

## **The Use of Caption Picture Media for Improving the Skills of Writing Narrative Texts and the Learning Process of Writing Narrative Texts**

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**Abstract:** *The English Curriculum 2013 of Senior High School requires the students to be skilful in writing a narrative text. The existing model of teaching narrative text writing so-called text memorization applied by the English teachers proves boring to the students. Such model assigns the students to memorize the text provided by the teacher and rewrite it. This Classroom Action Research (CAR) aimed at describing the model of teaching narrative text writing by using caption picture media for both overcoming the problems faced by the students when they wrote the text and improving the students' skills of writing a narrative text. The subject of this research was 34 Social Studies 3 students of Public Senior High School 7 of Malang Even Semester in Academic Year 2015/2016. The data collection was done by using 4 instruments, namely a pre-test, a scoring rubric of writing a narrative text used by the researcher, an observation sheet used by the collaborator, and a student questionnaire. This research has successfully developed a model of teaching narrative text writing by using caption picture media with the following procedure: (1) the teacher makes a group of 5; (2) each group is given a series of scrambled pictures for a story; (3) each group rearranges the pictures into a correct order; (4) the students individually write a narrative text based on the rearranged pictures. Based on the collected data, the use of caption picture for teaching narrative text writing proved effective in both improving the students' skills of writing a narrative text and motivating the students to write a narrative text. Findings of this were as follows: (1) Cycle 1: in line with the aspect of coherence, there were 26 students obtaining score 2 (76.47 %), 1 student with score 3 (2.94 %), and 7 students with score 4 (20.59 %); pertinent to the aspect of grammar, it showed there were 21 students gaining score 1 (61.76 %), and 13 students with score 2 (38.24 %); and related to the learning process, it showed that all of the 7 groups got score 3 (100%) showing a state of being enjoyable in writing narrative texts; in terms of a state of being enthusiastic, 1 group got score 2 (14.29 %) and 6 groups with score 3 (85.71 %); related with the seriousness in writing narrative texts, 1 group obtained score 2 (14.29 %) and 6 groups with score 4 (85.71 %); and all of the 7 groups got score 3 (100 %) of accomplishing the tasks of writing narrative texts promptly; (2) Cycle 2: in relation to the aspect of coherence, there were 2 students got score 1 (5.88 %), 11 students with score 2 (32.35 %), and 21 students with score 4 (61.77 %) ; related to the aspect of grammar, it showed there were 31 students obtained score 2 (91.18 %), and 3 students got score 3 (8.82 %).*

**Keywords:** *Writing Skills, Narrative Text, Caption Picture Media*

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### **I. Introduction**

The communicative approach states that language learning considerably means learning how to use the language for communication. The ultimate goal of the language learning is a communicative competence; it means a language learner is able to actively use the language for a means of communication in either spoken or written forms in order to satisfy his or her needs (Richards and Rogers, 1986:67).

One of the language skills that should be mastered for communication by a learner is writing. Writing needs a rhetoric skill, that is, a skill of conveying messages in well-organized and semantically and syntactically acceptable ways so that the messages are meaningful and accurately understandable to the readers.

Writing in English should be taught as early as possible so as to create a habit of writing among the students. In fact, there are still many Indonesian students who have a low capability of acceptably writing in English although they have learned English for a long time.

There are several works about improving skill of writing narrative texts such as using series pictures to develop the student's ideas in English Narrative writing written by Ali, Aschawir (2014). Improving students' writing Narrative Text by using the combination of story sequencing cards and round table technique, written by Indriani, E (2015). Also, improving students' writing skill of narrative text through video at grade XII IPA 2 of SMAN 2 Bukit Tinggi written by Yessy Angraini et al. (2014)

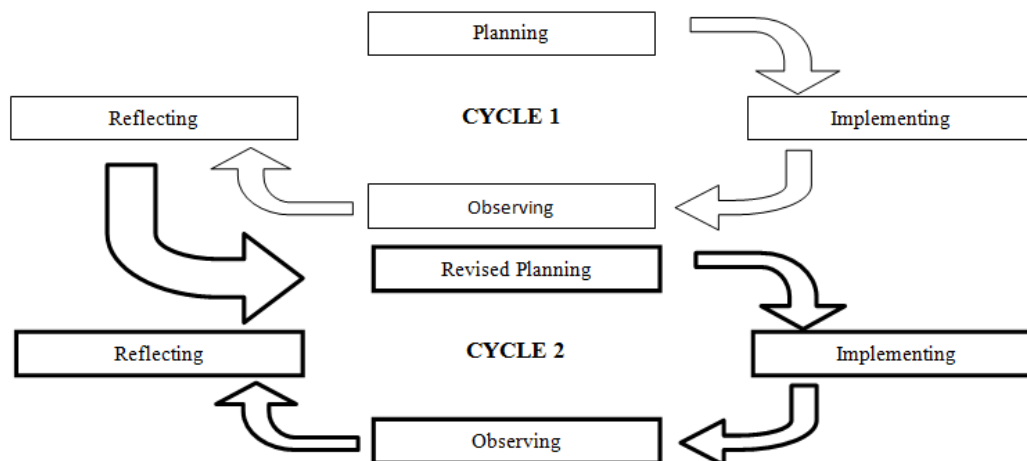
Based on the result of the pre-test of writing a narrative text conducted by the researcher, the average score was less than the minimum passing grade of 75. To improve the score the researcher used the caption

picture media for teaching writing. This media is good at stimulating the students to easily develop their ideas based on the caption which gives obvious information of the pictures (Weir, 1990:62).

## II. Research Methods

This study was a Classroom Action Research (CAR) which focused on the use of caption picture media for improving the students' skills of writing a narrative text.

The procedure of CAR implemented in this study was one proposed by Kemmis and Taggart (Kunandar, 2008in Amin, 2016) that is visualized by the following chart.



The Chart of CAR Procedure by Kemmis and Taggart (Kunandar, 2008in Amin, 2016) CAR is conducted to overcome the practical problems encountered by the students when they wrote narrative texts. The problems were identified through the pre-test of writing a narrative text.

This research involved a collaborator whose task was observing the process of learning in the classroom. To do this the collaborator used an observation sheet provided by the researcher.

This research aimed at improving the students' skills of writing narrative texts based on the identified problems.

The research subject was 34 eleventh grade students of Social Program 3 of Public Senior High School 7 of Malang on the even semester of the Academic Year 2015/2016. The main consideration of selecting the class was their class average score of the pre-test of writing narrative texts was less than the minimum passing grade of 75.

The data source of this study was the students and the collaborator. The data were the students' narrative texts which were scored by the researcher by using the scoring rubric and the results of observation of the learning process that was scored by the collaborator by using the observation sheet. The detailed information of the data is presented in Table 1.

**Table 1** Data and Data Source of the Research

No	Variable	Instruments	Data Collection Technique	Data Source
1	The Skills of Writing Narrative Texts	Task of writing narrative texts by using the caption picture	Written Task	Students
2	The Learning Process of Writing Narrative Texts by Using the Caption Picture Media	Observation sheet on the learning process of writing narrative texts by using the caption picture media	Observation	Collaborator and students

Table 2 was used by the researcher to score the students' work of writing narrative texts based on the aspects of coherence and grammar. The score percentage referred to the total number of students who gained a given score.

**Table 2** Scoring Rubric of Writing Narrative Texts

No	Aspects of Score	Score (%)			
		1	2	3	4
1	Coherence (orientation, complication, resolution, reorientation, and transitions)				
2	Grammar (verb forms)				

Conversion of score into value:

- 1 = 1 – 25
- 2 = 26 – 50
- 3 = 51 – 75
- 4 = 76 – 100

Table 3 was the observation sheet used by the collaborator for observing the process of learning by using the caption picture media for writing narrative texts. The score percentage referred to the total number of students who gained a given score.

**Table 3** Observation Sheet Used by the Collaborator

NO	Aspects of Observation	*) Score (%)			
		1	2	3	4
1	Students enjoyably do the task.				
2	Students enthusiastically do the task.				
3	Students seriously accomplish the task.				
5	Students manage to accomplish the task promptly.				

\*) Give a tick (V) to column 1, 2, 3, or 4

Conversion of score into value:

- 1 = 1 – 25
- 2 = 26 – 50
- 3 = 51 – 75
- 4 = 76 – 100

Table 4 was the questionnaire on the learning process of writing narrative texts by using the caption picture media filled out by the students.

**Table 4** Questionnaire Filled Out by the Students

No	Questions	Yes	No
1	Do you like the learning process of writing narrative texts by using the caption picture media?		
2	Do you enthusiastically learn writing narrative texts by using the caption picture media?		
3	Do you seriously accomplish the task of writing narrative texts by using the caption picture media?		
4	Do you think the use of caption picture media can usefully improve the skills of writing narrative texts		

Remarks: Give a tick (√) to column Yes or No.

All of the collected data were analysed by comparing them with the given indicators of success. There are two kinds of the indicators of success as follows:

1. The product of writing narrative texts satisfying the following qualifications:
  - a. getting 60 % of score 4 for the coherence aspect; and
  - b. getting 60% of score 4 for the grammar (verb forms) aspect.
2. The learning process of writing narrative texts satisfying the following qualifications:
  - a. Students enjoy doing the tasks of writing narrative texts;
  - b. Students enthusiastically do the tasks of writing narrative texts;
  - c. Students seriously accomplish the tasks of writing narrative texts; and
  - d. Students can accomplish the tasks of writing narrative texts promptly.

The score of each qualification is 4. The percentage of the students who get score 4 is 60%

### III. Findings

In Cycle 1 the data collection was carried out by using 2 kinds of instruments, namely the scoring rubric of writing narrative texts and the observation sheet filled out by the collaborator. The data were collected on April 13, 2016. Based on the students' work of writing narrative texts scored by the researcher, the result was gained as shown in Table 5.

**Table 5** Result of Writing Narrative Texts by Using the Caption Picture Media in Cycle 1

NO	Aspects of Score	Score (%)			
		1	2	3	4
1	Coherence (orientation, complication, resolution, reorientation, and transitions)	0	76.47	2.94	20.59
2	Grammar (verb forms)	61.76	38.24		

Table 5 can be explained as follows: In relation to coherence there were 26 students who obtained score 2 (76.47%), 1 student with score 3 (2.94 %), and 7 students with score 4 (20.59 %); and in line with grammar there were 21 students who obtained score 1 (61.76 %) and 13 students with score 2 (38.24 %).

Table 6 was the result of observation carried out by the collaborator.

**Table 6** Result of Observation on the Learning Process of Writing Narrative Texts by Using Caption Picture Media in Cycle 1

NO	Aspects of Observation	Score (%)			
		1	2	3	4
1	Students enjoyably do the task.	0	0	100	0
2	Students enthusiastically do the task.	0	14.29	85.71	0
3	Students seriously accomplish the task.	0	14.29	0	85.71
5	Students manage to accomplish the task promptly.	0	0	100	0

The learning process of writing narrative texts by using the caption picture media was also accessed through the questionnaire filled out by the students as shown in Table 7.

**Table 7** Questionnaire Filled Out by the Students in Cycle 1

No	Questions	Yes	No
1	Do you like the learning process of writing narrative texts by using the caption picture media?	100 %	0 %
2	Do you enthusiastically learn writing narrative texts by using the caption picture media?	96.15 %	3.85 %
3	Do you seriously accomplish the task of writing narrative texts by using the caption picture media?	100 %	0 %
4	Do you think the use of caption picture media can usefully improve the skills of writing narrative texts	100 %	0 %

In cycle 2 the researcher collected the data by using the scoring rubric for the students' work of writing narrative texts. The data collection was done on April 27, 20116. The scores of the students' work are shown in Table 8.

**Table 8** Result of Writing Narrative Texts by Using the Caption Picture Media in Cycle 2

NO	Aspects of Score	Score (%)			
		1	2	3	4
1	Coherence (orientation, complication, resolution, reorientation, and transitions)	5.88	32.35	0	61.77
2	Grammar (verb forms)	0	91.18	8.82	0

#### IV. Discussion

In cycle 1 the use of the caption picture media for writing narrative texts did not improve the narrative texts in terms of the coherence yet. Only 7 texts (20.59 %) got score 4 for the coherence aspect. The result did not satisfy the indicator of success of 60 % yet. The failure was presumably caused by two main factors: (1) the number of caption pictures given to the students was relatively large, so the students found it hard to accurately rearrange the scrambled caption pictures into a good order; and (2) there was dependence among the members of groups when rearranging the scrambled caption pictures, so the final result of the task was not collaborative but individual one.

In terms of grammar, the use of caption picture media for learning writing narrative texts did not improve the use of verb forms yet. No texts got score 4 (0%). It was caused by the shortage of knowledge of verb forms, so the verb forms used in the caption were not changed into past forms.

From the aspect of the learning process of writing narrative texts, the use of caption picture media succeeded to improve the students' interest, enthusiasm, seriousness, and positive response to the learning process. This was caused by two factors: (1) caption picture media stimulated the students to easily develop their ideas because they were guided by the pictures with vocabulary items; and (2) each member of the groups gave the contribution and opinions to one another when they worked collaboratively in such a way that there was a two-way interaction.

In cycle 2 the use of caption picture media for learning writing narrative texts succeeded to improve the aspect of coherence. There were 21 texts (61.77%) which got score 4. The result satisfied the indicator of

success of 60%. It proves that the use of caption picture media is very effective to improve the aspect of coherence.

Pertinent to the aspect of grammar, this media did not improve the use of verb forms yet. This fact was the same as one in cycle 1. It proves that the use of caption picture media is not effective to improve the aspect of grammar. From the aspect of the learning process of writing narrative texts, the use of caption picture media still proves effective to improve the students' learning motivation in writing narrative texts.

## V. Conclusion and Recommendation

Based on the findings it can be concluded that the use of caption picture media can effectively improve the skills of writing narrative texts of Social Studies 3 students of Public Senior High School 7 of Malang in terms of the coherence aspect, not the grammar aspect.

The use of caption picture media for writing narrative texts can also improve the learning process of writing narrative texts in terms of the students' motivation.

Recommendation is addressed to both English teachers and students. The teachers are expected to use the caption picture media for teaching writing narrative texts because this media has a typical superiority, namely presenting the obviously explicit clues that can be used as a guide for the students. Meanwhile, the students can make use of the media for improving their skills of writing narrative texts because the media guides them, so they can develop their ideas more easily and coherently. The media can also improve the students' motivation in writing narrative texts because of its interesting pictures or illustrations.

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