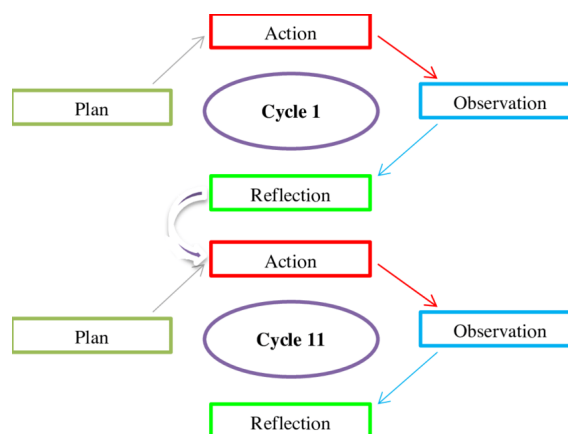
Picture 2.1. Design Classroom Action Research Model Kemmis and Taggart.

Instruments are tools that are selected and used by the writers in their data collection activities so that the activities are systematic and facilitated by them. There were some instruments that were used by the writer in this study. They were test, observation and interview.

Test

The test instruments used in this study were pretest and posttest. The form of the test in this research was a test of writing skills using media picture series.

Observation

Observation is a way of collecting data by directly observing an object within a certain period of time and systematically recording what is observed so that accurate information can be used about the changes in it both from the learning results and other changes are the core of observation in this process (Sumarsih, 2017).

Interview

Interviewing is one of the methods of data collection that requires direct communication between writer and respondents (Sumarsih, 2017). It should be emphasized that questioning and answering should be done systematically and based on research objectives. In these interviews, the writer will interview a number of students about the learning activities carried out as well as the use of the media used in learning English in narrative texts. For the subject teacher, the content of the interview will focus on the student's personality and ability to absorb lessons.

This study used data analysis techniques to search or identify data or sources obtained from the results of tests, observations and class interviews aimed at obtaining clear and objective information on class action research in XI 9 SMAN 14 Semarang.

Indicators of success of this research will be calculated and evaluated based on several criteria, namely the criteria of evaluation of the process and learning outcomes of students. These criteria are considered fulfilled when the level of accuracy of the learning content of students on narrative text material in class XI.9 reaches above 75%.

3. FINDINGS AND DISCUSSIONS

The data analysis in this study uses quantitative descriptive analysis of the learning process acquired and the student's learning outcomes pretest and posttest; then comes from the results of interviews and class observations at the time of learning using a model or material that has been planned previously; and reflects on the planning, implementation and observation stages.

Cycle I

The application of cycle I to the class action research that has been carried out begins with the implementation of a cognitive diagnostic assessment that covers issues relating to the narrative text. The results revealed that only five of the total number of students in the grade XI-9 obtained a score above the KKM. This means that the student's writing skills still need to be improved. In Cycle I, the writer designed learning activities by creating teaching modules using media picture series using a Genre-Based approach to writing skills elements. (**Plan**)

The planned learning activities are then implemented in cycle I. The implementation of cycle 1 is carried out in meetings for 2 hours of lessons with a time allocation of 2 x 45 minutes. This cycle will be held on Tuesday, August 29, 2023 at the third and fourth lessons at 08.30-10.15 WIB. The submitted material is "Narrative Text (Legend)" attended by 34 students in classes XI-9. The learning activities can be viewed in the attached teaching module. (**Do**)

In observing activities, the observation performed by the writer in the cycle I is that the writer has made the teaching module well. The teaching modulus has been made according to the Learning Achievement according to phases. In this cycle I, the writer began to implement the use of media picture series with a Genre-Based approach. During the learning, the writer had tried to focus their

attention on students XI-9 in order to create a conducive learning atmosphere.

Implementation of use of the media pictures series with Genre -Based in the learning material narrative text (legend) to students of grade XI-9 SMAN 14 Semarang is aimed at improving the writing skills of students, especially on narrative texts. In this cycle I, the writer prepared LKPD or students' worksheet for the discussion process as well as test instruments with some instructions, namely developing in their own language without changing the original character in the story and paying attention to the linguistic elements of the text.

Based on the results, it can be seen that there was an improvement in student writing skills based on the post-test scores obtained by students. In pre-cycle activities there were 28 students who had not reached KKM, whereas in cycle I there were 20 students who have not achieved KKM scores (need more improvement). In cycle I, the presentation of students who obtained a score above KKM was 58.82% with the number of students 14 and 20 students not yet completed. The average obtained in cycle I was 63,09. Based on the learning outcome in Cycle I, the next cycle needs to be done.

Class XI-9 conditions when learning is going smoothly and quite fun. Students are quite enthusiastic about learning. Students are enthusiastic about learning because of a number of things. The student's anticipation is shown by some students asking questions on the picture presented by the teacher. Then the students conduct group discussions to train their writing skills in groups so that the best results are achieved. (**Observe**)

Based on the results obtained, the author made a reflection on the learning process in cycle I that has been implemented. The observations show that the ability to write narrative text (legend) with a specific title has not achieved success with not reaching the minimum value of classical accuracy presentations, but there has been an increase in the number of students reaching KKM. This can be the basis for doing cycle II. (**Reflection**)

Cycle II

The Implementation of cycle II to class action research that has been carried out starts with the results of activity analysis in cycle I, where cycle 1 activity has improved and the classical average has exceeded the target, but the presentation of classical rigidity has not reached the goal. From the results it is known that the shortcomings of the cycle I are that it has not applied the aspects of grammar and mechanics well. That means that students' writing skills still need to be improved. In cycle II, the writer designed learning activities by creating teaching modules using a Genre-Based approach using learning media such as picture series, power point and others as well as differential products. (**Plan**)

The planned learning activities are then implemented in cycle II. The implementation of cycle 2 is carried out in meetings for 2 hours of lessons with a time allocation of 2 x 45 minutes. This cycle will be conducted on Friday, September 1st, 2023 at the first and second lessons from 7 am. The submitted material is a narrative text (legend) attended by 34 students of grade XI-9 SMAN 14 Semarang. (**Do**)

In this cycle, the writer also implemented the use of media picture series with a Genre-Based approach plus the in-depth and evaluation that has been done from cycle I.

In this Cycle, the writer prepared LKPD or students' worksheets for the discussion process as well as test instruments with 1 question with several instructions according to the material. The condition of class XI-9 when learning English with narrative material (legends) is fun and the pupils are quite enthusiastic in following the learning. The students were enthusiastic about learning English because of a number of things, one of which was because the lessons were conducted in the first and second hours.

Based on the study results, it can be seen that there is an improvement in student writing skills based on the post test scores obtained by students. In cycle I activities there are 20 students who have not reached the KKM score (narrative text writing skills – legend still need to be

improved again). Average achieved in Cycle II was 87.79. Results obtained from cycle II have reached the indicator of success, which is the average of students' learning outcomes at least 70. In the second cycle the average class reached 87.79 which means that the students have improved their writing skills, especially in the narrative text (legend).

Class XI-9 condition when learning is going smoothly and quite fun. Students are quite enthusiastic about learning. Students are enthusiastic about learning because of a number of things. The student's anticipation is shown by some students asking questions on the picture presented by the teacher. Then the students conduct group discussions to train their writing skills in groups so that the best results are achieved. (**Observe**)

Cycle II shows an improvement in student writing skills and has achieved indicators of success. The results can be achieved because teachers and learners have conducted English learning using media picture series that were originally only displayed on LCD projectors, in cycle II they can draw them on the worksheets that have been provided and using the Genre-Based Approach, the class is better conditioned, learners do not seem bored when following English learning activities even students appear increasingly enthusiastic about the learning of English.

Based on the explanation then the study was stopped because the writing skills in class XI-9 State High School 14 Semarang has exceeded the criteria indicator of success and the writer felt sufficient in taking data, as well as the time limit given to the writer, then the scientists stopped testing until in cycle II. (**Reflection**)

This research is a Class Action Research using media picture series with a Genre-Based approach to improve student writing skills in English language material Chapter I (legend) Class XI-9 SMAN 14 Semarang academic year 2023/2024. Learning on this research utilizes a variety of technology-based learning media such as power points. The results of this study can be found in the following table.

Table 3.1. The result of two cycles

Analysis Aspect	Cycle	
	I	II
Minimum Classical Completeness 80%	58,82%	100%
Minimum Classical Average 70	63,09	87,79

The results of this study are the result of data processing carried out over the course of two cycles. The research was carried out in two cycles to measure the effectiveness of the application of media picture series with the Genre-Based approach in improving student writing skills in narrative text material Chapter I (legend) in class XI-9 SMAN 14 Semarang school year 2023/2024.

At the beginning of Cycle I, the classical level of accuracy was only 58.82%. This may be due to several factors, such as the student's lack of experience in writing stories using media picture series which in it covers several aspects like content, vocabulary, grammar and mechanics. Besides, some students are still quite hesitant in developing the story path that they have to pour into the worksheet. With instruction, they can develop stories using their own language without changing the elements in the story.

During the implementation of cycle I, the teacher was active in accompanying students in writing narrative texts. Before working individually, students are given the opportunity to discuss and collaborate with their group that can help them understand the concept better. After that, they could individually compile stories based on the text that had been written in the group at the previous meeting. The average achieved on cycle I has not reached the target of 58.82% which needs to be followed up by implementing cycle II. This begins with an in-depth material on what elements should be used in the writing of narrative texts such as legends.

In cycle II, there was a significant increase in average values, reaching 100% at 87.79%. This increase could be due to several factors. Firstly, because the students have discovered the shortcomings in the texts that they organize by doing assessment for learning, that is to say, independently reflecting on their learning outcomes. There were some students who forgot to include the element of direct speech in the story. Then, they applied picture series to their worksheets that were initially on cycle I only displayed through LCD projectors. In addition, the motivation of students is also increased by seeing the results of their evaluations in the first cycle. Teachers remain active in accompanying students well by doing guidance before and at the time of performing narrative text writing activities.

Genre-Based Approach is the right approach to implement in text-based learning. Through this approach, students can understand the material through structured learning steps. Then, the media used in this research is the media picture series is an effective medium for narrative explorers who note that it is text-based learning.

4. CONCLUSION

Based on the results of research and discussion presented in the previous chapter, it is possible to draw the conclusion that the use of media picture series with the approach that has been pursued, namely the Genre-Based approach, can improve the writing skills of students of grade XI-9 High School State 14 Semarang in English language material (legend). In the pre-cycle phase, there were 28 of the 34 students who had not reached KKM.

In cycle I, there are 20 students who have not achieved KKM with a presentation of 58,82% that is still below the average. In cycle II, there was a significant increase in learning outcomes from cycle 1 average of 58.82% to 87.78% with a full presentation of the number of students of 100%. The technology used in learning in this research is power point. The data collection techniques used in this study are tests, observations and interviews. Cycles I and II are conducted through several stages of planning,

implementation and observation. After that, a reflection of the media and methods used in the research was carried out.

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