PICTURE SERIES TRIGGERING MEMORY RETRIEVAL OF A STORY AS REPRESENTED IN WRITING NARRATION

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ABSTRACT

The aims of this study is to analyze picture series trigger memory retrieval of a story as represented in writing narration. This study was conducted by using descriptive qualitative design. The source of this data are the students of SMA Swasta Kartika Medan which consists of 18 students. To collect the data, elicitation technique was used in this study. To elicit the students writing, picture series of different completeness will be presented to the students. There are three concurrent flows of action to analyze the data, they are data condensation, data display, and conclusion drawing/ verification. After analyzing the data, the researcher found that the way how picture series trigger memory retrieval is that by suiting the number of clues presented to the background knowledge of the writers. The more the background knowledge of the writers have, the less clues they need to trigger memory retrieval. On the other hand, the less the background knowledge of the writers have, the more clues they need to trigger memory retrieval.

Key words : *Picture series, Triggering, Memory Retrieval, Writing Narration.*

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INTRODUCTION

Background of Study

Spratt (2005) states writing is a productive skill in English subject, because it produces thinking process of ideas, experiences and feelings in written form. There are many kinds of genre in writing; one of them is narrative text. Writing a narration is a process of retelling a sequence of events in the past. Because, in writing narration we will write a narrative story based on the story that we have ever heard before. We have to retrieve the chronological events of a story that we have heard in our memory carefully.

Writing a story that one has ever heard is a challenging activity, where the students are asked to repeat the story in their mind and write it as a narrative writing. Students have to retrieve their memory about the story for a long time ago. It is not a problem if the story that they have heard still in a week or a month ago with the familiar narrative story. But, students have to retrieve a narrative story that they have heard for five or seven years ago with the familiar or even the unfamiliar story. When they were children, they often heard a narrative fiction story from their teacher and parents. And they have to retrieve all memories about the chronological event of that story for writing narration. Because of this problem, memory retrieval is needed as the process to remember all things in the story that they have heard since a long time ago.

Memory retrieval is the process of remembering information stored in long-term memory. Memory retrieval also refers to the subsequent re-accessing of events or information from the past, which have been previously encoded and stored in the brain Tulving (1999). When the participant would like to write a narration, they will have memory retrieval process in their mind. In this memory retrieval process, the participants face a constraint, where they cannot fully retrieve all things about the story that they have ever heard before. Based on this constraint, the researcher try to give a picture series as triggering to the participants.

Harvey and Goudvis (2000:194) mention that picture series has purpose to sketch visual images of text to aid in memory and recall of the story. According to Maurer (2013), picture series is a series of picture that explains about the events in the story. By using picture series, the participants are expected to be easier in retrieving their memory of the story.

Based on the problem that has found in the observation, the researcher is going to elaborate the using of picture series in triggering students' memory in writing narrative text. Finally, the researcher wrote this thesis which is related to Picture Series Triggering Memory Retrieval of a Story as Represented in Writing Narration.

REVIEW OF LITERATURE

Memory Retrieval

Memory retrieval is the recollection of held information in the mind in response to external stimuli (Amin: 2013). Tulving (1999) defines retrieval as the act of recovering previously encoded information from long-term memory.

The Process of Retrieving Memory

Barber (2008) divides retrieval processes into six sections; (1) task differences-the role of retrieval cues, (2) encoding and retrieval interactions, (3) retrieval mode, (4) repeated retrieval, (5) retrieval in a social context, and (6) retrieval errors and other retrieval effects.

Pictures Series

According to Maurer (2013), picture series is a series of picture that explains about the events in the story. Picture series consist of a number of pictures which relate each other and they place in sequence.

Factors Affecting Memory Retrieval

The activation of memory is influenced by three different factors:

- Practice: how many times a chunk has been used in the past
- Recency: how recently a chunk has been used
- Context: how important that information for us.

Writing

Spratt (2005) states that writing is a productive skill because it produces language rather than receive it. Writing and genre has a good relation because genre is kinds of text which describes the general of the text. Gerot and Wignel (1994:190), genre is one of the most important and influential concepts in language.

RESEARCH METHODOLOGY

Research Design

This study has been conducted by using descriptive qualitative design. In this study, it has been described how picture series will trigger students retrieve their memory before writing the narration. For this purpose, the picture series will be presented in stages.

Data and Source of Data

The data needed to answer the research problem is the students' narrative writing elicited with picture series. The sources of this data are the grade X students of SMA Swasta Kartika Medan which is consisted of 18 students.

Technique of Data Collection

To collect the data, elicitation technique will be used. To elicit the students writing, picture series of different completeness will be presented to the students.

The Procedure of Data Collection

The data will be collected based on the following steps:

1. Provide a picture
2. Give time to write the narration
3. If the students can write the narration, the narrative writing will be evaluated. But if the students still cannot write the narration, add one more picture.
4. Give time to write the story
5. If the students can write the narration, the narrative writing will be evaluated. But if the students still cannot write the narration, add one more picture.
6. Give time to write the story, and so on.

DATA ANALYSIS

Ways of Triggering Memory Retrieval with Picture Series

The data analysis showed that the way how picture series trigger memory retrieval is that by suiting the number of clues presented to the background knowledge of the writers.

Ways of Triggering Memory Retrieval for Familiar Story in Writing Narration

1. By showing 1 actor and 2 context in the picture of familiar story

The two pictures succeeded in triggering to retrieve the memory of Lake Toba story for 4 people (22%).

Picture	Elicited Story Sentences
Picture 1	Suatu hari, ada seorang pemuda bernama Toba yang sedang memancing di danau dan dia mendapat seekor ikan mas yang cukup besar.
Picture 2	Toba pun membawa ikan itu pulang ke rumah dan meletakkannya di ember yang berisi air.
No more pictures needed, he can go on writing the narrative text (See appendix I/P. 57)	

2. By showing 2 actors and 4 context in the picture of familiar story

Most students' memory retrieval of Lake Toba story as many as 12 students (67%).

Pictures	Elicited Story Sentences
Picture 1	Once upon a time, the boy his name is Toba, doing fishing in the river and then he got a gold fish.

Picture 2	Toba bring the fish to his home and then washing it.
Picture 3	Later, after cleaning it, the fish skin changed into a gold by itself.
Picture 4	When Toba back to home after working, he felt so amazed because of he found a beautiful women in his room.
No more pictures needed, he can go on writing the narrative text (See appendix I/P. 53)	

3. By showing 3 actors and 6 context in the picture of familiar story

The six pictures succeeded in triggering to retrieve the memory of Lake Toba story for 2 people (11%).
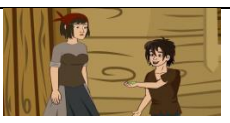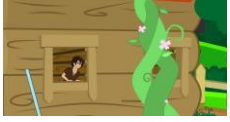
Pictures	Elicited Story Sentences
Picture 1	One day, a boy do fishing in lake.
Picture 2	And then, he take that fish to his home.
Picture 3	The fish change into coin gold.
Picture 4	He run into room and found a beauty girl.
Picture 5	The young man fascinated by the beauty of the princess and ask her to marry. The application is accepted on condition that the young man would not tell the origin of the princess who comes from fish.

Picture 6	He agreed the terms. After a year, the couple blessed with a boy. He has a bad habit that is never satiated. He ate all the food.
No more pictures needed, he can go on writing the narrative text (See appendix I/P. 49)	

Ways of Triggering Memory Retrieval for Unfamiliar Story in Writing Narration

1. By showing 3 actors and 4 context in the picture of unfamiliar story

The memories of "Jack and The Beanstalk" are triggered by four clues in four Pictures. Most students' memory retrieval of Jack and The Beanstalk story, as many as 4 students (22%)

Picture	Elicited Story Sentences
Picture 1	Ada suatu desa hiduplah seorang anak muda yang miskin, lalu dia disuruh ibuya untuk menjual sapi ke pasar untuk memenuhi kebutuhannya.
Picture 2	Lalu di sepanjang jalan dia bertemu seorang kakek gelandangan, lalu si pemuda merasa kasihan kepada kakek itu dan dia pun memberikan sapi itu ke kakek itu dan sebagai rasa terima kasih kakek itu memberikan biji-bijian.
Picture 3	Lalu dia kembali pulang ke rumahnya dan ditanya kepada ibunya tentang uang hasil jualannya setelah dengar cerita itu sang ibu langsung marah dan mengurung anaknya di kamar.
Picture 4	Lalu dia penasaran dengan biji yang diberikan oleh kakek yang di jumpainya di jalan dia keluar dari jendela dan menanamnya, lebih ajaibnya pohon itu langsung tumbuh dan terus meninggi.
No more pictures needed, he can go on writing the narrative text (See appendix I/P.97)	

2. By showing 4 actors and 13 context in the picture of unfamiliar story

The thirteen pictures succeeded in triggering to retrieve the memory of Jack and The Beanstalk story for 2 people (11%).

Picture	Elicited Story Sentences
Picture 1	The mother give the cow to the son to sell it to the traditional market.
Picture 2	In the journey, he sell the cow to the grandfather. But, the grandfather pay him with some beans.
Picture 3	The son tell the story to this mother. And give the beans to the mother.
Picture 4	At morning, he is very shock because he see a very tall tree beside his room.
Picture 5	Because he feel curious, he climb the tree.
Picture 6	After arrive at the top, he see a big giant.
Picture 7	And he enter the castle and see the giant's husband was sleeping. He see so many gold coins on the table and he take it to his house.
Picture 8	He show to his mother and he is very shocked.
Picture 9	Tomorrow, he come again to the giant house.
Picture 10	And see there is a hen with gold egg.
Picture 11	He take it and give it also to his mother.
Picture 12	Tomorrow morning, he come again into the giant house silently.

Picture	Elicited Story Sentences
Picture 13	He also see the giant was sleeping and there is a gold harp on the table.
No more pictures needed, he can go on writing the narrative text (See appendix I/P.128)	

3.   By showing 4 actors and 14 context in the picture of unfamiliar story

The fourteen pictures succeeded in triggering to retrieve the memory of Jack and The Beanstalk story for 2 people (11%).
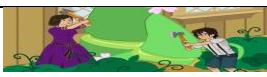
Picture	Elicited Story Sentences
Picture 1	Pada suatu hari hiduplah seorang anak muda yang miskin, ia disuruh ibunya untuk menjual lembu miliknya.
Picture 2	Lalu ia bertemu dengan kakek, karena kasihan ia memberi lembu itu kepada kakek itu, dengan rasa berterima kasih kakek itu memberi biji tanaman sebagai tanda terimakasih.
Picture 3	Sampai di rumah, ibunya menanyakan uang hasil jual lembu tersebut dan anak itu malah memberikan biji yang tadi diberikan kakek tersebut dan ibunya memarahinya.
Picture 4	Lalu anak itu menanam biji tersebut dan anehnya biji tersebut langsung tumbuh memanjang ke atas.
Picture 5	Tanpa rasa takut anak itu memanjat pohon tersebut, lalu anak itu menemukan rumah yang besar di atas pucuk pohon.
Picture 6	Dan ia memasuki rumah tersebut dan bertemu raksasa perempuan.
Picture 7	Lalu ia melihat banyak koin emas dan berusaha mencurinya .

Picture	Elicited Story Sentences
Picture 8	Lalu ia menunjukkan nya pada ibunya.
Picture 9	Tetapi ibunya menyuruhnya untuk naik lagi keesokan harinya, ia pun pergi.
Picture 10	Lalu ia melihat ada ayam dan telur emas di atas meja.
Picture 11	Ia pun mengambilnya dan membawanya pulang.
Picture 12	Lalu ia masuk lagi ke rumah raksasa itu secara diam-diam.
Picture 13	Ia melihat alat musik yag terbuat dari emas di atas meja.
Picture 14	Lalu ia mencurinya dan lari pergi membawa alat musik itu.
No more pictures needed, he can go on writing the narrative text (See appendix I/P. 117)	

4.   By showing 4 actors and 16 context in the picture of unfamiliar story

There are 10 students failed in retrieving their memory in Jack and The Beanstalk story. Most students' failed memory retrieval of Jack and The Beanstalk story, as many as 10 students (56%), They needed all clues in triggering their memory retrieval.

Picture	Elicited Story Sentences
	His mother tell him to sell the cow.

Picture 1	
Picture 2	And then he sell it to an old man. And changed to a seed.
Picture 3	He give the seed to his mom.
Picture 4	After a few days, the grow up to be a huge trees.
Picture 5	He started climbing the trees because he felt curious about whats inside on the top.
Picture 6	Suddenly, he met a giant on the top. And know that it's giant's home.
Picture 7	When the giant fall asleep, he starting stole the gold of the giant.
Picture 8	The mother was so shock that her son come back to home and bring a lot of gold.
Picture 9	Felt not satisfied, he back again to Giant's house.
Picture 10	And saw the chicken has an a gold eggs and stole them.
Picture 11	He and his family became to be wealthy.
Picture 12	Again, he starting stole the giant's thing.
Picture 13	He saw a beautiful gold harp and thinking to stole it.
Picture 14	Unfortunately, the giant wake up and look that his harp has been stolen.
Picture 15	After get the harp, because he felt afraid, he starting cut the trees with his mom.
	Finally, the giant fell and dead.

Picture 16	

Research Finding

Types of Ways in Triggering Memory Retrieval

Story Component	Familiarity Status			
	No.	Familiar Story (Lake Toba)	No.	Unfamiliar Story (Jack and The Beanstalk)
Actor and Context	1a.	1 actor+2 contexts	1b.	3 actors + 4 contexts
	2a.	2 actors+4 contexts	2b.	4 actors + 13 contexts
	3a.	3 actors+6 contexts	3b.	4 actors + 14 contexts
	4a.	No more clues needed	4b.	4 actors + 16 contexts (All clues are needed)

This table showed us information about how picture series trigger memory retrieval. Point a and b showed that the writer who needs fewer actors and contexts in triggering the story means they have more knowledge background of the story. While the writer who needs more actors and contexts in triggering the story means they have less knowledge background of the story.

CONCLUSION AND SUGGESTIONS

Conclusion

The way how picture series trigger memory retrieval is that by suiting the number of clues presented to the background knowledge of the writers. The more the background knowledge of the writers have, the less clues they need to trigger memory retrieval. And the other hand, the less the background knowledge of the writers have, the more clues they need to trigger memory retrieval.

Suggestion

Picture series trigger memory retrieval depends on the knowledge background of the writer. Then, if we do not have enough knowledge background, we will less in triggering memory retrieval. So, give your brain a workout, such as doing something new you have always wanted to try, like learning how to play guitar, make pottery, etc. Because the more you work out your brain, the better you will be able to process and remember information.

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