DEVELOPING DIGITAL PICTURE SERIES AS A MEDIA FOR TEACHING WRITING NARRATIVE TEXT FOR GRADE X STUDENTS OF SMK NEGERI 1 PATUMBAK

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ABSTRACT

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The aim of this study was to develop teaching media in Writing Narrative Text for Grade X Students of SMK Negeri 1 Patumbak. This study was conducted by using Research and Development (R&D) design from Borg, Gall and Gall (2003) through six phases; gathering information and data, analyzing the data, media design, validating to experts, revision, and final product. The subjects of the study were an English teacher and 30 Grade X Students of SMK Negeri 1 Patumbak. The data were gathered by administering interview to the English teacher and questionnaire distributed to 30 respondents to get the students' needs. The result of interview and questionnaire prove that the students need teaching media which can motivate the students in learning writing narrative text. The product has been validated by the experts by using validation sheets with the score 87% to linguistics aspects, 83% to process aspects, 80% to product and content aspects and 83% to layout aspects. The final score of the four aspects is 73% from expert 1 and 93% from expert 2 which are range of 83%. The media has been developed in accordance to the students needs.

Keywords: Digital Picture Series, Narrative Text, Research and Development (R&D)

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I. INTRODUCTION

A. Background of the Study

There are four skills in language learning such as speaking, reading, writing, and listening. Writing is an activity to express thoughts, ideas, and feelings in written form which aims to make the reader knows or understand the values in an article so that the reader thinks or does something related to the content of the writing. Spelkova and Hurst (2016) believed that writing is the most difficult skills in English. Pleugar (2001) also stated that writing is often thought as the most difficult of four skills, because learners have difficulty in improving their performances, and are not sure how to do so. It means that most of students feel hard when they asked to write a text.

Writing skill is an important skill to be learned and mastered by students. Therefore, the government has set an educational curriculum that determined text types as subject matter. Students will study the types of texts that have been determined by the government, one of which is narrative text. It teaches students about the story of past events. In writing narrative text, students must have ideas about the story to be written. Students also must be able to arrange sentences and paragraphs properly and correctly. Therefore, it is a challenging task facing by English teachers in how to capture the interest and to stimulate the imagination of the students to help them in learning writing.

As an educators, teachers should use appropriate and creative ways in teaching writing to students, in this case is writing narrative text. Teachers should focus on making strategies in writing activities. Teachers should design creative writing activities so that students can be more interesting and active in the learning process, especially in learning writing narrative text. In the learning process, teachers should be able to motivate students, create an effective learning atmosphere that can help students generate their ideas in learning writing.

In this modern era, education in Indonesia has been influenced by the development of technology as the sign of the existence of the industrial revolution 4.0. In the field of English education for instance, to assist students in dealing with technological advances, teachers should be able and understand to use the developing technologies. Furthermore, in order to achieve an effective, efficient and interesting teaching learning process, it is necessary to have innovation in the technology of information and multimedia in the learning process. Therefore, as educators, teachers should be able to apply these technologies, such as digital media to help students in mastering the four skills, namely reading, listening, speaking, and writing.

The preliminary data was gained by the interview with two students and an English teacher of SMK NEGERI 1 PATUMBAK on 24th March 2021. The researcher interviewed an English teacher and two students to get preliminary data related to the media that the teacher used in teaching writing to students, especially writing narrative text.

Based on the preliminary data, the researcher found the problem that the teacher only explained the material to the students about narrative text without provided an interesting media to support the learning process. As the existing media, the teacher only used printed media such as textbook without any other interesting media that can support and help the learning process. As a result, there were many students bored, lack motivation, and less interesting in learning writing narrative text.

There are many solutions to overcome the problems. One of the ways is by using appropriate media for teaching (Nur, 2012). Sukiman (2012) defined media as an intermediary which transmits messages from the source to the message recipient. Teaching media is the media used by the teacher in the classroom to achieve learning goals. The existence of media makes it easier for teachers to transfer knowledge and

makes it easier for students to understand the learning process. By using media, the delivery of material and messages in the learning process will be easier and more effective, so that it will increase the interest and motivation of students in learning writing narrative text.

One of the teaching media is picture media. Picture media is teaching media that is included in the kinds of visual media. With picture media, it is expected can to help students to organize their ideas to write a narrative text properly and correctly. Pictures can provide stimulation for writing-habit activities (Harmer, 2007). The use of pictures will make it easier for students to understand the learning material by observing and analyzing the objects, people or steps contained in the pictures provided by the teacher. In other words, picture is one of the appropriate media that can be used by teachers in the creative writing activities in the classroom, especially picture series.

Picture series is a kind of media which belongs to picture category. Wright (1997) defined the pictures series are pictures, which show some actions or events in chronological order. It is compatible with the narrative text. It shows some steps by the pictures which can make it easier for students to write a narrative story chronologically based on the series of picture. Furthermore, Sulastri (2019) states that the use of picture series can help the teaching and learning process running well. The students can generate their ideas in writing narrative text by observing, analyzing, and understanding the pictures which are given by the teacher. Picture Series which is a creative and interesting media will attract students to learn writing more (Sahputra, 2017). It can attract students' attention in the writing process. It can also help students to find information and ideas about what should be write, because it provides a clear description of what happened to the events chronologically.

Regarding the use of digital media and new concept of technology, the researcher interested to develop Digital Picture Series as a media for teaching writing narrative text. Digital Picture Series is an online Picture Series creator that helps visually communicate ideas and concepts to write a story appropriately. Different from Picture Series in general, which only presented in the form of printed media, Digital Picture Series is presented in the form of digital media, where the researcher used the help of computers or with computer media and is currently developing through online media/internet to create Digital Picture Series Media.

From the background above, the researcher interested to develop Digital Picture Series as a media for teaching writing narrative text for grade X students of SMK NEGERI 1 PATUMBAK by using digital applications. The existence of Digital Picture Series is expected to be appropriate media to help students in writing good and correct narrative text.

II. LITERATURE REVIEW

A. Theoretical Framework

1. Media

Sukiman (2012) defines media as an intermediary which transmits messages from the source to the message recipient.

According to Carol et al (2010), media is a form of communication that people use to exchange information. These would include newspaper, magazine, radio, novels, television, textbooks, photographs, cartoons, films, advertising leaflets, billboards, songs, internet, and so on.

Teaching media was tool that helps the teacher to create an effective and efficient learning process. According to Arsyand (2009:4), the definition of teaching media refers

to the delivering the objective of learning. In addition, Briggs pointed out in Aniqutunnisa (2013) that teaching media such a physical form that can convert information and inspire students to learn.

According to Fitriany and Irena (2014), Digital picture series is a modified media appropriate to improve learning writing, because the image (visual) is a complex and practical. Digital picture series media is a media that can compose stories in series or continue to improve ability to write a text. This digital series image media is used as a variation learning media, especially in learning writing.

Digital picture series media is the visualization of a story in the form of structured and meaningful images in the form of computer applications

2. Writing

There are some definitions of writing according to experts. According to Supiah (2018), Writing is still considered as the most difficult skill to be acquired since writing involves many aspects such as organization, content, mechanic, vocabulary, grammar etc. Writing is not only about product but also about process. Besides that, Brown (2001, cited in Farida 2014) states that writing as a written product of thinking, drafting, and revising that requires specialized skill on how to generate ideas, how to recognize them coherently, how to use discourse makers and rhetorical conventional to put them cohesively into a written text, how to revise a text for velar meanings, how to produce a final product. Meanwhile, Wening (2017) says that writing is a productive skill that plays an important role in learning a language.

From the definitions of writing above, it can conclude that writing is a skill in which there is a process of expressing ideas, thoughts, and feelings in words on the piece of paper. Writing can help someone to train reasoning and concentration.

3. Narrative Text

Narrative text is one of genre which is taught at the second grade in senior high school. Anderson and Anderson (2003), state that narratives are usually told by a story teller. Another definition, Defrioka (2014) defines a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. A key to comprehending a narrative text is a sense of plot, of theme, of characters, and of events, and of how they relate. Furthermore, Fadila (2015) defines the narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story constructions. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak.

From the definition about narrative text above, it can be concluded that narrative text is a text which tells a series of events arranged in order of time. An event in a narrative text itself can actually happen or just an imagination. The purpose is to entertain the reader. narrative can be fairy stories, mysteries, science fiction, romances, horror stories, historical narratives, fables, personal experience , myths and legends, ballads and slice of life and.

III. RESEARCH METHODOLOGY

In this research, the researcher used a Research and Development (R&D) research design adapted from Borg, Gall and Gall. Borg, Gall and Gall (2003) stated that R&D is one of research design that used as the method to develop and validate some educational products such as curriculum, syllabus, textbook, instructional media, modules, assessment, instrument, etc. The Subjects of this research were an English teacher and

grade X of Computer Engineering Program at SMK NEGERI 1 PATUMBAK in the academic year 2020/2021 which consists of 30 Students.

The data of this study were collected by using documents, questionnaires, and interview sheet. The techniques used to collect the data were observation, interview, and distributing questionnaires. The data of need analysis questionnaires were analyzed using frequencies and percentages. The highest percentages of the answers of each question were considered representing the students' need.

There are six phases in developing the teaching media, namely gathering data and information, need analysis, media design, validating to the experts, revising, and final product.

IV. FINDINGS AND DISCUSSION

A. Findings

1. Gathering Data and Information

The need analysis was conducted on March 24th, 2021 at SMK Negeri 1 Patumbak. The researcher distributed the questionnaire to 30 Grade X students to analyze the need analysis of the students in order to develop appropriate teaching media related to the material. To support the data of students' needs and difficulties in teaching and learning English especially in writing, the interview session was also done to the English teacher who teaches the grade X students in order to support the data of students' need.

2. Need Analysis

In this study, the data of need analysis was taken from the need analysis questionnaires of 30 Grade X students of SMK Negeri 1 Patumbak and the teacher's

interview. This analysis was used as guidance in developing teaching media for Grade X students of SMK Negeri 1 Patumbak.

a. **Questionnaire Analysis**

The questionnaire was divided into two parts. The first part consisted of questions about student's target needs and the second part consisted of questions about student's learning needs.

a) **Target Needs**
1) **Necessities**

Table 4.1 Students' Necessities in Learning English

No	Questions	Options	N	F	Percentage
1	My main goal in studying English is:	a. To get successfulness in passing English national examination (UN)	30	2	7%
		b. To get equipped with sufficient English ability both oral and written to get qualification in applying job	30	21	70%
		c. To get equipped to continue studying in college	30	7	23%

2) **Lacks**

Table 4.5 Students' Understanding in Narrative Text

No	Questions	Options	N	F	Percentage
5.	How is your understanding of Narrative Text?	a. Very understand	30	0	0%
		b. Understand	30	21	70%
		c. Less understand	30	9	30%
		d. Not understand	30	0	0%

3) Wants

Table 4.8 Students' Wants in Writing Skills

No	Questions	Options	N	F	Percentage
8.	Generally, I want to learn English in order to:	a. Add new vocabulary	30	8	27%
		b. Improve the ability to understand the structure of a text	30	11	37%
		c. Master grammar and structure well	30	7	23%
		d. Find specific information in a text accurately	30	4	13%

b) Learning Needs

1) Input

Table 4.10 Material Input Preference

No	Questions	Options	N	F	Percentage
10.	In your opinion, material in the media should be:	a. Authentic or can be found in everyday daily life	30	0	0%
		b. Explanation of the material is clear	30	0	0%
		c. Arranged systematically	30	0	0%
		d. All in one	30	30	100%

2) Procedures

Table 4.13 Types of Writing Topic

No	Questions	Options	N	F	Percentage
13.	The type of writing that I want in learning narrative text is a text with the topic:	a. Legend/Historical story	30	13	43%
		b. Short story	30	12	40%
		c. Novel	30	2	7%
		d. Drama text	30	3	10%

3) **Settings**

Table 4.15 The Use of *Digital Picture Series* in Learning Writing Narrative Text

No	Questions	Options	N	F	Percentage
15.	How is your opinion if in learning narrative text use Digital Picture Series media?	a. Have many ideas in writing the story chronologically	30	30	100%
		b. Boring	30	0	0%
		c. Does not affect anything	30	0	0%

b. **Interview Analysis**

Interview was given to the English teacher of Grade X students of SMK NEGERI 1 PATUMBAK. The researcher conducted an interview with an English teacher to support and obtained accurate data related to data from questionnaire analysis. the interview analysis shows that there is difficulty faced by the students to achieve the goal of the teaching learning process. Teaching media that needed in SMK Negeri 1 Patumbak, especially in grade X is a media that stimulate students in writing narrative text. In other hand, the teacher also found the difficulties to make students understand about the material being taught because the lack of the teaching media. From the interview administrated, the researcher can identify that the teacher also need a teaching media that can make teaching leaning process more effective and interesting.

3. **Designing Materials and Media**

This research aimed to create learning media in accordance with the student needs. In this case, the researcher used the Digital Picture Series media. The media that made by the researcher done in several steps, the steps were:

1) **Designing the Layout**

In designing the Layout, the researcher used digital applications such as *Infinite Design* to created or designed the pictures and backgrounds of the media and *Inshoot* application to combine the pictures and backgrounds in order to mace the digital media more interesting.

2) **Using the Product Based on Lesson Plan**

In order to implement the curriculum of 2013 which was applying scientific approach, Hosnan (2014) state that are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating and communicating.

Observing stage provides activities to brainstorm the students about the topic that is given in the media, fulfill their curiosity so that they know what the meaning or what they are going to learn. In this stage, the students will look at the picture on the media which show some example of narrative text to do observation. Questioning stage consist of task which is used to encourage and inspire students to be active in the learning process by develop some questions related to the topic. In this stage, the students will give some questions related to the picture they have observed. Experimenting stage provides activities to let the students trying something new and implement what they have observed. In this stage, the students ask to identify or find the generic structure and its language features based on the example of the text. Associating stage provides the students in deeper information and tasks related to the topic. In this stage, the students ask to answer the questions related to the story given in the example of the text. Communicating stages provides practice activities, the students will practice what they have learned. In this stage, the teacher will ask the students to make their own text in

pairs related to the questions in the associating process and the media provided by the teacher. This stage forces the students a lot to write.

4. Validating to Experts

The expert judgment was the next step after the researcher developed the new digital teaching media. The first expert was a lecturer of English Education Department of State University of Medan, Dr. Isli Iriani Indiah Pane, S.Pd., M.Hum. After calculating the result of first expert, the mean score gotten was 73%. It was categorized as "Good" as its position is in the interval 61% - 80%. The second expert was an English teacher of SMK Negeri 1 Patumbak, Maria Manurung, S.Pd. After calculating the result of second expert, the mean score gotten was 93%. It was categorized as "Very Good" as its positions is in the interval 81% - 100%. Thus, the developed digital teaching media were valid and appropriate to be used as teaching media for grade X students of SMK Negeri 1 Patumbak, especially students grade X of Computer Engineering major.

Finally, the mean score from both of expert is 83%. It could be conclude that the developed teaching media is categorized as "Very Good" as its positions is in the interval 81% - 100%.

5. Revising Materials

Based on the result of experts' validations, the developed media was appropriate. The first expert suggested to providing SMK students with learning media that fits to their future context. Digital picture series of past activities in the office may be a good topic to be delivered. The second expert gave appreciation to the developed media, she said that the digital picture series media is already good and appropriate to be used as learning media in order to enhance students writing skill.

6. Final Product

The final product was complete after revising the media. The media revised based on suggestions of experts' validation and needs of vocational students. The media was appropriate to be used in the teaching learning process. In the final product, the students can access the media via YouTube Link. (*https://youtu.be/6YIQbBEwTyY*) .

B. DISCUSSION

The aim of this study was to find out the student's need in order to develop the appropriate students' digital media in teaching writing Narrative Text for Grade X students of SMK NEGERI 1 PATUMBAK. The developed digital media is related to the needs and interests of vocational student grade X. Analyzing the needs of students based on their interests is one way to increase student motivation in learning writing. It is intended to develop their abilities and skills in learning English, especially writing skills. The findings of this study indicated that students need more motivation to learn English and interesting media could motivate them.

In this research, there were some phases in designing digital media based on Borg, Gall and Gall research theory (2003). The first step is gathering information and data which used need analysis. Need analysis is the basis criterion in conducting this research. It was conducted by distributing the interview with the English teacher and the questionnaire distributed the 30 Grade X students of SMK NEGERI 1 PATUMBAK. The questionnaire included about the necessities, teaching technique, motivation, students' interest towards studying with digital media, and students' needs towards writing activity that would be designed.

Based on the research finding of need analysis, it can be concluded that the students were interested to practice learning English, especially in learning writing by using digital

picture series media. The students like doing a task by looking at the interesting media provided by the teacher with the topic about legend story (Lake Toba) and historical story (Computer Generation).

After finding the suitable competencies and material that will be designed in digital media, the researcher developed digital picture series media. In this phase, the researcher needed to design the pictures first by using *Infinite Design* application. Then, the pictures that were designed change into digital picture series by using *Inshoot* application to make it more interesting (Syukriah & Didah (2021)). Digital media was completed which designed based on the five stages of scientific approach, which is observing, questioning, experimenting, associating, and communicating.

After finish in designing digital media, the next step was evaluating the media. The digital media was done by distributing digital media evaluation or expert judgment questionnaire to the experts. The expert judgment questionnaire covered four aspects which were linguistic aspect, process aspect, product and content aspect, and layout aspect. The result of the experts judgments were 83%, so the assessment of the indicators is very good, since the average is within the percentage 81-100% based on Likert Scale (Brown & Rogers (2002)).

Based on the research finding regarding to the target needs and learning needs of the students and result of expert judgments, the English writing digital media developed in this research was considered appropriate to be used for teaching writing skill, especially writing Narrative Text for Grade X students of SMK NEGERI 1 PATUMBAK.

V. CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusions were drawn as the following:

Generally, the existing media used by the English teacher was not effective enough to stimulate and encourage the students' interest in learning writing. The students found the difficulties to write a Narrative Text. The students wanted to learn with an interesting media which can be motivated them to learning writing Narrative Text. Therefore, the researcher developed digital picture series media which developed based on the data were taken from questionnaire and interview in order to identify the students' needs and learning needs. This research followed the R&D stages which adapted from Borg, Gall and Gall (2003). They were (1) Gathering Information and Data, (2) Need Analysis, (3) Media Design, (4) Validating to Experts, (5) Revising, (6) Final Product.

In conclusion, based on the experts' validation and review, the developed media, in this case digital picture series media was appropriate to be used to teaching writing Narrative Text to Grade X students of SMK NEGERI 1 PATUMBAK. The score of linguistics aspects was 87%, the score of process aspects was 83%, the score of product and content aspects was 80% and the score of layout aspects was 83%. The final score of the four aspects in the media is 73% from expert 1 and 93% from expert 2. It can be showed that the average score is 83%. It means the developed media considered appropriate with the predicate "Very Good" based on likert scale.

B. Suggestions

For teachers, as already explained that the importance of using appropriate and interesting teaching media, therefore in choosing the teaching media, teachers should consider the needs and interests of students. Teachers should use the teaching media that

can support the learning process so that an effective, efficient and interesting learning process can be achieved. English teachers can develop the quality of learning by applying this digital picture series media in the classroom. For students, it suggested to practice your narrative writing by using this digital picture series media in order to help you in mastering the writing skill, especially writing narrative text. For other researcher, suggested to develop other digital learning media that can help teachers in the teaching process and students in the learning process related to the needs of students. This is very necessary to improve students' ability to master four English language skills.

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