The Effect of Digital Wordless Picture Books to Improve Students' Ability in Writing Narrative Text at SMP Islam As-Shofa Pekanbaru

Pengaruh Buku Digital Bergambar Tanpa Teks untuk Meningkatkan Kemampuan Siswa dalam Menulis Text Naratif di SMP Islam As-Shofa Pekanbaru

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ABSTRACT

Abstrak
Penelitian ini bertujuan mengenalkan media ajar berbasis teknologi menggunakan buku digital tanpa teks untuk meningkatkan kemampuan menulis siswa dalam teks naratif. Media ajar ini merupakan buku yang dikemas dengan format PDF dan *e-book*. Jenis penelitian ini adalah penelitian kuasi-eksperimental. Instrumen yang digunakan dalam penelitian ini adalah tes menulis. Subjek dalam penelitian ini adalah siswa kelas VIII Islam As-Shofa Pekanbaru. Teknik pengambilan sampel menggunakan *purposive sampling*. Hasil uji normalitas menunjukkan data penelitian ini berdistribusi normal dan hasil uji homogenitas adalah homogen. Hasil penghitungan uji Independent Sample T-test data hasil tes kelompok eksperimen dan kelompok kontrol adalah p = 0,002 < 0,05. Hasil uji Independent Sample T-test tersebut menunjukkan bahwa media Digital Wordless Picture Books efektif digunakan dalam pembelajaran menulis teks naratif pada siswa kelas VIII SMP Islam As-Shofa Pekanbaru.

Abstract
This research aimed to introduce teaching media based on technology used digital wordless picture books to improve students' narrative writing abilities. This teaching media was presented in the form of PDF and e-books. The research design in this research applied quasi-experimental. The instrument of research used writing test. The subject in this research were the eighth-grade students of SMP Islam As-Shofa Pekanbaru. Purposive sampling technique was employed to select the sample. The result of normality test indicated the data was normal distribution and the homogeneity test is homogeneous. The calculation of the Independent Sample T-test proved that the p-value for the posttest data of the experimental group and the control group is p = 0,002 < 0,05. The result of the Independent Sample T-test indicated that the Digital Wordless Picture Books media effectively employed in improving students' ability in writing narrative text to the eighth-grade students of SMP Islam As-Shofa Pekanbaru.

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1. Introduction

In studying English, there are four aspects to learn, there are listening, speaking, reading, and writing. One of these four skills that are very important and most acquired in the academic field is writing. Writing skill is the application of one's intelligence which is acquired through knowledge, learning, creativity, and intellectual honesty (Gautam 2019). In the Indonesian education syllabus, there are three texts to improve students' writing skills which are studied in eighth grade in the second semester, namely descriptive text, narrative text, and recount text. One of the problems faced by students is writing narrative text. Narrative writing is a type of writing that tells a story or describes a series of events.

Based on the observation while conducting the teaching practice in SMP Islam As-Shofa Pekanbaru, the researcher found some problems related to writing during the learning process. First, the students were difficult to generate ideas or to choose a topic that was appropriate for the story. It was because they got confused about how to start writing. Second, they lacked vocabulary. Students who have a low vocabulary often make mistakes in choosing the right words to describe what they are going to write (Hasan 2017). In writing, vocabulary is needed by students to describe something clearly. Without having sufficient vocabulary, they cannot build a paragraph. Third, students did not have a good understanding of what narrative writing was and what made a story became good. This could have made them difficult to organize the story. Last, the teacher's learning media is monotonous and the teacher was unable to create interesting media. Therefore, some students could not enjoy the lesson and had limited imagination in writing narrative texts. The teacher only used a book, blackboards, and markers then explains the material, tells the generic structure then asks students to answer some assignments from the book. This made students bored and they had no interest in writing.

One of the creative ideas to help students solve problems in learning is to use media in learning. A teacher must be able to be creative in making and using learning media as a tool to influence students' cognitive thinking abilities (Indriyani 2019). Now it has entered the era of society 5.0. In society 5.0 era, education focuses on programs that are more creative, innovative, and able to use media and technology in learning (Rahmawati, Ruslan, and Bandarsyah 2021). In the current era of technological development, students must be able to adapt so that it will produce more qualified students. The creative learning media should be used with the technology.

One of these creative media is the digital wordless picture book. Wordless picture books are story books that contain a series of related pictures without writing to improve students' oral communication and writing skills (Smith, Gail 2003). In this research digital wordless picture books are books with a PDF and E-Books format that student can access it in their phone (Rakhman et al. 2023). Based on the researcher observation, in SMP Islam As-Shofa Pekanbaru every student uses phone when they learning in the class, but with permission of teacher or teacher asks students using the phone. Every teacher in that school uses E-book in their teaching learning. It also corroborated by the facilities in the school, such as Wi-Fi, one computer in each class, the E-Portal and the comfortable classroom. By using digital wordless picture books, students can develop their sequencing skills, which are crucial in writing narratives (Martínez-Carratalá 2022). Furthermore, wordless picture books can stimulate students' creativity, as they can use their imagination to interpret and tell stories using their own words (Serafini 2014). It is supported by other research, such as research

conducted by Gusmuliana & Fitri (2016) that showed the use of digital wordless picture books is one of the interesting supporting media in teaching writing narrative text because the media greatly encourages the students in giving active participation during classroom activities. Moreover, the use of wordless picture books can promote collaborative learning in the classroom, where students can work together to interpret and tell stories, discuss their ideas, and provide feedback to each other (Maming, Irmayanti, and Nur 2019).

Digital wordless picture books can help students who lack of vocabulary in writing a narrative text. In wordless picture books, students can learn to rely on visual cues and imagery to tell a story, rather than just using words (Syifa Monica 2022). This can help students build their descriptive skills by encouraging them to use their own words to describe what they see in the illustration (Serafini 2014). The result of the research conducted by Rochania, Astutik, and Mandarani (2021) also suggests a similar result in which wordless picture books as media for teaching writing can make the learning process more engaging and enthusiastic, and encourage the students in expanding their vocabulary. Wordless picture books provide students with a visual stimulus to spark their imagination and inspire their storytelling. By using these books as a media for their writing, students can explore their creativity and develop their unique version of the story (Yang, Cheng, and Chou 2016). Furthermore, Siti Nur Halimah (2018) pointed out that wordless picture books will become a supporting media in English learning, especially in writing narrative text. The useful and colorful wordless picture books can be more interesting for learners to learn writing narrative text with the books. Based on the explanation above, the researcher wants to identify the effect and the significant effect of digital wordless picture books in improving students' ability in writing narrative text at SMP Islam As-Shofa Pekanbaru.

2. Methodology

The study was conducted during the 2022/2023 academic year and focused on second-year students in junior high school. The researcher opted for a quasi-experimental research design to collect quantitative data. Although not as strict as true experiments, quasi-experimental research provides some level of control over mistakes and is usually better than pre-experimental (Rusmana and Suprihatin 2019). Two classes of seventh-graders from SMP Islam As-Shofa Pekanbaru were chosen as the experimental and control groups. They were tested before and after applying the Digital Wordless Picture Book for six sessions as a teaching medium.

To collect the data for this research, the researcher collected quantitative data by using tests to measure the subjects' skills during the study. This technique involved dividing the test into two parts: pre-test and post-test. The researcher conducted the treatment before the post-test.

In this research, the population is Second-Year students of SMP Islam As-Shofa Pekanbaru and used purposive sampling to select its sample, which consisted of two eighth-grade classes with the lowest scores on the middle test. The first class, VIII.3, had 25 students and was selected as the experimental group, while the second class, VIII.4, also with 25 students, served as the control group.

The choice of a research instrument is a very important phase in the research process. The term instrument is a general phrase that researchers use for measuring the study variables (Sarasvathy 2013). In this research, the instrument was a writing

test. It was focused to compare students' abilities before and after using a digital wordless picture book.

Table 1
Blue Print of The Test

Indicator	Purpose	Topic	Test	Time
Write narrative text based on the topic	Students are able to identifies: • The social function of narrative text • The organization of narrative text (orientation, complication, resolution and re-orientation) • The verb and grammar that use in narrative text • The purpose of narrative text	Narrative Text	**PRE-TEST (Experiment and Control)** Write a narrative text that consists of approximately 50-100 words. Choose one of the topics below : • Fairy Tale • Legend • Horror Story **POST-TEST (Experiment and Control)** Write a narrative text about **Fable** that consists of approximately 50-100 words!	60 minutes

This research involved three stages covering the pretest, treatment, and posttest. To analyze the data, the researcher helped by three raters to validating the data. The procedures to collect the data were: First, a pretest was distributed to determine the students' basic writing ability. The pretest was conducted by doing a writing narrative test to the students to know students' writing narrative text ability. The pre-test was given with one question in 3 topics about narrative text. Second, the treatment was implemented by using the Digital Wordless Picture Books as a supporting medium in teaching English, especially writing in teaching about narrative text in experimental class, and conventional method in control class. The treatment was applied in eight meetings with a time allocation of 2 x 40 minutes. Lastly, the posttest was given both of the classes to see the differences between pretest and posttest scores. The results of the pre-test experiment and control groups (scores before treatment) and post-test experiment and control groups (scores after treatment) were analyzed to gain the research findings and conclusion.

The writing components that were assessed were content, organization, grammar, vocabulary, and mechanics (Brown, 2007:357). The writing components, scores, and descriptions are explained as follows:

Table 2
Measurement Of Writing

Aspect	Score	Performance Description
Content – C Topic and detail of the text (**plot, setting, characters, point of view, and conflict**)	4	The topic is complete and clear and the details relate to the topic.
	3	The topic is complete and clear but the details are almost related to the topic.
	2	The topic is complete and clear but the details are not relating to the topic.
	1	The topic is not clear and the details are not
Organization – O Is the generic structure of narrative text (**orientation, complication, resolution, and re-orientation).**	4	Orientation, complication, resolution, and re-orientation are complete and arranged with proper connectives.
	3	Orientation, complication, resolution, and re-orientation are almost complete and arranged with almost proper connectives.
	2	Orientation, complication, resolution, and re-orientation are not complete and arranged with few misuse connectives.
	1	Orientation, complication, resolution, and re-orientation are not complete and are arranged with misuse connectives.
Grammar – G The grammar for narrative text: **use past tense adverbial of time, use dialog, noun phrases, time conjuction and action verb.**	4	Very few grammatical inaccuracies.
	3	Few grammatical inaccuracies, but not affect on meaning.
	2	Numerous grammatical inaccuracies.
	1	Frequent grammatical inaccuracies.
Vocabulary – V	4	Effective choice of words and word forms.
	3	Few misuses of vocabulary, and word forms, but no change in the meaning.

	2	Limited range of confusing words and word forms.
	1	Very poor knowledge of words, and word forms, and not understandable.
Mechanics – M Spelling, punctuation, and capitalization	4	It uses correct spelling, punctuation, and capitalization.
	3	It has occasional errors in spelling, punctuation, and capitalization.
	2	It has frequent errors in spelling, punctuation, and capitalization.
	1	It is dominated by errors in spelling, punctuation, and capitalization.

This research used Statistical Product and Service Solution (SPSS 25) to calculate the data. After administering the post-test, the final step could determine whether the hypothesis is accepted or rejected. The t-test formula used to conduct a statistical analysis of the data to determine the response. The researcher used SPSS to discover the entire result, including the mean, standard error, and standard deviation.

After getting a brief explanation and seeing an example, the students could be asked to write a narrative text. Based on the table used to score the writing test, the findings of the students' writing will be analyzed. The outcome will be categorized using the following standards:

Table 3
Classification Score of Students

No.	Score	Classification
1	90 – 100	Excellent
2	80 – 89	Very Good
3	70 – 79	Good
4	60 – 69	Poor
5	<50 – 59	Very poor

3. Findings and Discussion

3.1 Data Presentation

3.1.1 The Result Pre-Test and Post-Test

Table 4
The Result of Pre-Test and Post-Test of Experiment Group and Control Group

Group Test	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test Experiment	25	27	48	75	60.47	7.145	51.046
Post-Test Experiment	25	22	70	92	78.40	5.368	28.815
Pre-Test Control	25	23	48	72	62.20	6.175	38.130
Post-Test Control	25	25	63	88	73.40	5.496	30.204

In the "Pre-Test Experiment" group, there were 25 observations. The data range from 48 to 75, with a mean of 60.47. The standard deviation is 7.145, indicating a moderate amount of variability, and the variance is 51.046.

In the "Post-Test Experiment" group, also with 25 observations, the data range from 70 to 92, and the mean is notably higher at 78.40. The standard deviation is 5.368, suggesting less variation compared to the pre-test, and the variance is 28.815.

The "Pre-Test Control" group, again with 25 observations, displays data ranging from 48 to 72 and a mean of 62.20. The standard deviation is 6.175, and the variance is 38.130.

Lastly, in the "Post-Test Control" group of 25 observations, data range from 63 to 88, with a mean of 73.40. The standard deviation is 5.496, and the variance is 30.204.

These statistics allow for comparisons between groups. For instance, the "Post-Test Experiment" group has a higher mean than the "Pre-Test Experiment" group, indicating an improvement. The "Post-Test Control" group also has a higher mean compared to the "Pre-Test Control" group. Standard deviations and variances reveal the degree of data dispersion, with lower values indicating more consistent data.

3.1.2 Classification Students' Writing Ability of Pre-Test

Table 5
Classification Students' Writing Ability of Pre-Test

Score Range	Classification	Frequency		Percentage	
		Experiment Group	Control Group	Experiment Group	Control Group
90-100	Excellent	0	0	0	0
80-89	Very Good	0	0	0	0
70-79	Good	3	3	12%	12%
60-69	Poor	12	7	48%	28%
<50-59	Very Poor	10	15	40%	60%
Total=		**25**	**25**	**100%**	**100%**

The table provides a detailed breakdown of the performance of two groups. Firstly, it's important to note that both the Experiment Group and the Control Group had no individuals who scored in the highest categories of "Excellent" (90-100) and "Very Good" (80-89). This suggests that both groups exhibited similar performance at the top end of the score spectrum. In the "Good" (70-79) score range, both groups had three individuals, contributing to 12% of each group. This indicates that both groups had similar performance in the "Good" category. However, differences emerge in the "Poor" (60-69) and "Very Poor" (<50-59) categories.

In the "Poor" range, the Experiment Group outperformed the Control Group, with 12 individuals achieving scores within this range (48% of the group), compared to only 7 individuals (28%) in the Control Group. In the "Very Poor" category, the Control Group had a higher number of individuals with 15 (60%) scoring within this range, while the Experiment Group had 10 individuals (40%). Overall, the table demonstrates that the two groups had similar performances in the (Poor and Very Poor) score categories, but differences became evident in the lower categories.

3.1.3 Classification Students' Writing Ability of Post-Test

Table 6
Classification Students' Writing Ability of Post-Test

Score Range	Classification	Frequency		Percentage	
		Experiment Group	Control Group	Experiment Group	Control Group
90-100	Excellent	2	0	8%	0
80-89	Very Good	7	2	28%	8%
70-79	Good	16	17	64%	68%
60-69	Poor	0	6	0	24%
<50-59	Very Poor	0	0	0	0
Total=		**25**	**25**	**100%**	**100%**

In the "Excellent" (90-100) range, the Experiment Group outperformed the Control Group, with 2 individuals (8%) achieving scores in this category, while the Control Group had no individuals in this range. This indicates a clear advantage for the Experiment Group in the highest score range. In the "Very Good" (80-89) range, the Experiment Group continued to exhibit better performance, with 7 individuals (28%) falling into this category, compared to 2 individuals (8%) in the Control Group.

The "Good" (70-79) range indicates relatively similar performance, with 16 individuals (64%) from the Experiment Group and 17 individuals (68%) from the Control Group. This indicates that both groups had a comparable performance in this mid-range category. Notably, the Control Group surpassed the Experiment Group in the "Poor" (60-69) range, with 6 individuals (24%) scoring within this category, while the Experiment Group had none. However, it's essential to recognize that the Experiment Group had no individuals in the "Poor" category, which could suggest an advantage for this group, as long as performance in other categories remains competitive. The "Very Poor" (<50-59) range had no individuals from either group, indicating that both groups performed equally poorly in this range. In summary, the

Experiment Group demonstrated superior performance in the top two categories, "Excellent" and "Very Good," and comparable performance in the "Good" range. The Control Group outperformed the Experiment Group in the "Poor" range but had no individuals in the highest categories.

3.1.4 Students' Writing Components

Table 7
Writing Components of Experiment Group and Control Group

Writing Components	Average (R1+R2+R3)			
	Pre-Test Experiment	Pre-Test Control	Post-Test Experiment	Post-Test Control
Content	57,6	57,3	80	70,6
Organization	56,6	59	76,3	70,6
Grammar	66,6	70,6	80,3	77
Vocabulary	55,6	57	78	73
Mechanics	65,6	67	77,3	75,6
Mean =	**60,46**	**62.2**	**78,4**	**73,4**

The table provided presents data related to different writing components and their average scores in a pre-test and post-test experiment for both the experimental and control groups. The components evaluated are Content, Organization, Grammar, Vocabulary, and Mechanics. Let's analyze the data in a paragraph:

In the pre-test, the experimental group scored an average of 57.6 in Content, 56.6 in Organization, 66.6 in Grammar, 55.6 in Vocabulary, and 65.6 in Mechanics. Meanwhile, the control group scored slightly lower with 57.3 in Content, 59 in Organization, 70.6 in Grammar, 57 in Vocabulary, and 67 in Mechanics. Moving on to the post-test, the experimental group showed significant improvement in all writing components. Content increased to 80, Organization to 76.3, Grammar to 80.3, Vocabulary to 78, and Mechanics to 77.3. In contrast, the control group also improved, but to a lesser extent, with scores of 70.6 in Content, 70.6 in Organization, 77 in Grammar, 73 in Vocabulary, and 75.6 in Mechanics. When we calculated the overall averages for the two groups, we find that the experimental group had a mean score of 60.46 in the pre-test and 78.4 in the post-test. On the other hand, the control group had a mean score of 62.2 in the pre-test and 73.4 in the post-test. These results indicate that the experimental group made significant improvements in all writing components from the pre-test to the post-test, outperforming the control group in the post-test. The data suggests that whatever intervention or teaching method was applied to the experimental group was effective in enhancing their writing skills compared to the control group.

3.2 Data Findings

3.2.1 Normality Test

Table 8
Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students' Results	Pre-Test Experiment	.086	25	.200*	.977	25	.822
	Post-Test Experiment	.145	25	.186	.944	25	.181
	Pre-Test Control	.133	25	.200*	.958	25	.381
	Post-Test Control	.156	25	.118	.934	25	.108

Based on table, It suggests that the pre-test experiment, post-test experiment, pre-test control, and post-test control groups, both normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) indicate that the data is normally distributed ((0.20, 0.186, 0.20, 0.118) > 0.05).

3.2.2 Homogeneity Test

Table 9
Homogeneity Test
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Results	Based on Mean	.016	1	48	.899
	Based on Median	.017	1	48	.896
	Based on the Median and with adjusted df	.017	1	47.994	.896
	Based on trimmed mean	.013	1	48	.908

Based on the output table "Test of Homogeneity of Variances" above, it is known that the significance value (Sig.) of the post-test results for the experimental group and control group students is 0.899. Since the Sig. value of 0.899 > 0.05, as the basis for decision-making in the homogeneity test above, it can be inferred that the variance of

the post-test data for the experimental group and control group students is the same or homogeneous.

3.2.3 Hypothesis Testing

In this research, the researcher proposed two hypotheses: the null hypothesis and the alternative hypothesis with the testing is independent sample-t-test.

Table 10
Group Statistics

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students ' Results	Post-Test Experiment	25	78.40	5.368	1.074
	Post-Test Control	25	73.40	5.496	1.099

Based on the table above, it is identified that the number of post-test data for the experimental and control groups is 25 for each students. The mean value for student learning results, for the experimental group, is 78.40, while for the control group, it is 73.40 (a difference of 5). Thus, from a descriptive statistics perspective, it can be iferred that there is a difference in the average student learning result between the experimental and control groups or it means there is an effect of digital wordless picture books to improve students' ability in writing narrative text. Furthermore, to prove whether this difference is significant or not, an Independent Sample T-Test needs to be conducted as follows.

Table 11
Independent Sample T-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Students' Results	Equal variances assumed	.016	.899	3.254	48	.002	5.000	1.536	1.911	8.089
	Equal variances not assumed			3.254	47.973	.002	5.000	1.536	1.911	8.089

Based on Table 4.17 in the Equal variances assumed section, it is known that the value of Sig. (2-tailed) is 0.002 < 0.05. In the independent sample t-test, it can be inferred that Ho is rejected and Ha is accepted. Therefore, it can be identified that there is a significant difference between the post-test results of students in the experimental and control groups. It means, there is a significant effect of digital wordless picture books to improve students' ability in writing narrative text.

4. Conclusion

In conclusion, the research conducted at SMP Islam As-Shofa Pekanbaru that aimed to assess the impact of using digital wordless picture books on the writing skills of eighth-grade students. The study collected and analyzed pre-test and post-test scores across five writing components: content, organization, grammar, vocabulary, and mechanics. The findings revealed several significant improvements following the implementation of digital wordless picture books.

The post-test results clearly demonstrated improvements in students' writing skills. Firstly, students displayed increased engagement and comprehension of lessons, making it easier for them to create narrative stories using only pictures as prompts. Secondly, their story ideas became more diverse and engaging. Thirdly, students enjoyed interpreting pictures and applied their understanding to write narrative stories. Lastly, students found the lessons challenging, particularly due to the need to analyze new picture books in every session.

Specifically, when comparing the experimental (digital wordless picture books) group with the control (conventional) group, the experiment group outperformed the control group in all five writing aspects, including content, organization, grammar, vocabulary, and mechanics. The experiment group exhibited an average pre-test score of 60.47, which significantly increased to 78.40 in the post-test, marking a substantial gain of 17.93 points. In contrast, the control group's average pre-test score was 62.20, increasing to 73.40 in the post-test, reflecting an 11.20 point gain. However, the improvement in the control group was not as significant as in the experiment group, with a gain score difference of 6.73 points.

Further statistical analysis, including normality and homogeneity tests, confirmed that the data was normally distributed and homogeneous. The independent sample t-test demonstrated that there was a significant difference in the post-test results between the experimental and control groups, with a p-value of 0.002, which is less than the standard alpha level of 0.05. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted, indicating that the use of digital wordless picture books significantly improved students' ability to write narrative texts and enhanced their learning outcomes. This research provided valuable insights into the

effectiveness of using innovative teaching tools, such as digital wordless picture books, to enhance writing skills and engagement among students.

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