

The Effect Of Picture Sequences On Students' Writing Skill To Summarize Narrative Text

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ABSTRACT

This study is aimed to find evidence of picture sequences on students' writing skill to summarize narrative text. Picture Sequences as learning media is used as a solution to solve students' problems in writing skill to summarize text. Picture Sequences is learning media that sequence pictures. So that it can train students to compose stories easily. The method of this research was a quantitative method with experimental design. The design in this research is experimental research. Sample of this research used purposive sampling technique. The subject of this research was the eighth-grade students' of SMP Negeri 43 Medan which consisted of 60 students. The research instrument was a test. The test which divided into pre-test and post-test. VIII-3 class as an experimental class and VIII-4 class as a control class. The data obtained from the test were analyzed using the SPSS statistic 25 program. The results of descriptive statistics analysis showed that the mean score in pre-test was 43,93 and in the post-test was 74,9. Based on the hypothesis testing criteria, namely sig. 2 tails lower than 0.05. So, H_0 (Null Hypothesis) is rejected and H_a (Alternative Hypothesis) is accepted. In this research, the results of sig. 2 tailed is $0.000 < 0.05$ which indicates that there is a significant effect of picture sequences to increase the students' writing skill to summarize text.

Keywords : Picture Sequences, Writing Skill, Narrative Paragraph.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan urutan gambar terhadap kemampuan siswa dalam menulis ringkasan teks. Picture Sequences sebagai media pembelajaran dijadikan solusi untuk memecahkan permasalahan siswa dalam menulis ringkasan teks. Picture Sequences merupakan pembelajaran yang menggunakan gambar bersusun. Sehingga dapat melatih siswa untuk menyusun cerita dengan mudah. Metode yang digunakan adalah metode kuantitatif. Desain dalam penelitian ini adalah penelitian eksperimen. Pengambilan sampel penelitian ini menggunakan teknik purposive. Sample dari penelitian ini adalah siswa kelas VIII SMP Negeri 43 Medan yang terdiri dari 60 siswa yang terbagi dalam dua kelas, yaitu kelompok eksperimental dan kelompok kontrol sebagai sample yang terdiri dari 30 siswa di setiap kelas. Kelas VIII-3 sebagai kelas eksperimental dan kelas VIII-4 sebagai kelas kontrol. Instrumen penelitian adalah tes. Tes ini dibagi menjadi dua, yaitu pre-test dan post-test. Data yang diperoleh dari pengujian dianalisis menggunakan program SPSS statistik 25. Hasil analisis statistik deskriptif menunjukkan bahwa nilai rata-rata pre-test adalah 43,93 dan post-test adalah 74,9. Berdasarkan kriteria uji hipotesis, diperoleh bahwa sig. 2 tailed lebih rendah dari 0.05. Maka H_0 (Null Hypothesis) ditolak dan H_a (Alternative Hypothesis) diterima. Dalam penelitian ini dapat disimpulkan bahwa hasil sig. 2 tailed adalah $0.000 < 0.05$. Hal ini telah menunjukkan bahwa terdapat pengaruh yang signifikan dari media urutan gambar terhadap kemampuan menulis siswa dalam meringkas teks.

Kata Kunci : Urutan Gambar, Keterampilan Menulis, Paragraf Narasi.

Submitted: 18 Juli 2023

Info Artikel :
Reviewed: 25 Agustus 2023

Accepted : 13 September 2023

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1. INTRODUCTION

According to Harmer (2001: 8) there are four skills that must be mastered by students, namely listening, speaking, reading, and writing. The four skills are divided into two types. Receptive skills is a term used for reading and listening, it means the skill extracted from the discourse. Productive skill is a term for speaking and writing, it means the skill where the students actually have to produce language themselves. In this result, researcher focuses on writing skill.

Writing is a mental work of inventing, expressing, and organizing ideas in a paragraph in order to be clear for the reader (Nunan, 2003). In the theory, writing is defined as the process of thinking which involved inventing the interesting ideas, expressing the ideas in words, and organizing ideas in paragraphs to become a good order based on the writing skill project to be understandable by the reader. Writing is an important skill in learning English. One of the writing skills for students is summarizing text.

Summary is a core reading made without leaving the sequence of ideas that underlie it. Summarizing as reducing text to one-third or one-quarter its original size, clearly defining the author's purpose, and keeping essential ideas (Buckley, 2004). There are so many kinds of text in English they are Narrative text, descriptive text, recount text, explanation text, procedure text, report text, discussion and exposition text. In story and entertains the audience (Anderson, 2003).

Writing exercises are often described by students as tiring and difficult lesson to understand. By writing, students can convey their message to their readers. To convey the message, students must produce text in English. They have to write about what they think in their mind and state it on a piece of paper using summarize text.

this result researcher focuses on summarizing the story in narrative text. Narrative is a text that tells a

Another mistake which made by the students was that they were confused in making the text summary. For example, there were many students who wrote the conflict of the story first, then they wrote the orientation of the story. In related to the cases, the researcher proposes use media in writing.

According to Punaji (2005: 16) media as a tool, means, or technologies that serve as an intermediary, conduit, or bridge in communication activities such as message delivery and reception between communicators and communicants. Media is a tools which is used by teacher to deliver the material. Teachers should use an interesting media to deliver the material so the student can fully pay attention. There are many kinds of media that can be used by teachers such as posters, pictures, magic disc, paintings, sketches, brochures, illustrations, and etc. In this result, researcher uses picture sequence as a learning media.

Picture sequence is one of the learning media used in teaching English. According to Baso (2016: 111) picture sequence is cut several sequential pictures from magazines, picture books, comic books, or the comics section of the newspaper. Picture sequence is a media that can be used with students to sequence events or activities. Its main purpose is to tell a story or series of events.

With the picture sequence learning media, they can easily remember and summarize stories to summarize the text. Pictures can help students to keep in mind overall context, the nature and behavior of the protagonist and the situation they are in. Picture sequence can stimulate students to bring up their ideas, because the media is the messenger originating from a message source. By using picture sequences, the students will not find difficulty to summarize text and explore their ideas because what they will write is focused on the pictures sequence. It means that students can get the main idea to summarize text by using picture sequences.

2. LITERATURE REVIEW

Writing Skill

Writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented (Tarigan, 1994: 3). Writing skill is one of the useful talents in language use that should be developed. According to Abbas (2006: 125), writing skill is the skill to communicate ideas, thoughts, and sentiments to the other party using written language. The precision with which concepts are expressed must be backed up by evidence. The precision of the language employed, as well as vocabulary, grammatical structure, and spelling. Basically, the objective writing is a method of written communication. Each form of writing has its own set of rules purpose.

Narrative Text

According to Rebecca (2003), narrative text is a text that connects a series of logically and chronologically related events caused or experienced by factors. Furthermore, she states that the key to understanding a narrative is the sense of plot, themes, characters, and events, and how they relate.

Summarizing Text

Summarizing is the process of condensing a longer text into a shorter one while keeping the essential concepts from the longer text. Buckley (2004) defines summarizing as reducing text to one-third or one-quarter its original size, clearly defining the author's purpose, and keeping essential ideas. Further Diane (2008) explains that summarizing involves stating a work's thesis and main ideas "simply, briefly, and accurately".

The benefit of summarizing text is to compress text long articles become shorter and more concise so the results are summarized relatively shorter text can represent long text (Zadbuke, 2016).

Picture Sequences

According to Betty (1973) picture sequences is a collection of images of a single subject. Picture sequences can be applied in a variety of configurations to enhance learning and practice. Pictures sequences introduce a lot of variety into the classroom. Interesting or entertaining pictures motivate students to respond in various ways to teaching and learning activities.

According to Fitra (2018: 114) picture sequences is useful and helpful in improving the students' writing skill especially in summarize narrative text. Even, picture sequences provide information and ideas. Furthermore, the picture sequences are meaningful. Thus, the students have a lot of ideas and options to write. They are able to summary chronologically based on the correct arrangement of the pictures reflecting a sequence of the events, for example, which picture came first, second, third and fourth. By using pictures sequences, it is believe that what are draw from the story is able to improve the students' skill in summarizing text. Through sequenced pictures, the students can summarize text easily and well.

3. RESULT AND DISCUSSION

Research Design

This study employed an experimental design, which implied that the sample divided into two groups: experimental class and control class. Several operations carried out in order to collect data, such as applying specific treatments to the sample. The experimental class was taught by utilizing picture sequences, while the control class was taught by using conversational method. A pre-test and post-test administered to each class. Before beginning treatment, a pre-test administered to determine the students' skill to summarize text. The post-test used to determine the students' achievement after treatment in both of the experimental and control groups. The explanation could be seen as follow :

Table 1. Research Design

Class	Pre-test	Treatment	Post-test
Experimental Class	√	Using Picture Sequences	√

Control Class	√	Without Using Picture Sequences	√
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The Population of Research

According to Sugiyono (2018: 117), a population is a generalization area made up of things or persons with specific attributes and characteristics that researcher choose to study and make conclusions from. The population of this research was the VIII grade students of SMP Negeri 43 Medan. The total population in this study was 214 students.

The Sample of Research

According to Sugiyono (2018: 118), the sample is a component of the population's size and features. Total sampling used to collect the sample. The researcher used purposive sampling technique to chose the two classes. From the entire number of students in the sample, around 60 students had been identified, the sample divided into two classes: VIII-3 class as the experimental class and VIII-4 class as the control class. Each class consisted of 30 students.

Treatment

Table 2. Treatment in the Experimental Class

First Meeting
• Opening The teacher gives greeting to the students.
• Main Activity Simulation - The teacher asks the students' opinion about narrative text. - The students express their opinion about narrative text. • Problem Statement - The students observe the example of narrative text that has given by the teacher. • Data Collection - The teacher gives a narrative text then the teacher asks the students to read it and make a summary of the text about the narrative text that the teacher gives (pre-test). • Closing • The teacher ends the first meeting.

Second Meeting
• Opening The teachers gives greeting to the students.
• Main Activity Data Processing - The teacher asks students what they think about the narrative text lesson. - The students express their opinion about narrative text. - The teacher explains the meaning of the narrative text and then the teacher explains the generic structure of the narrative text and then the teacher explains the linguistic characteristics of the narrative text. • Verification - The teacher gives a briefing about the language features in the text and correction the results of the student opinion about narrative text. • Generalization - The teacher asked students to summarize the meaning of the narrative text after being corrected by the teacher. • Closing • The teacher ends the second meeting.

Third Meeting

• Opening The teachers gives greeting to the students
• Main Activity Explanation - The teacher gives an explanation about picture sequence. - The teacher describe about the benefit of use picture sequence in summarizing text. - The teacher describe how to use the picture sequence media about A Hare and A Tortoise (Treatment). • Data Collection - The students learn to sequence story using picture sequence • Closing - The teacher ends the third meeting.

Fourth Meeting
• Opening - The teacher gives greeting to the students
• Main Activity - Creating - The teacher gives a narrative text then the teacher asks the students to read it and make a summary of the text about the narrative text that the teacher gives. - The students make a summary of the text using picture sequence media - Share - Teacher ask the students to write summarizing text on the paper. • Closing - The teacher ends the lesson

Research Instruments

A research instrument is a device that a researcher uses to collect or obtain information. The following tests are included in this study:

Pre-test

A pretest was given to both of the experimental and control classes. The goal of the pre-test was to calculate the experimental and control classs' mean scores.

Post-test

After following the treatment by using picture sequences in experimental class, students in both groups were given a post-test. The goal of giving the post-test was to discover the discrepancies between the students' mean scores.

Assessing for Writing Summary

Table 3. Essay Assessment Model by Hartfield (2009: 307-308)

Essay Assessment Profile	
Score	Criteria

C O N T E N T	22-25	VERY GOOD-PERFECT: solid information * substantive * thesis development complete * relevant to the problem and complete . GOOD ENOUGH: enough information * enough substance * limited thesis development * relevant to the problem but incomplete. MEDIUM-ENOUGH: limited information * substance less * thesis development is not enough * problem is not enough. VERY LESS: no substance * no thesis development * no problem.
	18-21	
	11-17	
	5-10	
O R G A N I Z A T I O N	18-20	VERY WELL-PERFECT: smooth expression* clearly expressed ideas * solid * well organized * logical order * cohesive. GOOD ENOUGH: less smooth* less terrorism but main idea seen* limited support material* logical but incomplete order. MEDIUM-ENOUGH: not smooth* chaotic idea* cut into pieces* VERY LESS: utilization of the potential of words of origin * knowledge of low vocabulary * unworthy of value.
	14-17	
	10-13	
	7-9	
V O C A B U L A R Y	18-20	VERY GOOD-PERFECT: utilization of advanced word potential* choice of words and phrases* mastering word formation. QUITE-WELL: utilization of word potential is rather sophisticated* word choices and phrases are sometimes less precise but not intrusive MEDIUM-ENOUGH: the utilization of limited word potential* often mistakes the use of vocabulary and can damage the meaning of. VERY LESS: utilization of the potential of words of origin * knowledge of low vocabulary * unworthy of value.
	14-17	
	10-13	
	7-9	
L A N G U A G E	22-25	VERY GOOD-PERFECT: complex but effective construction* only slightly miss-use of linguistic forms. GOOD ENOUGH: simple but effective construction* minor errors in complex construction* occur a number of errors but the meaning is not blurred. MEDIUM-ENOUGH: a serious error occurred in the construction of sentences* meaning confusing or blurry. VERY LESS: do not know the rules of syntactic * there are many mistakes * uncommunicative * not worth the value.
	18-21	
	11-17	
	5-10	
M E C H A	5	VERY GOOD-PERFECT: mastering the rules of writing* there are only a few spelling mistakes. OK: sometimes spelling mistakes occur but do not obscure the meaning of. MEDIUM-ENOUGH: often spelling mistakes * confusing or blurry meanings.
	4	

N I C A L	3	VERY LACKING: do not master the rules of writing * there are many spelling mistakes * unreadable writing * not worth the value.
	2	
G R A M M A R	5	VERY GOOD-PERFECT: Very few grammatical or agreement inaccuracies GOOD ENOUGH: Few grammatical or agreement inaccuracies but not effect on meaning MEDIUM-ENOUGH: Numerous grammatical or agreement inaccuracies VERY LESS: Frequent grammatical or agreement inaccuracies.
	4	
	3	
	2	

Technique of Data Collection

Table 4. Technique of Data Collection

Meeting	Experimental Group	Control Group
1	Pre-test	Pre-test
2	Presenting narrative text	Presenting narrative text
3	Presenting and applying Picture Sequences writing skill in narrative text	Give exercise about answering question from the narrative text
4	Post-test.	Post-test.

Technique of Data Analysis

In this research, the procedures of the technique of analyzing data are:

1. Collecting the students' score in control group and experimental group.
2. Tabulating the the students' score in control group and experimental group.

3. RESULT AND DISCUSSION

Data

Data is a score or value in the form of a set of information or facts made with words, sentences, symbols, numbers, and others. The data were obtained from the result of students' tests at SMP Negeri 43 Medan. There were 30 students of each class. VIII-3 class as the experimental class and VIII-4 class as the control class. The results of the test were used to obtain the results of the effect of picture sequences on students' writing skill to summarize narrative text at the eighth-grade students of SMP Negeri 43 Medan. The results of data analysis was described based on the results of the summary of narrative text and treatment in the form of picture sequences. The researcher analyzed the study's data after obtaining it as follow :

Table 5. Students' Scores of the Control Class

No	Students' Names	Pre-test	Post-test	Gianed Score
1	AA	50	60	10
2	AKJS	40	75	35
3	ARS	38	70	32

4	A	45	50	5
5	AR	40	55	15
6	AA	45	60	15
7	BR	38	45	7
8	BA	40	60	20
9	DM	38	55	17
10	FP	55	75	20
11	FGO	30	40	10
12	GK	50	60	10
13	HPR	40	75	35
14	JFJB	40	50	10
15	KHT	45	60	15
16	MZMT	41	55	14
17	MNT	30	58	28
18	MI	60	70	10
19	MFF	40	55	15
20	MFR	50	65	15
21	MPA	55	75	20
22	NZ	55	60	5
23	NIH	40	70	30
24	NAS	50	80	30
25	N	43	55	12
26	SRHM	55	65	10
27	SFT	50	50	0
28	SCPP	65	70	5
29	ZUSN	60	70	10
30	ZY	50	65	15

	Total	1378	1853	475
	Mean	45.93	61.76	15.83

The data above showed the score of 30 students in VIII-4. The average score for class VIII-4 in the pre-test control score was 45.93, where the lowest score in the pre-test was 30 and the highest score in the pre-test was 65. Meanwhile, in the post-test, the average score for class VIII-4 in the post-test was 61.76, with the lowest score in the post-test was 40 and the highest score in the post-test was 80. The value gained score in the control class pre-test and post-test was 15.83 with the lowest minimum score in the pre-test and post-test 0 and the maximum score was 35. From this, it can be seen that the pre-test and post-test scores in the control class were quite significant.

Table 6. Students' Scores of the Experimental Class

No	Students' Name	Pre-test	Post-test	Gianed Score
1	AA	30	70	40
2	AM	40	80	40
3	AP	35	80	45
4	AM	50	85	35
5	AL	50	85	35
6	AD	50	90	40
7	ASSM	38	55	17
8	BW	40	80	40
9	DP	40	70	30
10	DP	42	80	38
11	FY	58	90	32
12	FHS	48	78	30
13	HARH	40	80	40
14	HN	40	55	15
15	KAT	45	70	25
16	MA	50	85	35
17	MA	45	90	45
18	MA	40	70	30
19	MEG	35	75	40
20	MFS	40	78	38
21	MRA	43	83	40
22	NI	41	60	19
23	NDA	40	70	30
24	NA	56	62	6
25	RF	60	76	16

26	RAS	65	85	20
27	SBP	38	70	32
28	SS	30	60	30
29	VV	45	75	30
30	Z	44	60	16
	Total	1318	2247	929
	Mean	43.93	74.9	30.96

The data above showed the value of 30 students grade VIII-3. The average score for class VIII-3 in the experimental pre-test was 43.93, where the lowest score in the experimental pre-test was 30 and the highest score in the pre-test was 65. While in the post-test, the average value for class VIII-3 was 74.9, with the lowest score on the post-test was 55 and the highest score on the post-test was 90. From this it can be seen that the pre-test and post-test scores in the experimental class are quite significant.

Fulfillment of Statistical Assumptions

Table 7. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	30	30	65	43.93	8.238
Post-test Experimental	30	55	90	74.9	10.300
Pre-test Control	30	30	65	45.93	8.642
Post-test Control	30	40	80	61.77	9.888
Valid N (listwise)	30				

Based on table 4.3 above, the minimum score in the experimental class pre-test was 30, the maximum was 65 and the average value was 43.93 with a std deviation of 8.238. In the post-test experimental the minimum value was 55, the maximum value was 90 and the average value was 74.9 with a std deviation of 10,300. In the pre-test control the minimum score was 30, the maximum value was 65 and the average value was 45.93 with a std deviation of 8.642. Finally, the post-test control score with the minimum score was 40, the maximum value was 80 and the average value was 61.77 with a std deviation of 9.888. The experimental class experienced an increase in post-test compared to the control class. From this description, it can be seen that there was a significant differences between the experimental class and the control class.

Validity

The researcher used an essay test to measure students' ability to summarize narrative text by using picture sequences. This test is declared valid if it has been searched into SPSS 25. The validity of the test can be seen in table 4.4 below:

Table 8. The Result Validity

	R count	R table (N-2)	Description
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Rater 1	.681	.374	Valid
Rater 2	.825	.374	Valid

The results showed $r_{\text{count}} > r_{\text{table}}$ which means validity. The validity of the test is seen from the r_{table} of the Correlation Person Product Moment to determine the significant level. This essay question was declared valid. The results of the analysis can be seen from the total score obtained from r_{count} , and then compared with r_{table} in the table the value of r_{table} on 5% significant table with 2 tailed test, where the validity formula is in $r_{\text{table}} (N-2)$. N which means the total number of students. The total number of students at SMP Negeri 43 Medan is 30. The validity formula $(N-2)$ means $(30-2 = 28)$. So, the value of r_{table} on 5% significant r_{table} with 2 tailed test 28 was 0.374. At rater 1 $r_{\text{count}} 0.681 > 0.374$ and at rater 2 $r_{\text{count}} 0.825 > 0.374$. It can be concluded that all the questions on the student essay test was valid.

Reliability

In this study, the researcher also used SPSS 25 to find out whether the test is reliable or not. It is said to be reliable if the result is > 0.60 . So the test that the researcher doing is reliable, but if < 0.60 then the test that the researcher doing is not reliable. The result of reliability testing by using SPSS 25 could be seen in the following table.

Table 9. Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.797	3

From the results of the data analysis above. It could be seen that there were significant results from Cronbach's Alpha which is 0.797. Reliability is stated if the result of Cronbach' Alpha $>$ from 0.60. from the table above the results of Cronbach's Alpha $0.797 > 0.60$. So it was declared reliable.

Hypotheses Testing

After calculating normality and homogeneity, the researcher checked the hypothesis whether there was a significant difference or not from the results of the pre-test control class and experimental class. Looking at the hypothesis using SPSS 25 version, if the results of the hypothesis are < 0.05 then the Null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, which means that the research studied had been successful. The results of the hypothesis can be seen in the table below:

Table 10. T- Test Result of Post Test

Group Statistics					
Respondents	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' learning outcomes	Post-test Experimental	30	83.000	6.292	1.258

	Post-test Control	30	73.000	7.773	1.555
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Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Score	Equal variances assumed	1.740	0.193	5.000	48	.000	10.000	2.000	5.979	14.021
	Equal variances not assumed			5.000	46.003	.000	10.000	2.000	5.974	14.026

Table of t_{table} above showed the result of the average value in post-test experimental class was 83 while in post-test control was 73. It means that there was a significant difference between post-test experimental class and post-test control class. In the independent sample test table, the students' score on equal variances assumed the T value was 5,000 with a significant 0.000. In homogeneity, the formula T means $t_{table} (n-1)$. N is the total number of students. So here N is 30. N-1 means (30-1=29). It can be seen in table t_{table} that t_{table} 29 is 2,045, with a significant formula < 0.05 . The results of students' Score Equal variances assumed (T = 5,000) which means $> 2,045$ with a significant $0.000 < 0.05$, and Students' Score on Equal Variances not Assumed (T = 5,000) which means $> 2,045$ with a significant $0.000 < 0.05$. Based on the table and description above, homogeneity was stated, which means the Null hypothesis (HO) is rejected and the alternative hypothesis (Ha) is accepted, It means that the research studied had been successful.

Result

The result indicated that there was effect on students' writing skill to summarize narrative text by picture sequences as a learning media. The research is having analyzed the data of pre-test and post-test by using t_{test} formula, the mean score of control class was 61.76 and the mean score of experimental class was 74.9. The mean score of experimental class was higher than control class.

The value of the t_{table} was 2.045. The results of students' Score Equal variances assumed (T = 5,000) which means $> 2,045$ with a significant $0.000 < 0.05$, and Students' Score on Equal Variances not Assumed (T = 5,000) which means $> 2,045$ with a significant $0.000 < 0.05$. The researcher made conclusion of the hypotheses that t_{count} was higher than t_{table} was $5.000 > 2.045$. From the data analysis, homogeneity was stated, which means the Null hypothesis (HO) is rejected and the alternative hypothesis (Ha) is accepted, It means that there was significant effect of picture sequences on students' writing skill to summarize narrative text.

Discussion

From the data analysis, the purpose of this study was to determine whether there was an effect of picture sequences in summarizing text in eighth grade of SMP Negeri 43 Medan in the 2022/2023 academic year. Based on the media used by the researcher, the teaching and learning process is divided into two stages. The first step is to give a pre-test to students to find out a summary of students' writing before being taught

with picture sequences. The second post-test stage is giving treatment to students, the treatment here is a summary using picture sequences, in the test 30 students were given a test to find out a summary of their writing before and after they were treated with picture sequences.

Before using picture sequences, students still found difficulties in summarizing the text. Many students are confused in sorting text summaries. For example, there were students who wrote conflict stories first, then they wrote story orientation. After using picture sequences, they are very interested in seeing a series of picture sequences so that they can easily sort the story according to the order of the story. Based on the research, the use of picture sequences in the teaching and learning process is very interesting and important, so teachers must choose media to make teaching easier and help students enjoy and learn easily.

Based on previous study, "*The Effect of Using Picture Sequence on the Students' Ability in Writing Narrative Paragraph at The Second Year of State Junior SMP Negeri 34 Pekanbaru*" by Nesa Zulfiani (2017). The researcher used quantitative analysis. The object of this research is Picture Sequence and students' ability in writing narrative paragraphs. Sample of this research used purposive sampling technique. There are 83 students as sample of 203 students. To analyze the data, the researcher used independent Sample t-test using SPSS 23. Based on data analysis, the researcher found that the calculation results independent sample t-test, t shows 3.161 compared to level significant 5% (1.98), and at the significant level 1% (2.63). Readable $1.98 < 3.161 > 2.63$, meaning that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) accepted. In other words, there is a significant difference between using and without using Picture Sequence to abilities students in writing narrative paragraphs at State Junior High School 34 Pekanbaru.

It can be seen that this research with the title "The Effect of Picture Sequences on Students' Writing Skill to Summarize Narrative Text". This research use quantitative method. Sample of this research used purposive sampling technique. The test was an essay. The population was 60 students which sample VIII-3 (consist 30 students) and VIII-4 (consist 30 students) in eighth grade at SMP Negeri 43 Medan. This research used SPSS 25. The result of validity was valid and the result of the reliability was reliable. which is $5.000 > 2.045$ and showed that *sig. 2-tailed* (p) $< \alpha$; $0.000 < 0.05$. It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Therefore, the data showed that picture sequences had the positive effect on the students writing to summarize narrative text. So that, the picture sequences showed real effectiveness in teaching writing in summarize narrative text because it can help students improve their writing skill at the eighth grade of SMP Negeri 43 Medan.

4. CONCLUSION

Based on the result of the data analysis, it can be concluded that Picture Sequences as a learning media had positive effect on students' writing skill to summarize narrative text for eighth grade students of SMP Negeri 43 Medan. It can be seen from the result of mean score of the data in pre-test and post-test of experimental class and control class. The mean score of the students' writing skill in experimental class by using Picture Sequences as a learning media was $74.9 > 61.76$ in post-test of control class. The null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It showed that there was the significant difference between the students' writing skill to summarize narrative text when taught by using Picture Sequences as a learning media than the students' writing skill to summarize narrative text by using conventional method.

ACKNOWLEDGEMENT

Her deepest gratitude is expressed to the people who always helps the researcher accomplished her thesis by spending their precious time in giving the guidance, encouragement, suggestions, and comments, until this thesis has been completed, Thanks to University of Potensi Utama and Thanks to her advisor Enni Maisaroh, S.Pd., M.Hum. for the worthy knowledge and thoughts to give her a solution in working on this thesis well.

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