

THE EFFECTS OF IMAGE STREAMING STRATEGY IN LEARNING TO WRITE NARRATIVE ENGLISH TEXT BY YEAR 11 STUDENTS OF SMA NEGERI 1 TINAMBUNG KAB. POLEWALI MANDAR

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Abstract

The purpose of this study was To Find Out whether or not the Image Streaming Strategy affects the student's narrative English text. This study used Pre-Experimental in quantitative methods and image streaming was used as a research strategy. The population in this study were students of class XI IPA SMA Negeri 1 Tinambung. in the 2021/2022 school year. Samples were taken using cluster random sampling technique consisting of 29 students. The instrument of this research is a Writing test of a sheet essay writing short story. From the analysis of data and computations, it was found that the image streaming strategy has an effect on the skills writing narrative English text for class XI Students of SMA Negeri 1 Tinambung. The result writing skill narrative text by students before use image streaming strategy was 53.17 in the poor category and after using the image streaming strategy was 89.73 in the Good category. This means that there is effect of Image Streaming strategy in learning to write narrative English text for XI Students SMA Negeri 1 Tinambung.

Keywords— *Image Streaming, Writing, Narrative.*

INTRODUCTION

Writing is a skill that is useful for expressing ideas, opinions, and knowledge and conveying messages in writing to others. In addition to relating to statements, writing skills are also associated with works in fiction and non-fiction. In the 2013 curriculum learning, there is learning to write narrative text. The narrative text is a story or description of a series of events. These events generally occur in the past. Write narrative texts in the realm of learning English in schools requires special attention from educators.

Write narrative texts on many occasions is presented more in theory and less in practice. To make it difficult for students when asked to express ideas for write narrative texts. The focus

of students on theory, not on approach significantly affects the low interest of students in the realm of learning to write narrative texts. In addition, other factors cause expected student learning outcomes in learning to write narrative texts, namely educators or teachers who are less creative in determining learning methods, strategies, or selecting learning media.

There are several problems in learning to write narrative texts. Students feel that learning is less attractive besides that students find it challenging to find ideas and foster creativity. Teachers still use conventional education with the lecture method so that students feel bored and think learning to write stories is an activity that is not easily pleased. It also found similar problems factors in research compiled by Risa (2016: 73) on students. First, generally students do not like to write. Second, the low ability of students in writing literary works, including in write narrative texts. Third, the students' reading coverage is still low, including the reading of narrative texts. Fourth, students' understanding of reading is still relatively low. Fifth, students' understanding of narrative is still lacking. The lack of students' skills in write narrative texts in English learning poses a challenge for teachers to find the correct methods, strategies, or media to raise students' skills in write narratives to be more effective and exciting.

Researchers are interested in researching write narrative texts using a learning strategy, namely image streaming strategy. The image streaming method is a form of learning through the power of imagination, the final result of which was poured into written form. Educators rarely use the image streaming strategy in the process of learning to write narrative texts. The image streaming method is designed to increase creativity and help students generate or express ideas in the stage of learning to write short stories so that learning can take place effectively and interestingly. In addition, this strategy is also designed to improve students' abilities in mastering aspects of essay content, organization, vocabulary, language, and writing to help students develop their imagination well.

Learning to write narrative English text at SMA Negeri 1 Tinambung is still relatively Low, based on the facts the researchers found in the Observation at SMA 1 Tinambung by interviewing the English Teacher Class XI MIA and give students a pretest to class XI MIA 3. Several problems the researchers found in the process of learning to write narrative English text, the students had difficulty finding ideas and fostering story creativity and teacher still using conventional learning with the discourse method and now in the pandemic learning session is divided into 2, one hour to shift A and one hour to shift B so the learning not conducive to

student and it is make students difficult to understands and seem bored, and the students think that learning to write is unpleasant activity.

LITERATURE REVIEW

This research describes the study of theories from various sources and information used to support and as a reference in clarifying research. About the problem study, the framework use as the primary basis for the research is the influence of image streaming strategy in learning to write narrative texts. The matters described in connection with the relevant theory are as follows.

Writing Skills

a. Definition of Writing

Writing is one's attempt to describe a graphic symbol that the author and others understand, Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading so that they have a similar understanding of the symbol. From that symbol, other people can understand what the author wants to convey.

b. Writing Assessment Model

Heaton (1991:135) Says that writing skills are something complex and sometimes challenging to teach it, not only must master grammar and rhetoric but must also master the concepts and elements of the decisive element, must Note also the use of vocabulary, sentence organization, use of language, use of punctuation, and content of the paragraph.

Heaton (1989) assessed the five components of writing with the term. (1) content, (2) organization, (3) vocabulary, (4) Language use, and (5) mechanics.

c. The definition of Narrative Text

The Narrative Text is a form of story text, and the written stories are usually not experienced by the author but in the form of imagination or legend. Narrative Text is also a type of text that tells an imaginative event (imaginary) sequentially or systematically and entertains the readers.

d. The social function of narrative text is:

To amuse, entertain, and to deal with actual or vicarious experience in different ways: Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turns finds a resolution, tells processes relating to forming of natural, social, scientific and cultural phenomena. And To present (at least) two points of view about an issue

e. Language Features of Narrative Text

Language features of narrative text are used:

Most often use past tense, Action verbs, Specific noun as pronoun of person. Direct and indirect speech, and Time Connectives and Conjunctions, also Adverbs of time (adverbs).

f. General Structure of Narrative text

- 1) Orientation
- 2) Complication
- 3) Resolution
- 4) Re-orientation
- 5) Coda

g. Image streaming Strategy

According to Wenger (2011: 308), strategy image streaming is an activity to release or free visible shadows when someone sees the image and describes the contents of the imagination on a recording device in detail. In other words, the image streaming strategy is an effort to show the shadows of the present story through someone's "mind's eye". However, it would not decide the contents of the image when one temporarily looked at the shadows.

h. The advantages of image streaming method

The advantages of image streaming strategy by Wenger (2011) are:

- 1) Increase visual thinking skills and help direct visualization.
- 2) Increase neural connections with what is being studied by visualization in context so that more distant from the abstract.
- 3) Repair or build a foundation of understanding.

METHODS

This research applies pre-experimental research, namely research focused on one group only, and there is no comparison group. The study uses a procedure that began with giving the first task to students to see the students' initial abilities (pretest), then students were given treatment or treatment using an image streaming strategy. The final stage, students are given a final project that was show students' skills after being given treatment or treatment (posttest).

RESULTS AND DISCUSSIONS

1. The Skills of Writing Narrative Text before Using Image Streaming Strategy for Class XI Students of SMA Negeri 1 Tinambung

The Data Recapitulation of Narrative Text Writing Skills on Text Structure and writing assessment presented in Table 1 is as follows.

Table 1. Classification Score Pretest

No.	Score	Frequency	Percentage	Category	Mean
1	93-100	0	0%	Very good	53.17
2	84-92	0	0%	Good	
3	75-83	0	0%	Average	
4	<75	29	100%	poor	

Based on Table 1, it is known that the value are No students got a score of 93-100 category very good. No students got a score of 84-92 category good. There are no students who get a score of 75-83 category average. Score <75 Category poor obtained by 29 students with 100% Percentage. So, the students' writing skills of text narrative before using image streaming strategy are classified as poor with a mean of 53.17. Recapitulation of Writing Narrative Text Skills for Class XI Students of SMA Negeri 1 Tinambung on Writing assessment

2. The Skills of Writing Narrative Text After Using Image Streaming Strategy for Class XI Students of SMA Negeri 1 Tinambung

The Data Recapitulation of Narrative Text Writing Skills on Text Structure and writing assessment presented in Table 2 is as follows.

Table 2. Classification Score Posttest

No.	Score	frequency	Percentage	Category	Mean
1	93-100	8	27.59%	Very good	89.73
2	84-92	19	65.52%	Good	
3	75-83	2	6.9%	Average	
4	<75	0	0%	poor	

Based on Table 2, it is known that the score on classification score posttest students. A score of 93-100 category very good was obtained by 8 students with a percentage of 27.59%. A score

of 84-92 category good was obtained by 19 students with a percentage of 65.52%. Score 75-83 Category average obtained by 2 students with a percentage of 6.9%. No student got a Score <75 Category poor. So, the students' writing skills of text narrative after using image streaming strategy are classified as good with a mean of 89.73.

3. Recapitulation of Writing Narrative Text Skills for Class XI Students of SMA Negeri 1 Tinambung on the Writing Assessment

Table 3. Recapitulation Writing Assessment

No.	Aspek	Mean	Category
1	Content	87.24	Good
2	Organization	90.86	Good
3	Vocabulary	93.1	Very Good
4	Language use	90.62	Good
5	Machines	87.07	Good

Based on Table 4.14, it can be concluded that students' writing narrative text on the content aspect is classified as good with a mean of 87.24. In the organizational aspect, it is classified as good with a mean of 90.86. In the vocabulary aspect, it is classified as very good with a mean of 93.1. In the aspect of language use, it is classified as good with a Mean of 90.62. In the mechanical aspect, it is classified as good with a mean of 87.07.

The researcher found that image streaming strategy can help students to increase visual thinking skill when show the video it can help students direct visualization make students interested and enjoy seeing, hearing and interacting in learning the video students can also develop it through their experience. Image streaming can concentrate concentration for students, stimulate students to train their memory and develop based on experience, the students can also creativity to think and be objectives in solving problem.

Example in the students' writing narrative text skills at the pretest were still relatively unskilled. Students' low skill in writing short stories is caused by students who still do not understand the material for writing narrative texts. Writing assessment for students is also still very low. It can be seen from the language used still using the simple present and the lack of mastery of vocabulary in students. In addition, students still have difficulty developing ideas to make an interesting story.

The student's test writing in posttest, there are student pay attention to the structure of narrative text, also the student's vocabulary is good and she pay attention for the tenses use in narrative text.

However, in this study it was found that by using image streaming strategy in learning make students enjoy in learning and can creative for make narrative English text. Based on the results of descriptive analysis and inferential analysis, it can be concluded that the image streaming strategy has an effect on the writing skills of narrative text for the XI grade students of SMA Negeri 1 Tinambung.

CONCLUSIONS

Based on the findings and discussion, it is concluded that image streaming strategy have effect for students' class XI SMA Negeri 1 Tinambung to write Narrative English text, it can be seen the average value of the skills of Class XI students of SMA Negeri 1 Tinambung in writing narrative text before using the image streaming strategy was 53.17 in the Poor category and after using the image streaming strategy was 89.73 in the Good category. The results of inferential statistical analysis using SPSS version 26, a significance value of $0.000 < 0.05$. This shows that the image streaming strategy has an effect on the skills of writing narrative texts for Class XI students of SMA Negeri 1 Tinambung.

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