THE USE OF PICTURE SERIES AS MEDIA TO IMPROVE THE ELEVENTH GRADE STUDENTS’ ABILITY IN WRITING NARRATIVE TEXT AT MA MA’ARIF GRABAG IN THE ACADEMIC YEAR OF 2018/2019

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

By:

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113 14 033

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2018
DECLARATION

In the name of Allah,

Hereby, the researcher declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly. This declaration is written with the full concern of the researcher.

Salatiga, August 17th 2018

The Researcher

Lina Nurul Halimah
113 14 033
Salatiga, August 17th 2018

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State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE CONSELOUR’S NOTE
Lina Nural Halimah

To the Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wh.

After reading and correcting Lina Nural Halimah’s graduating paper entitled THE USE OF PICTURE SERIES AS MEDIA TO IMPROVE THE ELEVENTH GRADE STUDENTS’ ABILITY IN WRITING NARRATIVE TEXT AT MA MA’ARIF GRABAG IN THE, ACADEMIC YEAR OF 2018/2019. I have decided and would like to purpose that this paper can be accepted by the Teacher Training and Educational Faculty. I hope this graduating paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wh.

Counselor,

Dr. Setia Rini, M.Pd.
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A GRADUATING PAPER

THE USE OF PICTURE SERIES AS MEDIA TO IMPROVE THE ELEVENTH GRADE STUDENTS’ ABILITY IN WRITING NARRATIVE TEXT AT MA MA’ARIF GRABAG IN THE ACADEMIC YEAR 2018/2019

WRITTEN BY:
LINA NURUL HALIMAH
113 14 033

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on (Tuesday, 25th September 2018), and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners
Head : Noor Maliah, Ph.D
Secretary : Dr. Setia Rini, M.Pd
First examiner : Norwanto, Ph.D
Second examiner : Dr. Ruwandari, M.A

Salatiga, 25th September 2018
Dean of Teacher Training and Education Faculty

Suardi, M.Pd
NIP: 19670121 199903 1 002
MOTTO

“People who never make mistakes are those who never try new things”

(Albert Einstein)

“Do your best at any moment that you have”

-Proverb-
DEDICATION

I dedicate this graduating paper to:

- Allah SWT and Prophet Muhammad SAW who always bless me and listen to all my wishes.
- My beloved parents M. Fatoni and S. Intiyah who always love and support me. Thank you very much for becoming heros in my life.
- My beloved sisters and brothers (Rismi, Basit, Zulfa, Eko, Sakti, Ghufron, Yayu, Kadafi, Hadi and Mamat) thank you for your support.
- All My best friends of BIDIKMISI 2014.
- All my friends of A.P.I. Al-Masykur Boarding House, especially Khadijah roommates (Ika, Devi, Nastiti, Tika, Fitri, Uky, Fatimah and Yamti). Thank you for your motivation and your support.
- My best friend (Mumun, Ainun, Zaimah, Tutik, Fina, Diah, and Fita) who always give me support, motivation and pray for me.
- My lovely dear Muhammad Ulin Nuha who always care, support, and patient to me.
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,
Assalamu’alaikum Wr. Wb.

Alhamdulillahirabbil’alamin, all praises are to Allah SWT the Most Gracious and the Most Merciful who always blesses and help the researcher so the researcher could be finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper would not be achieved without supports, guidance, advice, help, and encouragement from several people and institution. Hence, the researcher would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M.Pd, the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Malihah, Ph.D., the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
4. Dr. Setia Rini, M.Pd the counselor who has educated, supported, directed, and given the researcher advice, suggestions, and recommendations for this graduating paper from the beginning until the end.
5. All lecturers, especially the lecturers of the English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
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8. My beloved mother, father, brothers and sisters who always give me support, encouragement, finance, love, trust, advice, and everlasting praying. Allah always blesses you.

9. K.H. Achmad Afif Dimyati’s family thanks for your knowledge who bestowed to me in the Islamic Boarding House.

10. The big family of API Al-masykur Islamic Boarding House, thanks for your kindness and support, you are my inspiration in my life.

11. My friends in TBI 2014 especially TBI A keep on fire, we always together.

12. The big family of MA Ma’arif Grabag especially the XI students science class in the academic year 2018/2019, thanks for your participation in the classroom.

Wassalamu’alaikum Wr.Wb

Salatiga, August 17th 2018

The Researcher

Lina Nurul Halimah
NIM.113 14 033
ABSTRACT


The objectives of the study are: (1) To find out the implementation using picture series to improve of the eleventh grade students’ ability in writing narrative text. (2) To know the significant improvement of using picture series in improving the eleventh grade students’ ability in writing narrative text at MA Ma’arif Grabag in the academic year of 2018/2019.

The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The subject of this research were 20 students of XI science class of MA Ma’arif Grabag. The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and documentation. The data were in the form field notes, observation checklist and photographs. Meanwhile, the quantitative data was collected from the test. The researcher used SPSS based 16.00 for analyzing the test.

The result of this research shows that (1) the implementation using picture series to improve the eleventh grade students’ ability in writing narrative text at MA Ma’arif Grabag is really successful. The students who pass the passing grade improve gradually from the cycle I and the cycle II. The passing grade is 75. (2) The improvement of using picture series in improving the students’ ability in writing narrative text is significant. It can be seen from the cycle I up to the cycle II. The result of the cycle I, the mean of post-test is higher than the mean of the pre-test. The mean of post-test is 76.60 and pre-test are 65.10. In the cycle II, the mean of post-test is higher than the mean of the pre-test. The mean post-test is 83.25 and pre-test are 78.10. the result of T-test in cycle I is 7.767 and cycle II is 13.592. Moreover, the t-test in the cycle II is bigger than the t-test of the cycle I. From the result, the researcher concluded that using picture series can improve the eleventh-grade students’ ability in writing in narrative text at MA Ma’arif Grabag.

Keywords: Writing; Narrative Text; Picture Series.
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CHAPTER 1
INTRODUCTION

A. Background of the Study

Language means of communication between someone to others in this world. We can use language to share our thinking and knowledge. According to Harmer (2001:1), English is not the language with the largest number of native or “first” language speakers; it has become a lingua franca. Moreover, he said that a lingua franca can be interpreted as a language broadly adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as a “second” language.

In the globalization era, English as a language that has a crucial role for international communication. So, English became the important subject in the school of Indonesia. Even though English is somehow difficult, it is one of the lessons should be taught at the schools. It could be seen that English has been learned at some level of education since the kindergarten up to the University.

English has four skills that have to be taught by the teachers. Those skills are listening, speaking, reading and writing. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are called receptive skills (Harmer: 2001). Here, the researcher focuses on the writing skill.
Writing is one of four language skills that play important role in English language teaching and learning. Apsari (2017:51) Writing is the most difficult skill to be mastered because writing is an active or productive skill so that the students who are learning writing have to learn how to find ideas and express them in writing. Wening (2016:745), states that writing plays important roles in English language teaching and learning. However, it is claimed as the most difficult skill to be mastered.

Based on the Basic Competency in the writing English subject of Curriculum 2013, learning in the senior high school, in learning writing, students are expected to write some texts, for example letters, short messages, greeting cards, invitations, monologs such as procedure, descriptive, report, recount and narrative texts. To produce those writing products, especially monologs, students have to follow the writing steps. Jeremy Harmer (2004:4-5) states that process of writing as a classroom activity consists of four basic writing stages those are planning, drafting (writing), revising (redrafting) and editing.

Based on the interview with the English teacher and the observation on April, 16th 2018, the researcher will take the eleventh-grade students of MA Ma’arif Grabag in the context of teaching-learning writing. In the interview with the teacher, the researcher asked the most difficult skill among the four skills. The teacher said that writing is the most difficult skill and the students’ products are not good.
The second question is the most problem that faced by the students in learning writing. The teacher stated that the students were rarely taught to write in English. They just did the assignment and discussed the answer together. In some cases, when the students are asked to write their writings were far from the expectation. It causes they lack vocabularies and they do not have many ideas to write. In addition, many students find out the difficulty when they are asked to produce writing text even a very simple text. Actually, students were expected to produce a good text with good content and coherence, but they could not do it well. Many students were confused and have no idea to write, for example, to write a narrative text.

The third question is about the Standardized of Minimum Score (KKM) of English subject and the Curriculum that is used for eleventh-grade students of MA Ma’arif Grabag. The teacher said that the Standardized of Minimum Score (KKM) of English subject is 75, and MA Ma’arif Grabag uses Curriculum 2013.

To figure out the problems, English teachers have to create the atmosphere in the class lively and enjoyable. Asrifan (2015) argues that teachers have to be more creative and innovative in choosing the materials and media which can make the writing class more interesting and exciting. It can be done by choosing an appropriate material and media that the students like based on students’ level and background of their knowledge. The researcher argues that picture series as media to teach writing has potential in stimulating focus the students’ understanding and their imagination.
Moreover, picture series tells the students about the story. So, it helps the students to arrange a story with their language.

There are many of media in teaching writing Narrative text. To create the atmosphere in the class lively, the researcher would like to propose an alternative media by using picture series. Wening (2016) states that picture series are two–dimensial visual illustration or person, place or things. They can be painted or drawn, colored or black and white. Wright (1989) states that picture series is pictures which show some actions or events in a chronological order. When picture series is used as the media in teaching learning process, it helps the students to generate their idea to write. Asrifan (2015:245) argues that picture series is very suitable to be applied to the students of senior high school as the media in writing and also is very helpful for the students in generating and organizing their ideas in writing through picture. Moreover, pictures series can effectively stimulate students’ imaginative power. Wright (1989: 9) In opportunities, through picture series the students are encouraged to express feeling and ideas and to exchange experience.

Here, the researcher uses narrative text in conducted Classroom Action Research. It is chosen because the narrative text is appropriate to the English learning syllabus for the eleventh-grade of MA Ma’arif Grabag. MA Ma’arif Grabag has three classes of eleventh-grade that consist of two classes of social programs and one class of science programs. The researcher uses one class in the research process. There is a XI science class with 20 students.
Based on the explanation above, the researcher does a research entitled “THE USE OF PICTURE SERIES AS MEDIA TO IMPROVE THE ELEVENTH GRADE STUDENTS’ ABILITY IN WRITING NARRATIVE TEXT AT MA MA’ARIF GRABAG IN THE ACADEMIC YEAR OF 2018/2019”.

B. Research Questions

Based on the background of the research, the researcher formulates the research question as follows:

1. How is the implementation of using picture series to improve the eleventh-grade students’ ability in writing narrative text at MA Ma’arif Grabag in the academic year of 2018/2019?

2. What is the significant improvement of using picture series in improving the eleventh-grade students’ ability in writing narrative text at MA Ma’arif Grabag in the academic year of 2018/2019?

C. Objectives of the Research

In line with the formulation of the problem of the study, the objectives of the study are:

1. To find out the implementation of using picture series to improve the eleventh-grade students’ ability in writing narrative text at MA Ma’arif Grabag in the academic year of 2018/2019.

2. To know the significant improvement of using picture series in improving the eleventh-grade students’ ability in writing skills in narrative text at MA Ma’arif Grabag in the academic year of 2018/2019.
D. Significances of the Research

The study will be useful and give contributions in learning English language context include:

1. Theoretical benefits

The result of this research is expected to give great contribution to help the teacher in conducting the learning process by using new of authentic material. The students will be able to improve their writing skills by using picture series.

2. Practical Benefits

Practically, this research gives some benefits for the students, teacher, school and the researcher.

a. For students

The writer hopes this study can attract the students to improve their writing skills and can motivate the students to interest in learning English by using the media of picture series.

b. For teacher

The benefits of the research is to explore and prove whether the picture series is effective to be applied in teaching writing so that the students can improve their English writing skill optimally. Picture series can motivate the teacher to find a new media which is appropriate in teaching writing. It also encourages the teacher to develop their creativity to improve teaching learning process.
c. For the school

   The school can take the benefits by this media in teaching learning English. It can be used as the media to increase the students’ creativity to write narrative text with their imaginary.

d. For the Researcher

   The result of this research is expected to be helpful and useful for the researcher to make a plan for English teaching and learning process in the classroom especially in writing skill for the future, when they to be a English teacher.

E. Hypothesis and Success Indicator

   Based on the interview with the English teacher in term of difficulties in writing of eleventh-grade students of MA Ma’arif Grabag, the students have problems in term of generating ideas, organizing ideas into the paragraph, and grammatical function. The researcher tries to figure out those problems by implementing picture series. By conducting this research, the researcher proposes a hypothesis: Using picture series as media can improve the students’ ability in writing narrative text.

   The success indicator of this research is taken from the students’ Basic Competence shown in Lesson Plan (RPP). The students’ success and failure in doing the activities in cycle I and II will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in MA Ma’arif Grabag is 75. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
F. Research Methodology

1. Research Design

This research has purposes to improve the students’ ability in writing narrative text. So, this research can be categorized into classroom action research study (CAR). According to Creswell (2012:576), action research has an applied focus. It purposes to improve the practice of education by studying issues or problem that face. The research uses action research because the researcher wants to know the implementation and the result of using picture series in improving writing skill in narrative text.

This research was conducted in a particular setting, that is, in a classroom situation. In order to be able to improve the writing ability in writing narrative text of eleventh-grade students, there are some steps to be followed. There are many different models of action research from many experts. The researcher used Kemmis and McTaggart’s model. Those steps are namely planning, acting, observing, and reflecting (Kemmis and McTaggart’s in Burns 1999: 32). Improvement of the problem in this research is brought about by a series of two cycles. Here the steps of action research proposed by (Kemmis and McTaggart’s in Burns 2009: 9).
Based on Kemmis and McTaggart’s in Burn (1999:32), action research happens through a dynamic and complementary process, which consists of four steps those are planning, acting, observing, and reflecting. All those steps can be explained as follows:

a. Planning

In this stage, according to Burns (1999:37) enclose developing a viable plan of action for gathering the data, and considering and selecting a range of appropriate research methods. Based on the data, the researcher started to prepare all the actions and the materials for teaching writing text in narrative text using pictures series. The preparation covered preparing the lesson plan, preparing the materials, preparing the media and also preparing the scoring rubric and other instruments.
b. Acting

After preparing some plans, pictures series was chosen as the main media to teach writing for a certain period of time. The research was done in two cycles. Every cycle was done in 2 meetings. In every meeting, the researcher implemented pictures series to guide the students to be able to write the text.

c. Observing

During the action, the researcher observed the teaching learning process including the students’ writing. In this stage, the researcher focused on the effectiveness of using pictures series, the students’ responded to the material in the classroom, and their writing products.

d. Reflecting

The researcher made a reflection and evaluation toward the actions that were figured out. The focused one was on the implementation of using pictures series in teaching writing whether it was successful or not. If it had not been successful yet, another cycle should be continued.

2. Subject of the Research

The subject of the research was at XI science class of MA Ma’arif Grabag in the academic year of 2018/2019. The numbers of the participants were 20 students. They were 18 girls and 2 boys.
Table 1.1 List of the Students’ Name of XI MIPA class of MA Ma’arif Grabag

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ASP</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>ANW</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>AN</td>
<td>Female</td>
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<tr>
<td>4</td>
<td>DIF</td>
<td>Female</td>
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<tr>
<td>5</td>
<td>ED</td>
<td>Female</td>
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<tr>
<td>6</td>
<td>EW</td>
<td>Female</td>
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<tr>
<td>7</td>
<td>FS</td>
<td>Female</td>
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<tr>
<td>8</td>
<td>FIL</td>
<td>Female</td>
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<tr>
<td>9</td>
<td>FF</td>
<td>Male</td>
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<td>11</td>
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<td>Male</td>
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<tr>
<td>12</td>
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<td>16</td>
<td>RA</td>
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<tr>
<td>19</td>
<td>RW</td>
<td>Female</td>
</tr>
<tr>
<td>20</td>
<td>ZA</td>
<td>Female</td>
</tr>
</tbody>
</table>

3. **Step of the Research**

In conducting the research, the researcher carries out the steps which are summarized in the following research schedule. This research
was done on July until August 2018. The table of research schedule is arranged as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Date and time</th>
<th>Activities</th>
<th>Place and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>April, 9&lt;sup&gt;th&lt;/sup&gt; 2018</td>
<td>Giving observation letter to one of the administration staff at MA Ma’arif Grabag</td>
<td>Office staff MA Ma’arif Grabag (09.00 WIB)</td>
</tr>
<tr>
<td>2.</td>
<td>April, 15&lt;sup&gt;th&lt;/sup&gt; 2018</td>
<td>Asking confirmation to the administration staff of MA Ma’arif Grabag</td>
<td>Office staff MA Ma’arif Grabag (11.00 WIB)</td>
</tr>
<tr>
<td>4.</td>
<td>April, 16&lt;sup&gt;th&lt;/sup&gt; 2018</td>
<td>Interview with the English teacher in the preliminary study (before classroom action research)</td>
<td>Teacher room MA Ma’arif Grabag (10.00 WIB)</td>
</tr>
<tr>
<td>5.</td>
<td>May, 25&lt;sup&gt;th&lt;/sup&gt; 2018</td>
<td>Meet the English teacher to do a consultation about the lesson plan</td>
<td>Teacher room MA Ma’arif Grabag (08.30 WIB)</td>
</tr>
<tr>
<td>6.</td>
<td>July, 25&lt;sup&gt;th&lt;/sup&gt; 2018</td>
<td>Doing action in the class (cycle 1) Pre-test, treatment</td>
<td>In the classroom of XI grade (11.00 WIB)</td>
</tr>
</tbody>
</table>
4. The Techniques of Data Collection

Sugiyono (2004:135) explains that there are some techniques of collecting the data. There are a questionnaire, test, observation, interview, and documentation. The researcher uses four data collection techniques that through observation, test, and documentation.

a. Observation

In this research, the researcher observes the teaching learning process. Marshall (1995) in Sugiyono (2004:310), states that by observation, the researcher learned about behavior and the meaning appended to those behavior. Teaching learning process is taught by the teacher, whereas the researcher observes the teaching learning process. This observation consists of two
cycles. There are cycle 1 and cycle 2. The researcher uses the observation checklist to make the research more systematic. It consists of students’ and teachers’ observation checklist. The students’ observation checklist is written below:

**Tabel 1.3 Students’ Observation Checklist**

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in application picture series</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Moreover, the teachers’ observation checklist also used to observe the teacher activity in the learning process. The teachers’ observation checklist is written below:

**Table 1.4 Teachers’ Observation Checklist**

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students attendant</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Asking the students’ condition
5. Giving motivation
6. Reminding previous material
7. Giving an explanation of the material
8. Use of picture series to teach writing narrative text
9. Giving opportunity for asking the question
10. Help student’s difficulties during learning
11. Giving feedback after the lesson

b. Test

“Testing is a number measuring a persons’ ability, knowledge, or performance in a given domain” (Brown, 2000:384). Test is a technique to collect the data by giving some questions or assignments to the object of the research. The researcher uses pre-test and post-test to measure the students’ improvement in writing narrative text.

1) Pre-test

The pre-test is given to the students before the teacher give treatments of using the media in the teaching-learning process. The purpose is to know about the students’ ability in writing skill before giving treatment. In the pre-
test of the cycle I the teacher asks the students to write the narrative text about the rabbit and the turtle and cycle II the teacher asks the students to write the narrative text about Malin Kundang using picture series (without treatment).

2) Post-test

   Students are given post-test after they got the implementation in the learning process using picture series. The purpose of the post-test is to know the improvements of students’ ability in writing skill of the narrative text after they got a treatment. In the post-test of the cycle I the teacher asks the students to write the narrative text about the rabbit and the turtle using picture series and cycle II the teacher asks the students to write the narrative text about Malin Kundang (using treatment).

c. Documentation

   According to Sugiyono (2014:329) explains that documentation is a record or events that occur in the past. Documentation can be text such as: diaries, biographies, life histories, and so on. So the students’ worksheet or activity that involves the students creating a document also include as documentation.

   The documentation will also use a camera to take a photo during teaching and learning process.
5. **The Instruments of Data Collection**

The instruments of the research are presented as the following:

a. **Observation Checklists**

Observation checklists give the information about the effectiveness of picture series in teaching writing of narrative text. The observer uses the teacher and students observation checklist. The observer checks some aspects in teaching and learning process by putting a tick to statement in the observation sheet.

b. **Tests**

Tests are used to get information about the students’ writing improvement. The researcher conducts the pre-test and post-test to measure the improvement of students’ writing narrative text using picture series.

c. **Field note**

The researcher uses field note to support this research and to report all the activities in the classroom during teaching learning process using picture series is implemented.

6. **Data Analysis**

After collect the data, the researcher does the next steps of the study that is analyzing the data. In this research, the researcher uses mixed methods. Creswell (2014:177), states that mixed method contains both of the quantitative and the qualitative information of the study. According to Sugiyono (2014:38) argues that qualitative and quantitative data analysis
can be used together in a single object, but in different purposes. Susan Stainback (1998) in Sugiyono (2014:39), states that “each methodology can be used to complement the other within the same area of inquiry, since they have different purposes or aims”. When the teacher doing the action, the researcher observes and analyzes the process by using a qualitative method. After the scores are given to the students, the researcher analyzes it by using a quantitative method.

a. Qualitative Data

According to Bogdon and Biklen (1982) in Sugiyono (2014:21), state that “qualitative research is descriptive. The data collected is in the form of words or description”. Sugiyono (2014:14), argues that qualitative data used in small member with interpretation of the researcher from the data that taken in the field. The researcher analyses the students’ behavior and students’ activity while teaching learning process.

b. Quantitative Data

According to Cresswell (2012:15) Quantitative data analysis is that the researcher analyses the data using mathematical procedures it is called as statistic. So in this research, the researcher uses quantitative data analysis to know the result of the students’ pre-test and post-test. Moreover, to know whether picture series can improve the students’ ability in writing or not.
1) Score of Students Test

Measuring the students’ writing, the researcher uses analytical scoring. According to Weigle (2009:114), states that analytic scoring give more detailed information about test taker’s performance in different aspects of writing. Some aspects that use as criteria in measuring students’ writing are content, organization, vocabulary, language use, and mechanics Heaton (1988:146). The researcher uses analytic scoring rubric for evaluating the students’ writing.

2) Calculate the Result of the Test

After the scoring of students’ test, the researcher calculates the data using the t-test to determine there was a significant difference in cycle I and cycle II. This research uses Statistical Package for the Social Science (SPSS) for analyzing the data. According to Landau and Everitt (2003:1), said that SPSS is manipulating, analyzing, and presenting data program which is used in the social and behavioral science. In practice, the researcher will use SPSS Base.

G. Paper Organization

The paper consists of five chapters. Each chapter will be discussed as follows:

Chapter I tell about introduction, which consists of background of the research, research question, objectives of the research, significances of the
research, hypothesis and success indicator, research methodology, and graduating paper organization.

Chapter II is the theoretical framework. This chapter consists of supporting theories and the review of previous study. Supporting theories discusses the definition of writing, the component of writing, the process of writing, types of writing taught in senior high school, the writing assessment scoring rubric, the nature of narrative text, the generic structure of narrative text, the generic feature of narrative text, the example of narrative text, the definition of picture series, the role of picture series in teaching learning process, the advantages and disadvantages of picture series in teaching learning process, teaching narrative writing using picture series.

Chapter III is the implementation of the research. This chapter consists of Procedure of the research.

Chapter IV is research findings and data analysis. This chapter consists of the result of the research the use of picture series to improve writing skill in narrative text for ten grade of MA Ma’arif Grabag in the academic year of 2018/2019?

Chapter V is closure. This chapter consists of the conclusions and suggestions of the research based on the analysis in chapter four. The conclusion states the answer to the research questions about the improvement and the result of picture series in improving the students’ writing ability in narrative text. After that, it is followed by bibliography and appendices.
In this chapter consists of supporting theories and the review of previous study. Supporting theories describes some information involving: writing, narrative text, and picture series.

A. Supporting Theories

1. Writing

   a. The Definition of Writing

   In studying English as foreign language, it has four skills that should be mastered by the learner. Those are listening, speaking, reading and writing. Speaking and writing are the productive skill. In this research, the researcher focuses in writing skill.

   Writing is an activity to produce a product or something in written form that is meaningful and understanding. According to Gelb (1969:12) writing is clearly a system of human intercommunication by means of conventional visible mark. Writing is a complex, cognitive process that needs sustained intellectual effort over a considerable period of time (Nunan: 273, cited in Alves, 2008). Wening (2016), notes that writing is a complex process. That is why writing is frequently accepted as the last language skill to be mastered. According to Asrifan (2015), many students find difficulty to write
and they do not know how to start and what topic that they should choose.

Additionally, Brown (2000:334) explains that learning writing is culturally specific, learned behaviors which acquired only if someone is taught, as like ability to swim. Brown (2001, cited in Alves 2008) makes analogies of the difficulties of writing “to those swimming, for even though one may try to learn swim and to write this does not imply that the skill will be mastered, even if one is proficient in a language”.

b. The Component of Writing

According to Brown (2000:335) there are five components that called as criteria to produce a piece of good writing. Those components are: content, organization, vocabulary use, grammatical use, and mechanic. A good writing must express good characteristics as follows:

1) Content

According to Muhibbudin (2016:291), the content is the principal part in a paragraph of writing with all the supporting details that enrich and develop the writing topic. Raimes (1983:7) states that in the content of writing there are must be relevance, clarity, originality, and logic.
2) Organization

Blanchard in his book (1994:1) states that Organization is the key to good writing. According to Muhibbudin (2016:291) organization is the internal structure in a writing text. Moreover, Raimes (1983:7) argues that organization have some criteria as paragraph, cohesion and unity.

3) Vocabulary Use

Vocabulary is words which are relevant with the topic of writing text. So, a good writing is a text that uses a vocabulary which appropriate with the context.

4) Grammatical Use

Grammar is sets of tenses used in developing the sentences in the paragraph of writing text.

5) Mechanics

Mechanics are the processes to make a good writing such as punctuation, spelling, capitalization, paragraphing.

c. The Process of Writing

According to Jeremy Harmer (2004:4-5) states that process of writing as a classroom activity consists of four basic writing stages that are planning, drafting (writing), editing (redrafting) and final version.
1) Planning

Planning which is also called as pre-writing is an activity to prepare the students to write. Before starting to write, the students have to think and decide what the topic is they are going to write or type. In the other word, pre-writing is an activity designed to help students generate or organize their ideas before writing. (Richard, 2002:326).

2) Drafting (writing)

After the students have list of ideas to the topic and doing the necessary pre-writing. The students ready for the next steps in the writing process that is drafting or writing (first draft). It refers to the first version of a piece of writing as a draft. Richard (2002:327) argues that in this stage “the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft”. The students write their idea which they are going to write without paying attention to making mistakes.

3) Editing (Redrafting)

Redrafting is re-writing their first draft after finishing it or building upon what has already been done in order to make it stronger. Richard (2002:327) states that in this stage, when students revise, they review their texts based on the feedback or revising from the teacher. Students reexamine what was written to see how
effectively they have communicated their meaning with their story. Another student’s reaction toward their writing will help to make appropriate revisions.

4) final Version

In this stage the students are engaged in tidying up their texts or re-write after revising with peers and teachers as they prepare. They produce their final version. Once students have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. So, in this stage the students have a good written text in the final product since they do the editing process before. (Harmer, 2004:4-5).

![Figure 2.1 writing process stages called the process wheel taken from Harmer (2004:6)](image)

Furthermore, Brown (2001:348) describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing has aimed to generate ideas,
which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listening, clustering, discussing a topic or questions, instructor initiated questions, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.

d. Genres of Writing Taught in Senior High School

Based on the competencies standard and basic competencies recommended by the government, there are some genres of writing which have to be taught in senior high school. According to Pardiyono (2016:2) states that there are many genres of writing:

1) Procedure

Procedure text is one of the texts in genre based approach. Procedure text is a piece of writing that tells us information of making or doing something through several steps or directions.

2) Descriptive

Descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words.
3) Recount

Recount is a piece of text that retells past events, usually in the order which they happened. The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

4) Narrative

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type.

5) Report

The report is a kind of genre that has a social function to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.

6) Analytic Exposition

Analytic exposition is a kind of genre that has a social function to persuade the reader or listener that something is the case.

e. The Writing Assessment Scoring Rubric

The researcher uses the analytical writing assessment scoring rubric to measure the students’ writing worksheet and it adapted from the Heaton (1988:146).
Table 2.1: The analytical writing assessment scoring rubric

<table>
<thead>
<tr>
<th>Aspect of writing</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent to very good</td>
<td>30-27</td>
<td>Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>26-22</td>
<td>Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks of detail.</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>21-17</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>16-13</td>
<td>Does not show knowledge of subject, non substantive, not pertinent, not enough to Evaluate.</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent to Very Good</td>
<td>20-18</td>
<td>Fluent expressions, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>17-14</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>13-10</td>
<td>Ideas confused or disconnected, lacks logical sequencing and development.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>9-7</td>
<td>Does not communicate, no organization, not enough to evaluate.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Excellent to very good</td>
<td>20-18</td>
<td>Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>17-14</td>
<td>Adequate range, occasional errors of words/idiom form, choice, usage, but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>13-10</td>
<td>Limited range, frequent errors of words/idiom form choices/usage, meaning confused or obscured.</td>
</tr>
<tr>
<td>Language Use</td>
<td>Score Range</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>9-7</td>
<td>Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate.</td>
<td></td>
</tr>
<tr>
<td>Excellent to very good</td>
<td>25-22</td>
<td>Effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.</td>
<td></td>
</tr>
<tr>
<td>Good to Average</td>
<td>21-18</td>
<td>Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronoun, preposition, but meaning seldom obscured.</td>
<td></td>
</tr>
<tr>
<td>Fair to Poor</td>
<td>17-11</td>
<td>Major patterns in simple/complex construction, Mechanics, frequent error of negation, agreement, tense, number, word order/function, articles, pronoun, preposition</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Excellent to very good</td>
<td>5</td>
<td>Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------</td>
<td>---</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Good to Average</td>
<td>4</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</td>
<td></td>
</tr>
<tr>
<td>Fair to Poor</td>
<td>3</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.</td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>2</td>
<td>No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, and writing illegible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and/or fragments, run on, deletions.</td>
<td>Virtually no mastery of sentence construction rules, dominated by errors does not communicate, not enough to evaluate.</td>
</tr>
</tbody>
</table>
2. Narrative Text

a. Nature of Narrative Text

Narration is any written English text in which the writer wants to entertain, to amuse people, and to deal with actual or vicarious experience in different ways (Siahaan & Shinoda, 2008:73). Moreover, according to Conlin (1983:352), “Narrative is made of development used by the researcher to tell a story or to give an account of historical or factual event”. Usually after reading a narrative text, the reader is entertained and caught the purpose of the day or the advice explicitly stated from the story.

Narration is telling a story. A good story must have interesting content to be interesting. It should tell people about an event would find engaging. Therefore, it should be detailed and clear, with even arranged in order in which they happened or in some other effective ways should people use for narrative that achieve all of the followings goals (Anderson, 1997:9):

1) It is unified, with all the action a developing central idea.
2) It is interesting, it draws the researcher into the action and makes them feel as if they are observing and listening to the events.
3) It introduces the four wh of a setting- who, what, where, and when- within the context of the action.
4) It is coherent; transition indicates changes in time, location, and characters.
5) It begins at the beginning and end of the end. That is, the narrative follows a chronological order with events happening in a time sequence.

6) It builds towards a climax. This is the moment of most tension or surprise- a time when the ending is revealed or the importance of events becomes clear.

Moreover, it can be concluded that narrative text is a story tells us about something interesting. Narrative is kind of text about the activities that happened in the past time. It appears about problematic experience and resolution, it purposes to amuse and sometimes give the moral education to the reader. Narrative tells in chronological order using time or place.

b. Generic Structures of Narrative Text

Anderson (1997:9) states that the steps in constructing a narrative text are:

1) Orientation exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2) Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something
unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

3) Sequence of event? Climax

   This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (in order in which they happen) or with flashback. The audience is given the narrator’s point of view (it is optional).

4) Resolution / falling action

   In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering ‘how did it end’?

5) Reorientation (it is optional closure of event).

c. Generic Features of Narrative Text

   The language features based on Anderson (1997:15) usually find in narrative text are:

   1) Specific characters.

   2) Time words that connect to tell when they happen.

   3) Verbs to show the action that happen in the story.

   4) Descriptive words to portray the character and setting.
In addition, the language features uses of this text are chosen adjectives; to describe personal attitude, sequence markers; to identify the chronological events, past tense; to indicate the past activity or event, verbs of doing; to describe the activities, subjective pronoun, conjunctions and adverbs or adverbial phrase to show the location or the time of events.

d. Example of Narrative Text

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant’s ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local
people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone. (Adapted from Bahasa Inggris, 2014:64).

The first and the second paragraph called as orientation. Then, third paragraph is complication. The last paragraph is the resolution of the story. The story had moral value or resolution as “do not rebellious to the parents”.

36
3. Picture Series

a. The Definition of Picture Series

Picture series is an authentic material that is used as the media in teaching learning process. Picture series are some pictures representing continuous events of a story with important information (Harmini, 2015: 2). According to (Yunus 1981:49, in Deva 2015:4) states that picture series is a number of related composite pictures which are linked to form series sequence. Davis (2010) argues that picture tend to be about one place or person or situation.

Moreover, Asrifan (2015) states that picture series included as visual material that offers an attractive and stimulating framework for writing practice and has great potential as an aid to develop writing skills since it provides both contexts and stimulation for a variety of activities. Raimes (1983:27) states that picture provides a stimulating focus for students’ attention in the classroom. Pictures bring the outside world into the classroom in a vividly concrete way.

Asnawir (2002:54) states that “Picture used almost for all levels of learning or intelligence. The use of picture as media or means of delivery of the lesson, not only interesting but also can bind to the attention and clarify ideas or information presented to the student of a teacher”.

According to Karo (1975:38), picture series can help the teachers to explain something that is difficult to describe in words.
From the definitions above, it can be concluded that picture series is an images or likeness of an object, person, place, thing, scene, or idea on flat surface by means of drawing, painting or photography.

Moreover, the researcher assumed that picture series can help the students to understand the meaning of the words and make the teaching-learning process more easily also interesting.

b. The Role of Picture Series in Teaching Writing

According to Wening (2016:742) states that Pictures are two-dimensional visual representation or person, place, or things. They can be painted or drawn, colored or black and white. Picture series as numbers of linked pictures which form series of sequences in order tell a sequence of events or a story. The use of picture series can help the students to write types of text that require sequences like procedure, recount, and narrative. In addition, the teachers can help the students by providing some guided questions in order to stimulate a sequence of sentences (Brown, 2004).

Moreover, there are several roles of pictures in teaching productive skills as stated by Wright (1989: 17):

1) Pictures can motivate the students and make them want to pay attention and want to take part.

2) Pictures contribute to the context in which the language is being used.

3) They bring the world into the classroom.
4) The pictures can be described in an objective way or interpreted or responded to subjectively.

5) Pictures can cue responses to questions or cue substitution through controlled practice.

6) Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

c. The Procedures of Picture Series in Teaching Writing

Teaching writing in the classroom can be done by some activities that help the students develop their writing products. According to Wright (1989:69) states that there are some activities by using picture series as follows:

1) Jumble sentence

Individual or pair work jumble sentences are given to the students. The write them out in the correct order, guided by picture series.

2) Change some words

Individual or pair work. They are given a text, picture series and a number of alternative words for some of those in the text are given to the students. They write out the text with their choice of words, guided by reference to the picture.
3) Relevant words

Individual or pair work. The students are given picture series and several words. The students choose the words they think are relevant and base on the picture attached.

4) Picture guided story

Individual or pair work. Picture series is given and the students write the story without any other assistance.

Based on the theories above, during the research, the writer will use two of those activities as alternative in teaching writing narrative text. These activities will become procedures that supporting the student’s worksheet. Those activities that the researcher uses are relevant words and picture guided story.

d. The Advantages and Disadvantages of Using Picture Series

Picture series has some advantages and disadvantages in teaching writing. According to (Curtis and Bayle: 2001, in Muhibbudin (2016) states that there are four advantages:

1) The advantages

a) Students can easily arrange a story because there are series of picture that will guide them step by step to create a full story.

b) Students will feel enjoyed in composing the story as they feel that they are playing with the cards (pictures).

c) They are not being forced to build a story and their motivation also confidence gradually increase.
d) There is habit formation in this technique (building knowledge, modeling, construction, and self-construction).

2) The Disadvantages

According to Zenger (1977:79) there are four disadvantages of picture in teaching writing:

a) Cannot depict motion as fill does.

b) If not unique, can seem uninteresting to pupils.

c) Depicting a specific purpose might be difficult to locate.

d) Uneven use of photo for children and less effective in sight.

When the picture is used in the class, they have different interpretation automatically. So, the teacher should be creatively and explain to the students clearly.

e. Teaching Writing Using Picture Series

Teaching writing as a foreign language in the classroom needs some strategy to make the activity do not monotonous. Teachers can use some methods or media based on their experiences and appropriate with the students’ condition. Moreover, using some methods or media has purposes to break up the boredom and make the atmosphere in the classroom lively. Asrifan (2015) argues that teacher makes efforts to make their class more interesting with various media in order to stimulate learning English effectively.

Picture plays important role in teaching writing, especially picture series. Irina (2015, p. 138) argues that picture series as visual sense is
very helpful to support the teacher in teaching writing as a foreign language. It helps the students to centralize their attention and want to take a part. Harmini (2015) states that picture series pointed to increase students’ motivation and to develop their writing skills, which make the students more competent in producing a good product in writing.

Wright (1989) argues that picture series are picture which show some actions or events in a chronological order. It can be used as one of the stimulus in the learning activity to the students’ development. When picture series are used as media of teaching writing, it can help the students in generate their idea that they need for writing (Dwi, 2017:46). The picture must be simple and unambiguous. So, in this research the researcher modified the picture series to teach writing a narrative text for eleventh grade students of senior high school.

B. Previous Study

The writer found a previous related study that conducted by Dwi Ariningsih (2010). The method used in this research was experimental. The subject of the study was the seventh grade 1 and the seventh grade 2. The seventh one is as an experimental class which was taught using picture series and the seventh two is as a control class which was taught using translation. In her research, the data formed was quantitative and she analyzed the data using ANOVA or analysis of variance and Turkey test. The research showed that picture series is more effective than translation to teach procedure writing
text. The writing skill achievement of the students that having high motivation are better than that of those having low motivation.

The second study was conducted Adwidya Susila Yoga (2013). He used Classroom Action Research (CAR) as a method that carried out in two cycles. The subject in the research was the VIII C students. In her research, the data formed were qualitative data also supported quantitative data. The qualitative data analysis, she used three steps namely reducing, displaying and verifying. And the quantitative data analysis, she conducted through pre-test and post-test. The result of this research showed that using picture-cued activities improve the students’ writing skill in descriptive text. The students also enthusiastically joined the teaching learning activities.

The last study made by Intan Wahyu Saputri (2014). The method used in this research was action research that was conducted in two cycles. The data collected were qualitative and quantitative data. The qualitative data were gained through observation, field notes and photograph. Meanwhile the quantitative data were collected from four kinds of validity, outcome validity, process validity, dialogic validity and catalytic validity. In addition the researcher implemented two of four kinds of triangulation, namely time triangulation and investigator triangulation. The result of this research showed that the use picture series improved the students’ skills in writing a recount text. It can be seen from the score of the pre-test and post-test in every cycles gradually increased. Moreover, using picture series was able to improve the students’ interest, motivation, and attitudes toward in teaching.
From the three previous studies, the researcher saw something difference from her study. From the first previous study, the kind of the research was experimental. She used two classes, she implemented picture series in class 1 and used translation in class 2. Moreover, the genre of the text used was procedure text. In addition, she compared the students’ outcomes with their motivation between students who taught using picture series and translation. She also analyzed the data using ANOVA. From second previous study, Yoga used the picture-cued activities as media to deliver his materials in the classroom. Moreover, he used descriptive text for his research. And from the last study, the researcher used triangulation and investigator triangulation when the research was conducted and recount was chosen as the genre of the text.

From the information given, the researcher could conclude that this study is different from the three previous studies because it uses narrative text as the genre that is chosen. The researcher also uses the eleventh grade of Senior high school as the subject of the research. Moreover, pair sample test is used to analyze the data collected. As a result, the researcher's study is difference to the previous studies.
CHAPTER III

IMPLEMENTATION OF RESEARCH

A. The Procedures of the Research

The researcher uses the Classroom Action Research (CAR) principles in collecting the data. There are four steps in every cycle for doing actions research those are planning, acting, observing, and reflecting. In this research, the researcher conducts the research into two cycles: cycle I, and cycle II. The researcher does collaboration with the English teacher who teaches in the class of XI science. The activities in each cycle as below:

1. Cycle I

The researcher uses picture series, which can use to improve the students’ understanding in writing narrative text. The topic is making story of The Rabbit and The Turtle based on pictures attach with students’ imagination and their developments, the procedure as below:

a. Planning

In this stage, the researcher plans what actions would be done in using and applying picture series in teaching writing narrative text. The activities in the planning are as below:

1) Selecting the materials with teacher’s annual program based on the syllabus.

2) Preparing material, making the lesson plan and designing the steps in doing the action.
3) Preparing teaching aids with the theme "The Rabbit and The Turtle" (example: picture series, students’ worksheets).

4) Preparing the students’ and the teachers’ observation checklist of the cycle I (to know the situation of the teaching-learning process when the picture series is applied).

5) Preparing the pre-test and post-test of the cycle I.

6) Preparing the list of students’ name and scoring of cycle I.

b. **Acting**

   In this section, the learning process is led by the teacher. In acting stage as the stage of implementation the preparation, the activities as below:

   1) Giving narrative text pre-test for students.

   2) Giving the material and explain the narrative text, generic structure, and generic feature of the narrative text.

   3) Giving the example of narrative text with the theme "The Jack and The Beanstalk" and analyzing the orientation, complication, resolution, and the generic features of the text.

   4) Explaining the materials and the implementation using picture series in writing narrative text.

   5) Giving the example of picture series from the narrative text with the theme "The Jack and The Beanstalk". Presenting the example of picture series in teaching writing narrative text.
6) The teacher divides the students into pair group discussion to answer the questions (the students have to choose which one of the pictures are relevant with those box words) about narrative text using picture series with the theme "The Rabbit and The Turtle".

7) Giving feedback.

8) Giving occasion for the students to ask any difficulties using picture series in the learning process.

9) Giving post-test

   In this phase, the researcher and the students are working together. Students gain the material deeply. Meanwhile, the teacher helps, guides, and monitors the students.

10) Ask the students to make a narrative text using picture series with the theme “The Rabbit and The Turtle" in an individual discussion. The students should make a text at least consists of three paragraphs. Every paragraph at least consists of three sentences. Besides, the researcher gives vocabularies that are related to the stories to make it easier for students to write.

11) Giving chance for the students to present their work in front of the class.

12) Concluding the material and giving feedback after the lesson.

c. Observing

   1) The researcher observes the students and teacher activity by using observation checklist.
d. **Reflecting**

1) Analyzing the data of this cycle.

2) The researcher evaluates the activities that have been done.

3) The classroom teacher and the researcher discuss to make a reflection what will they do to repair the problems.

4) Analyzing the data from the observation checklist and students’ score of the test in the cycle I.

2. **Cycle II**

The second cycles do based on the result of reflection from the cycle I. If the result from observation shows that the quality of the students was still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic is same with the cycle I, the topic is making a story with theme of “Malin Kundang”. The procedures are as follows:

a. **Planning**

In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:

1) The researcher identifies the problem and makes the solution for the problems

2) Preparing material, making the lesson plan and designing the steps in doing the action.

3) Preparing and reselecting teaching aids with the theme "Malin Kundang" (example: picture series, exercises, a sheet of paper).
4) Preparing the students’ and the teachers’ observation checklist of cycle II (to know the situation of the teaching-learning process when the picture series is applied).

5) Preparing pre-test and post-test of cycle II.

6) Preparing the list of students’ name and scoring of cycle II.

b. Acting

In cycle II, acting is quite similar to the acting in cycle I. In this section, the learning process is led by the teacher. The activities of the cycle II acting includes:

1) Giving pre-test for students.

2) The teacher asked the students about their problems on the previous lesson.

3) Giving feedback.

4) The teacher re-explained the material about the narrative text, generic structure, and generic feature of the narrative text.

5) Giving more explanation about the materials and the implementation using picture series in writing narrative text.

6) The teacher divides the students into pair group discussion to answer the questions (the students have to choose which one of the pictures are relevant with those box words) about narrative text using picture series with the theme "Malin Kundang".

7) Giving feedback.
8) Giving occasion for the students to ask any difficulties using picture series in the learning process.

9) Giving post-test

   In this phase, the researcher and the students are working together. Students gain the material deeply. Meanwhile, the teacher helps, guides, and monitors the students.

10) Ask the students to make a narrative text using picture series with the theme "malin kundang" in an individual work. The students should make a text at least consists of three paragraphs. Every paragraph at least consists of three sentences. Besides, the researcher gave vocabularies that are related to the stories to make it easier for students to write.

11) Conclude the material and giving feedback after the lesson.

   c. Observing

   1) The researcher observes students and teacher activity by using observation checklist.

   d. Reflecting

   1) Analyzing the data of this cycle.

   2) The researcher evaluates the activities that have been done.

   3) The teacher and the researcher discuss to make a conclusion after comparing the students’ score between cycle I and cycle II to find out how far the improvements of students’ writing product in narrative text.
4) Analyzing the data from the observation checklist and students’ score of the test in cycle II.

3. **The Minimal Standard of Successful**

   The students’ success and failure in doing the activities plan above will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in MA Ma’arif Grabag is 75. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter focused on analyzing the collected data. The researcher showed the finding of the study by discussing the improvement of students’ writing narrative text by using picture series. The findings consist of the result of the cycle I and cycle II. After that, the discussions of what have been described in the findings are the closure of this chapter.

A. Research Findings

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below:

1. Cycle I

a. Planning

Before conducting the research, the researcher prepared some instruments, they are as follows:

1) English syllabus of Senior High School

English syllabus was the important one as guidance to arrange the lesson plan. The researcher used English syllabus of MA Ma’arif Grabag. It can be seen in the appendix.

2) Lesson Plan

The lesson plan was used to manage the teaching and learning process in this research. The researcher used it as
guidance in managing time and activities during teaching and learning process in the class. It can be seen in the appendix.

3) Observation Checklist

The observation checklist was prepared in order to know the students’ and the teachers’ activities during the teaching-learning process.

4) Material

The material of narrative text was consists of meaning, purpose, generic structure, language feature, and example.

5) Teaching Aid

The researcher prepared several instruments, such as: students’ worksheet, board-marker, picture series (narrative), and handout for students (narrative text).

6) Pre-test and post-test

The researcher used pre-test and post-test in carrying out her action. The pre-test was done before implementing picture series in order to know the students’ understanding in writing narrative text. Then, the researcher used post-test. Post-test was done after implementing picture series to see the result of the study before and after using picture series.
b. Implementation of acting

The acting of the cycle I was done on July 25th, 2018. The teacher is Mrs. Umi Islachati and the researcher rolled as an Observer.

The teacher and the researcher entered the class at 11.00 a.m on Wednesday, July 25th, 2018. Before started the lesson, the teacher greeted the students in the class by saying “Assalamu’alaikum wr.wb”. All the students answered the greeting of the teacher. The teacher asked the leader of the class (AN) to lead the pray by saying “Bismillahirrohmanirrahim” then followed by all students. The teacher mentioned the purposed of coming in the class; Then, the researcher introduced herself to the students and informed the students that for a few days later the class would be observed. After that, the teacher opened the meeting and checked the students’ attendance list. After checked the attendance list the teacher review about the related materials. Then the teacher asked to explain the definition of narrative text. One of the students answered “narrative text is text telling a story that happened in the past”. The teacher said “your answer is good, any others”. Then, other students replied “narrative is a story that has purposes to entertain the reader”. The teacher said “yes you right”.

After giving a little explanation about the narrative text, the teacher told that they would do a pre-test. The teacher gave the task
for the students to make a story with the title “the rabbit and the turtle”. Then the teacher gave 45 minutes to do a pre-test. She asked the students to do the test by themselves and they were allowed to open the dictionary.

When the students were doing the pre-test, the teacher walked around the class to check the students along doing the test. They looked so confused to start their writing. They just looked at the pictures and they did not know how to start. A girl who sat in the middle class asked the teacher “how many paragraph should I made and what should I do with this pictures”. The teacher answered “you have to make a story in sequences (generic structure) at least three paragraph, every paragraph consists of three sentences and you have to make the story based on the pictures attached, do you understand”? “yes I understand” said the students. Four girls who sit in the back site of the class did not focus even they were joking and laughing each other. There was one girl who was unhealthy but she still did the test “are you okay, if you are sick you can go to the UKS” asked the teacher. “No, mam, I am okay”. Only one boy who focuses did the test. He did it well. Some students asked the teacher about the meaning of their words in English. On the other hand, almost girl students focused on doing the test by themselves. In the pre-test, some students got
difficulties to arrange the generic feature. They were confused how to change V1 into V2.

After doing pre-test the teacher gave the treatment for students at 11.45 a.m. on July, 25th 2018. In the class, the researcher observed the students’ and the teacher’s activities during the teaching-learning process. The researcher had a partner which helped the researcher to take photos for documentation.

At the beginning of the lesson, the teacher gave a handout to the students and asked some students to read about the definition of narrative text, the purpose, the generic structure, and generic features of the narrative text. The teacher pointed AN to read the definition of narrative text. Then, the teacher pointed F who did not pay attention to read the generic structure and described it (“F, please read the text and explain it”!). “yes mam”. She explained the generic structure well. The teacher explained more detail in Indonesia language in order to make the students understood the material. Then the teacher and the students read the example of narrative text with the title “The Jack and The Beanstalk”. IA and FF read the text as it is. So they still confused how to read the words correctly. “ saya malu bu, saya ga mau, yang lain aja” (I feel shy, I cannot read the text correctly, please the other students mam”) “nevermind, just continue to read, I will help you to read correctly” said the teacher. After that, the students had discussed
the generic structure and generic features of the text. The teacher asked the students to find some words in the example of the text that used V2 and changed it into V1 in pair. The teacher asked the 2 groups to present their discussion. They were AN groups’ and FS groups’. After that the time was up, the teacher closed and said “hamdalah” together.

On Saturday, July 28th, 2018 the teacher entered the class at 08.30 a.m. and greeted as “Assalamu’alaikum wr.wb?” and the Students answered “Wa’alaikum salam”. The teacher asked the students condition by saying “how are you today” the students answered “I am fine thank you, and you?”, “I am fine too, thank you” replied the teacher. Then, the teacher checked the students’ attendance list and asked the leader to lead the pray by saying “bismillahirrohmanirrohim”. After that, the teacher asked the students about the materials that have learned in the last meeting. The teacher reviewed about the narrative text and gave feedback about their result of pre-test “some students still use V1, so please pay attention how to use simple past tense” said the teacher.

Next, the teacher explained the definition and the used of picture series. Then the teacher asked some question about the topic to know the students’ knowledge, the teacher has started the lesson by showing the picture of characters from the narrative text in a paper then she explained it. “who is the character in the
pictures”? asked the teacher. “there are the rabbit, the turtle, the monkey and others” answered the students. Students were enthusiasm to answer the teacher’s questions.

After the teacher explained and the example of picture series, she divided the students into pairs group discussion and gave a picture series of “the rabbit and the turtle” to the students in each groups. Then the teacher asked the students to answer the questions (the students have to choose which one of the pictures is relevant with those box words). ANW and RY said “mam, this pictures so colorful and interesting”. “yes, you right”. Then, the teacher corrected the students’ answer together and most of them wrote the correct answered.

The teacher gave an opportunity to the students to ask the question about the material that day. NS said that she and her friends wanted to have this material about (picture series) because they wanted to learn this in their home. Then the teacher answered she would give in the last of meeting.

After that, the teacher gave post-test at 09.15 a.m. to the students to write narrative text used picture series for about 45 minutes. The teacher gave the students’ answer sheet and asked the students to do the test by themselves and they were allowed to open the dictionary. The teacher monitored the students’ activities along the test. There was DIF and LY who did not bring the
dictionary and made the noise in the classroom. The teacher gave warming them not to make noise in the class. After the time was up, the teacher collected the students’ worksheet, then the teacher closed the meeting by saying “thank you very much for your participation. You did a great job today. I am very happy with your activity in the class. How about you, did you enjoy my class? The students replied “yes, mam”. Teacher “wassalamu’alaikum wr.wb”. “wassalamualaikum wr.wb miss” said the students.

c. Observing

In the cycle I, The researcher observed the students and the teacher activity by using the observation checklist in the learning process. This observation checklist was purposed to know how far the situation and enthusiasm of the students’ and the teacher’ activity during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.

Table 4.1 Form the Result of Students’ Observation Checklist Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3</td>
<td>Responding to the</td>
<td>√</td>
<td></td>
<td>There were Students</td>
</tr>
<tr>
<td>No</td>
<td>The Teachers’ Activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students attendance</td>
<td>✓</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Asking the students’ condition</td>
<td>✓</td>
<td></td>
<td>The students’ were fine</td>
</tr>
<tr>
<td>5</td>
<td>Giving motivation</td>
<td>✓</td>
<td></td>
<td>The teacher gave motivation to the students to be diligent and having</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>enthusiasm in learning.</td>
</tr>
</tbody>
</table>

Table 4.2: Form of Result Teachers' Observation Checklist Cycle I
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Reminding previous material</td>
<td>✓</td>
<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td>7</td>
<td>Giving the explanation of the material</td>
<td>✓</td>
<td>The teacher explained the material, she used mix language: in Indonesia and English language</td>
</tr>
<tr>
<td>8</td>
<td>use of picture series to teach writing narrative text</td>
<td>✓</td>
<td>The teacher used a design of picture series and accordance with the material which showed to the students</td>
</tr>
<tr>
<td>9</td>
<td>Giving opportunity for asking the question</td>
<td>✓</td>
<td>The teacher gave time to the student about everything to asked question</td>
</tr>
<tr>
<td>10</td>
<td>Help student’s difficulties during learning</td>
<td>✓</td>
<td>The teacher helped students to solve the difficulties</td>
</tr>
<tr>
<td>11</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td>The teacher gave feedback to the result of the learning</td>
</tr>
</tbody>
</table>

Furthermore, to know the significant improvement in writing narrative text, the researcher analyzed the data of pre-test and post-
test in the cycle I based on rubric writing assessment. There are five aspects in scoring such as: content, organization, language use, vocabulary and mechanics. Each aspect of writing test gave the point that divided into four; Excellent to very good, Good to Average, Fair to Poor, Very Poor.

Then, the researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) The Score of Pre-test and Post-test Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Students' Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AN</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>ANW</td>
<td>65</td>
<td>74</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>3</td>
<td>ASP</td>
<td>56</td>
<td>70</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>4</td>
<td>DIF</td>
<td>49</td>
<td>65</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>5</td>
<td>ED</td>
<td>54</td>
<td>73</td>
<td>19</td>
<td>361</td>
</tr>
<tr>
<td>6</td>
<td>EW</td>
<td>60</td>
<td>76</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>7</td>
<td>FF</td>
<td>46</td>
<td>70</td>
<td>24</td>
<td>1008</td>
</tr>
<tr>
<td>8</td>
<td>FIL</td>
<td>52</td>
<td>77</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>9</td>
<td>FS</td>
<td>53</td>
<td>65</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>10</td>
<td>IA</td>
<td>78</td>
<td>84</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>11</td>
<td>IP</td>
<td>77</td>
<td>80</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>LF</td>
<td>61</td>
<td>71</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>76</td>
<td>82</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>14</td>
<td>NA</td>
<td>66</td>
<td>73</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>15</td>
<td>NS</td>
<td>78</td>
<td>80</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test and post-test of the cycle I above, the researcher can calculate the number of students who passed the passing grade.

Table 4.4 Count of Passing Grade of the Pre-test and Post-test in the cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation of Pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>8</td>
<td>40%</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&lt;75</td>
<td>12</td>
<td>60%</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Then, the writer calculates the deviation standard by using SPSS 16.00. It can be shown as follows:
2) Descriptive statistic cycle I

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre1</td>
<td>20</td>
<td>46.00</td>
<td>79.00</td>
<td>65.10</td>
<td>11.313</td>
</tr>
<tr>
<td>Post1</td>
<td>20</td>
<td>65.00</td>
<td>90.00</td>
<td>76.60</td>
<td>7.066</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above it can be seen that the mean of pre-test in the cycle I is 65.10 with standard deviation 11.313. While mean of post-test in cycle I is 76.60 with standard deviation 7.066. The quantity (N) of the students is 20 students.

(a) The Passing Grade of the Cycle I

Cycle I has shown that the students can improve their English score especially in writing narrative text with the mean of post-test 76.60, it is better than the mean of pre-test 65.10. The researcher also calculates the passing grade is 75.

(b) Significant

To know there is a significant improvement in writing skill, the researcher analyzes the result of pre-test and post-test by using SPSS 16.00.
3) Paired Samples Test Cycle I

Table 4.6 Paired Samples Test Cycle I

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Upper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T</td>
<td>Df</td>
</tr>
<tr>
<td>Pair 1 Pre1 – post1</td>
<td>-1.150E1</td>
<td>6.62134</td>
<td>1.48058</td>
<td>-14.59888</td>
<td>.000</td>
</tr>
</tbody>
</table>

The result of paired-sample t-test would be significant if sig. (2-tailed) value was < 0.05 and t-table was smaller than t-test, while would not be significant if sig. 2 (tailed) value was > 0.05 and t-table was bigger than t-test. T-test in the table above was 7.767 while t-table showed 2.093 for df 19 and significance 5%. From the explanation above it can be seen that the sig. 2 (tailed) value was 0.000 and t-test was 7.767 so that, the sig. 2 (tailed) value < 0.05 and T-test was bigger than T-table. It means that Ha was accepted. For the quarrel of mean is 1.15. From the explanation above, it can be concluded that there is a significant improvement of students’ ability in writing narrative text using picture series.
d. Reflecting

Based on the analyzing of the cycle I, the teacher and researcher discussed about the teaching-learning using picture series in science class was not effective yet. Moreover, the researcher as an observer found that some indicators had not been achieved during the teaching and learning process, such as language features. The students were still confused in organizing the sentences. The researcher found that students’ writing still had inappropriate word choice and grammatical errors. However, the students’ development of ideas in writing is improved. It can be seen from the result of students’ worksheet in pre-test and post-test. They seemed as if they did not have any difficulty in developing ideas when the teacher used picture series to create the narrative text. Therefore, the researcher needed to continue the second cycle.

The other reflection was that some students did not bring their dictionary. So, they found difficulty how to find the V2 from irregular verb. Different from the regular verb that the students just added the *ed* and *d*. They asked the other students to borrow the dictionary. Moreover, the school only has 10 dictionaries for all classes. Then, the teacher asked the students to bring their dictionary in the next meeting.
The KKM of English lesson was 75 but the students’ score of the pre-test show that there are only 45% of the students who get score higher than KKM. In the post-test, the students’ score show that there are 55% of the students who get score higher than KKM. It means that although there is an improvement, the researcher and the teacher have to conduct the next cycle because there must be at least 85% of the students who get score higher than KKM.

2. Cycle II

Based on the result of the cycle I, It is necessary for the researcher to continue to the next cycle:

a. Planning

The researcher prepared several instruments, they are as follows:

1) English syllabus of Senior High School

   English syllabus was the important one as guidance to arrange the lesson plan. The researcher used English syllabus of MA Ma’arif Grabag. It can be seen in the appendix.

2) Lesson Plan

   The lesson plan was arranged based on the problem in the result of the cycle I. The lesson plan was used to manage the teaching and learning process in this research. The researcher used it as guidance in managing time and activities during teaching and learning process in the class.
3) Observation Checklist

Observation checklist was prepared in order to know the students’ and teachers’ activities during the teaching and learning process.

4) Material

The material of narrative text was consists of meaning, purpose, generic structure, example, and language feature.

5) Teaching Aid

The researcher prepared several instruments. They are board-marker, picture series (narrative), students’ worksheet, and handout for students (narrative text).

6) Pre-test and post-test

The researcher used pre-test and post-test in this research. The pre-test was done before implementing picture series in order to know the students’ understanding in writing narrative text. Then, the researcher used post-test. Post-test was done after implementing picture series to see the result of the study before and after using picture series. It can be seen in the appendix.

b. Implementation of Acting

The acting of the cycle II was held on August 1\textsuperscript{th}, 2018. The teacher is Mrs. Umi Islachati and the researcher rolled as an observer. In this cycle, the researcher wanted to conduct in two
days, where the pre-test & treatment were conducted on day 1 and treatment & post-test on days 2.

On the day 1, the teacher and the researcher entered the class at 11.00 a.m on Wednesday, August 1\textsuperscript{st}, 2018. Before started the lesson, the teacher greeted the students in the class by saying “Assalamu’alaikum wr wb”. All the students answered the greeting of the teacher. The teacher asked the leader of the class AN to lead the pray by saying “Bismillahirrohmanirrahim” it was followed by 19 students in the class. The teacher opened the meeting and checked the students’ attendance list. Then, the teacher asked about the last meeting.

The teacher gave pre-test for the students in 45 minutes to make a story with the title “Malin Kundang”. She asked the students to do the test by themselves and they were allowed to open the dictionary. When the students were doing the pre-test, the teacher walked around the class to check the students along doing the test. DIF who sat in the left back side did not pay attention to the teacher’s instructions. So the teacher asked DIF to sit in the chair of front rows. But most of students did the pre-test seriously, they used their dictionary and did not borrow the others. There was only IP and FF who asked permission to the teacher to go to the toilet. They spend for 10 minutes. Teacher said “\textit{what are you doing in the toiled, why you are so long, you have spent 10 minutes}
left. “I am sorry mam, we are so thirsty” said them. Then the teacher allowed them to continue the pre-test.

After doing pre-test the teacher gave the treatment for students at 11.45 a.m. The using of picture series in cycle II was similar to the cycle I. First, the teacher explained their general mistakes by using their worksheets. Then, the teacher emphasized learning material about the language features. Some students were not correct in using simple past tense.

The teacher gave a handout to the students and asked students to read more about the definition of narrative text, the purpose, the generic structure, and generic features of the narrative text. Then the teacher explained more detail in Indonesia language in order to make the students understood the material. Then, the teacher explained more deep about the generic features of the narrative text. Most of students understood about the teacher explanation. There was NA who asked about how to use “to be” of was and were. Teacher said “okay to be ‘was’ is used to subject like I, he, she, it and to be ‘were’ is used to subject like you, they, and we”.

It was done in one meeting. After that the time was up, before the teacher closed she informed that next meeting would did a post-test and said “hamdalah” together.

On Saturday, August 4th, 2018 the teacher entered the class at 08.30 a.m. and greeted as “Assalamu’alaikum wr.wb?” and the
Students answered “Wa’alaikum salam”. The teacher asked the students condition by saying “how are you today” the students answered “I am fine thank you, and you?”. The teacher replied “I am fine too, thank you”. Then, the teacher checked the students' attendance list and asked the leader to lead the pray by saying “Bismillahirrohmanirrahim”. After that, the teacher asked the students about the materials that learned in the last meeting. The teacher reviewed about the narrative text.

Next, the teacher explained the definition and the used of picture series. Then the teacher asked some question about the topic to know the students’ knowledge, the teacher has started the lesson by showing the picture of characters from the narrative text in a paper then she explained it. “who is the character in the pictures”? asked the teacher. “there are mother, malin, his wife and others” answered the students. Students were enthusiasm to answer the teacher’s questions.

After the teacher explained and the example of picture series, she divided the students into pair group discussion and gave a picture series of “Malin Kundang” to the students in each group. Then the teacher asked the students to answer the questions (the students have to choose which one of the pictures are relevant with those box words). Then, the teacher corrected the students’ answer together and most of them wrote the correct answered.
After that, the teacher gave post-test at 09.15 a.m. to the students to write narrative text used picture series for about 45 minutes. The teacher monitored the students’ activities. The students did the post-test well. They developed their ideas into writing as well. RY who sat in front of class, she made with her imagination and made the story better than her pre-test. LY and FS who discussed the post-test and they made the story almost similar.

After the time was up, the teacher collected the students’ worksheet. The teacher closed the meeting by saying “thank you very much for your participation. You did a great job today. I am very happy with your activity in the class. How about you, did you enjoy my class? The students replied “yes, mam”. Teacher “wassalamua’alaikum”. “wa’alaikumussalam mom”. Replied the students.

c. Observing

In cycle II, the researcher also observed the teaching-learning process in the class by using the observation checklist. This observation checklist was purposed to know how far the situation and enthusiasm of the students’ and the teacher’ activity during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.
### Table 4.7 Form the Result of Students’ Observation Checklist Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3</td>
<td>Responding to the question</td>
<td>√</td>
<td></td>
<td>There were Students answered teacher question</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in application picture series</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of picture series</td>
</tr>
</tbody>
</table>

### Table 4.8 Form the Result of Teachers’ Observation Checklist Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students attendance</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td></td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------</td>
<td>---</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Asking the students’ condition</td>
<td>✓</td>
<td>The students were fine</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Giving motivation</td>
<td>✓</td>
<td>The teacher gave motivation that the students have to master English language if they want to conquer the world.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reminding previous material</td>
<td>✓</td>
<td>The teacher immediately explain the current material</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Giving the explanation of the material</td>
<td>✓</td>
<td>The teacher explained the material, she used mix language: in Indonesia and English language</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>use of picture series to teach writing narrative text</td>
<td>✓</td>
<td>The teacher used a design of picture series and accordance with the material which showed to the students</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving opportunity for asking the question</td>
<td>✓</td>
<td>The teacher gave time to the student about everything to asked question</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Help student’s difficulties during learning</td>
<td>✓</td>
<td>The teacher helped students to solve the difficulties</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td>The teacher gave feedback to the result of the learning.</td>
<td></td>
</tr>
</tbody>
</table>
Furthermore, to know a significant improvement in writing narrative text, the researcher analyzed the data of pre-test and post-test in the cycle II based on rubric writing assessment. The researcher analyzed the data of pre-test and post-test based on rubric writing assessment. There are five aspects in scoring such as: content, organization, language use, vocabulary and mechanics. Each aspect of writing test gave the point that divided into four; Excellent to very good, Good to Average, Fair to Poor, Very Poor.

The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) The Score of Pre-test and Post-test Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AN</td>
<td>80</td>
<td>86</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>ANW</td>
<td>77</td>
<td>82</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>ASP</td>
<td>72</td>
<td>79</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>DIF</td>
<td>70</td>
<td>74</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>ED</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>EW</td>
<td>80</td>
<td>84</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Test</td>
<td>Post-Test</td>
<td>Pass</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---------</td>
<td>----------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>7</td>
<td>FF</td>
<td>70</td>
<td>73</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>FIL</td>
<td>78</td>
<td>85</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>9</td>
<td>FS</td>
<td>74</td>
<td>80</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>10</td>
<td>IA</td>
<td>82</td>
<td>88</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>11</td>
<td>IP</td>
<td>80</td>
<td>84</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>LF</td>
<td>81</td>
<td>85</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>79</td>
<td>84</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>NA</td>
<td>73</td>
<td>81</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>15</td>
<td>NS</td>
<td>82</td>
<td>87</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>RA</td>
<td>81</td>
<td>83</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>RW</td>
<td>83</td>
<td>86</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>RY</td>
<td>85</td>
<td>92</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>19</td>
<td>T</td>
<td>79</td>
<td>84</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>ZM</td>
<td>80</td>
<td>88</td>
<td>8</td>
<td>64</td>
</tr>
</tbody>
</table>

= 103 569

From the students’ score in the pre-test and post-test of the cycle II above, the researcher can calculate the number of students who passed the passing grade.
Table 4.10 Count of Passing Grade of the Pre-test and Post-test in the cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation of Pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>15</td>
<td>75%</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>5</td>
<td>25%</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Then, the writer calculates the deviation standard by using SPSS 16.00. It can be shown as follows:

2) Descriptive statistic cycle II

### 4.11 Descriptive Statistics Of cycle II

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre2</td>
<td>20</td>
<td>70.00</td>
<td>85.00</td>
<td>78.10</td>
<td>4.30300</td>
</tr>
<tr>
<td>Post 2</td>
<td>20</td>
<td>73.00</td>
<td>92.00</td>
<td>83.25</td>
<td>4.56387</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above it can be seen that the mean of pre-test in the cycle II is 78.10 with standard deviation 4.303. While mean of post-test in cycle II is 83.25 with standard deviation 4.563. The quantity (N) of the students is 20 students.
(a) The Passing Grade of the Cycle II

Cycle II has shown that the students can improve their English score especially in writing narrative text with the mean of post-test 83.25, it is better than the mean of pre-test 78.10. The researcher also calculates the passing grade is 75.

(b) Significant

To know there is a significant improvement of students’ ability in writing, the researcher analyzes the result of pre-test and post-test by using SPSS 16.00.

3) Paired Samples Test Cycle II

4.12 Paired Samples Test of Cycle II

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td></td>
<td>T</td>
<td>df</td>
</tr>
<tr>
<td>Pair 1 Pre2 – Post 2</td>
<td>-5.15000</td>
<td>1.69442</td>
<td>-.37888</td>
<td>-5.94301</td>
</tr>
</tbody>
</table>

The result of paired-sample t-test would be significant if sig. (2-tailed) value was < 0.05 and t-table was smaller than t-test, while would not be significant if sig. 2 (tailed) value was > 0.05 and t-table was bigger than t-test. T-test in the table above
was 13.593 while t-table showed 2.093 for df 19 and significance 5%. From the explanation above it can be seen that the sig. 2 (tailed) value was 0.000 and t-test was 13.593 so that, the sig. 2 (tailed) value < 0.05 and T-test was bigger than T-table. It means that Ha was accepted.

From the explanation above, it can be concluded that there is significant improvement of students’ ability in writing narrative text using picture series.

d. Reflecting

The teacher and the researcher reflected the revised lesson plan and the action of the cycle 2. The students’ score of cycle I and the observations’ checklist were used to make a proper reflection. In the cycle II, the teacher emphasized learning material about the generic features of the narrative text. She also delivered about the picture series that told about a story. Based on the discussion between the teacher and the researcher, the students’ ability in writing narrative text in the cycle II had successful improved.

The passing grade (KKM) for English subject is 75. The students’ score in the post-test of the cycle II show that there are 90% of the students who get the score higher than KKM. Many students generate their idea in writing narrative text coherently. In the pre-test of cycle II, there are 75% of the students who get the
score higher than KKM. It means that after reflection from the cycle I was applied in the action of cycle II, there was a significant improvement of using picture series at the eleventh grade of MA Ma’arif Grabag. Finally the teacher and the researcher stop the cycle because 90% of the students have already passed the passing grade.

B. Discussions

After analyzing the students’ score in the cycle I and cycle II, the researcher concluded that there is a significant improvement of the students’ ability in writing narrative text after being taught by using picture series. The improvement can be seen as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of Pre-test</td>
<td>65.10</td>
<td>78.10</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>76.60</td>
<td>83.25</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade (≥75)</td>
<td>40%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>55%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>11.313</td>
<td>4.303</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>7.066</td>
<td>4.563</td>
</tr>
</tbody>
</table>
From the table above, it could be seen that the t-test is bigger than t-table. It means that there was an improvement of students’ writing in narrative text after using picture series. It is shown the result of t-test in cycle I is 7.767 and cycle II is 13.592. At the cycle I the mean of post-test is higher than the mean of the pre-test. The mean of post-test is 76.60 and pre-test are 65.10. In the cycle II, the mean of post-test is higher than the mean of the pre-test. The mean post-test is 83.25 and pre-test are 78.10. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In the cycle I, the improvement is as many as 15%, and in the cycle II, the improvement is as many as 15%. So, picture series was successful to improve students’ writing in narrative text. Moreover, the t-test in the cycle II is bigger than the t-test of the cycle I. It means that there is significant influence from the cycle I up to the cycle II.

Based on the explanation above, the researcher concluded that using picture series can improve the students’ ability in writing in narrative text.
CHAPTER V
CLOSURE

After completing this research, the research provides some conclusions and suggestions of the research.

A. Conclusions

Based on the data analysis in the chapter IV, The conclusions were presented as follows:

1. The implementation of using picture series to improve the eleventh-grade students’ ability in writing narrative text at MA Ma’arif Grabag in the academic year of 2018/2019

From this study, the researcher could conclude that the implementation of using picture series to improve the students’ ability in writing narrative text at MA Ma’arif Grabag was successful. The researcher got the information from cycle 1 and cycle 2.

In this study the researcher implemented pre-test, treatments, and post-test. Pre-test was given to the students before they got the materials narrative text using picture series. The students were given 45 minutes to do the pre-test. When the students did it, they felt confused how to start to write. Moreover, they got difficulties in organizing the sentences and their writing still had inappropriate word choice and grammatical errors. However, in the cycle II the students got easy to write narrative text. After did the pre-test the researcher continued did the treatment using picture
series. Finally, the teacher gave post-test to the students to write a story used their imagination. The students gave 45 minutes to finish the test.

The researcher analyzed the students’ writing, and they increased their writing from cycle 1 until cycle 2. The implementation of picture series could improve the students’ ability in writing narrative text by implementing picture series in the class.

2. The significant improvement of using picture series in improving the eleventh grade students’ ability in writing narrative text at MA Ma’arif Grabag.

Based on the result of the research and discussion that has been presented in the previous chapter, there is significant improvement of the students’ product in writing narrative text using picture series. It can be seen from students’ scores of pre-test and post-test. It is shown in the mean of students’ score of pre-test in cycle I and cycle II are 65.10 and 78.10. The mean of pre-test in cycle II (78.10) is higher than the mean of pre-test in cycle I (65.10). While using picture series the students’ score of post-test in cycle I and II are 76.60 and 83.25. The mean of post-test in cycle II (83.25) is higher than the mean of post-test in cycle I (76.60). It means that using picture series the students' writing skill in the narrative text was improved.

Moreover, the calculation from the t-test from the cycle I and cycle II increased. The t-test of the cycle I is 7.767 and t-test of the cycle II is 13.592. The t-test in the cycle II is bigger than t-test of the cycle I. The
quantity (N) of this research is 20, based on the quantity of this research; the t-table (N-1) is 2.093. In cycle I, the t-test is higher than t-table that is 7.767 > 2.093. While in the cycle II, the t-test is higher than t-table that is 13.592 > 2.030.

So, the researcher concluded that there is a significant improvement of using picture series in improving the eleventh grade students’ ability in writing narrative text at MA Ma’arif Grabag.

B. Suggestions

Based on the research findings, the researcher want to propose some suggestions which are addressed to teachers, students, and other researchers.

1. For Teacher
   a. Picture series can be used as the media to teach in the classroom in order to improve the students’ ability in wiring narrative text. Teaching-learning using picture series can make the atmosphere in the classroom lively. Moreover, it is a media that interesting, easy to be used and makes the students understand the material easily.
   b. Teachers are suggested to use interesting media in order to the students get different view to study not only use handbook.

2. For the Students
   a. The students can apply and practice the picture series to improve their writing product at home by themselves.
   b. The students can develop their ideas and imaginations based on the picture series that they made.
3. **For the Other Researcher**

   a. The researcher needs improvement of thought for further studies, so the researcher hope that there are any other researchers who do same research.
   
   b. The finding of the research helps and can be used as starting point of the future research on similar topics.
REFERENCES


Harmini, H. Sofyan, & Urai Salam. 2015. Improving Students’ Writing Ability in Narrative Text by Using Picture Series in SMA. Pontianak: Tanjungpura University.


APPENDICES
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Alokasi Waktu</th>
<th>Sumber belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Alokasi Waktu</td>
<td>Sumbr Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| 4.6 Menyusun teks tulis yang memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sesuai dengan konteks penggunaannya. | - Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih  
- Ulasan atau komentar umum (reorientasi), opsional.  
**Unsur kebahasaan**  
- Tata bahasa: *tense Simple, Continuous, Perfect*, dalam bentuk *Present* dan *Past*, dengan atau tanpa kata kerja bantu modal, secara terintegrasi  
- Kosa kata: terkait karakter, watak, dan setting dalam cerita pendek  
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal  
- Semua jenis adverbia.  
- Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan  
**Topik**  
Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan perilaku yang termuat dalam KI. | - Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif berbentuk cerita pendek dari sumber lain.  
- Mempresentasikan hasil analisis secara lisan di depan kelompok lain.  
- Membuat teks naratif berbentuk cerita pendek yang dengan menggunakan bahasa sederhana.  
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : MA Ma’arif Ponggol
Kelas/Semester : XI / 1
Mata Pelajaran : Bahasa Inggris
Topik : Narrative
Skill : Writing
Alokasi Waktu : 4 x 45 menit (4 kali pertemuan)

A. Kompetensi Inti

Menghargai dan menghayati ajaran agama yang dianutnya.
Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalamsudut pandang/teori.

B. Kompetensi Dasar


4.6. Menyusun teks tulis yang memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sesuai dengan konteks penggunaannya.
C. **Indikator Pencapaian Kompetensi**

1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan unsur kebahasaan dari teks naratif, sesuai dengan konteks penggunaannya.
2. Siswa dapat menulis narrative teks berdasarkan struktur dan unsur kebahasaan yang tepat.

D. **Tujuan Pembelajaran**

Siswa dapat:

1. Mengidentifikasikan dan memaparkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif, sesuai dengan konteks penggunaannya.
2. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif, sesuai dengan konteks penggunaannya.
3. Menyusun teks tulis dari teks naratif, sesuai dengan konteks penggunaannya dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks.

E. **Materi Pembelajaran**

**Narrative Text**

1. Narrative text is an imagination or a complicated event which direct to a crisis that find a solution at last.
2. The purpose of narrative text is to entertain or amaze the readers through a story.
3. Generic structure of narrative text:
   a. **Orientation:**
      The beginning of the story has the function of introducing the characters of the story, where and when the story occurred.
   b. **Complication:**
      How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face.
   c. **Resolution:**
      How the problem is solved or ended.
d. Reorientation:

The ending of the story which may consist of closing remark to the story.

4. Language Feature:

a. Use of particular nouns to refer to or describe the particular people, animals and thing that the story is about;
b. Use of adjectives to build noun groups to describe the people, animals or things in the story;
c. Use of time connectives and conjunctions to sequence events through time;
d. Use of adverbs and adverbial phrases to locate the particular incidents or events;
e. Use of past tense action verbs to indicate the actions in a narrative;
f. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

5. Example:

**Jack and The Beanstalk**

**Orientation:**

Once upon a time there was a boy called Jack. He live with her mother. They were very poor. All they had was a cow. One morning, Jack’s mother told Jack to take their cow to market and sell her.

**Complication:**

On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and back home. When Jack’s mother saw the beans she was very angry. She threw the beans out of the window. The next morning, Jack looked out the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside.
Resolution:

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. The harp began to sing. Soon the giant was asleep. He took the hen and the harp. Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, “mother! Help!” Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

**F. Pendekatan, Teknik Pembelajaran**

Pendekatan : *Scientific Approach*
Teknik : *Task Based Learning, Tanya Jawab, presentasi.*

**G. Media, Alat, Sumber Belajar Pembelajaran**

Media : picture series, lembar kerja siswa.
Alat : white board, board marker, handout.

Sumber :
- Educastudio.com

**H. Langkah-Langkah Pembelajaran**

Pertemuan 1

<table>
<thead>
<tr>
<th>PRE-TEST</th>
</tr>
</thead>
</table>

Pertemuan 2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan  | ➢ Membuka pembelajaran dengan salam  
                 ➢ Guru memilih salah satu siswa memimpin doa untuk mengawali pembelajaran.  
                 ➢ Guru mengisi absen di kelas  
                 ➢ Guru memotivasi peserta didik untuk siap belajar. | 5 menit        |
Guru mengaitkan materi yang akan dipelajari peserta didik dengan pengetahuan yang sudah dimiliki sebelumnya.

Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

Inti

- **Mengamati**
  - Guru membuat fungsi sosial, kebahasaan, struktur teks narrative di papan tulis.
  - Guru membaca dan menjelaskan struktur teks narrative tersebut.
  - Guru menjelaskan tenses yang harus digunakan dalam membuat teks narrative.
  - Siswa mendengarkan penjelasan guru tentang teks narrative meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.
  - Siswa memperhatikan dengan seksama penjelasan guru.
  - Siswa mengamati dan memahami materi teks narrative yang telah ditulis dan dijelaskan guru.

- **Mempertanyakan**
  - Guru bertanya kepada siswa apa yang mereka simpulkan dari melihat, mengamati dan memahami teks narrative yang ada.
  - Guru bertanya kepada siwa apa saja yang harus dilakukan ketika membuat teks narrative. Bagaimana untuk memulainya dan apa tenses yang digunakan.
- Mengeksplorasi
  - Guru memberikan teks narrative dengan media berupa rangkaian gambar (picture series).
  - Guru meminta siswa untuk membacanya dan mendiskusikan dengan sebangkunya tentang generic and language feature dari teks tersebut.
  - Siswa dengan sebangkunya mendiskusikan teks narrative yang telah diberikan oleh guru.
- Mengasosiasi
  - Siswa dengan sebangkunya membandingkan hasil kerja mereka dengan pasangan yang lain.
  - Siswa diberikan gambar dan beberapa kosa kata yang berkaitan dengan teks narrative diatas.
  - Siswa mengolah gambar tersebut dan mencocokan gambar dengan kosa kata yang telah disediakan dan mendiskusikan dengan teman sebangkunya.
  - Siswa mengumpulkan hasil kerja kelompok yang telah dibuatnya.
  - Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

- Mengomunikasikan
  - siswa dan guru melakukan diskusi dikelas.
  - Siswa memberikan pendapat dan saran terhadap teks narrative.

Penutup

- Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your
participation. You did a good job today, I’m very happy with your activity in the class. How about you, did you enjoy my class?

- Menginformasikan kegiatan pembelajaran pos-test untuk pertemuan berikutnya.
- Berdoa dan salam.

### Pertemuan 3

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | ➢ Membuka pembelajaran dengan salam  
➢ Guru memilih salah satu siswa memimpin doa untuk mengawali pembelajaran.  
➢ Guru mengisi absen di kelas  
➢ Guru memotivasi peserta didik untuk siap belajar.  
➢ Guru mengaitkan materi yang akan dipelajari peserta didik dengan pengetahuan yang sudah dimiliki sebelumnya.  
➢ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. | 5 menit |
<table>
<thead>
<tr>
<th>Inti</th>
<th>Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru membuat fungsi sosial, kebahasaan, struktur teks narrative di papan tulis.</td>
<td></td>
</tr>
<tr>
<td>- Guru membaca dan menjelaskan struktur teks narrative tersebut.</td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan tenses yang harus digunakan dalam membuat teks narrative.</td>
<td></td>
</tr>
<tr>
<td>- Siswa mendengarkan penjelasan guru tentang teks narrative meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.</td>
<td></td>
</tr>
<tr>
<td>- Siswa memperhatikan dengan seksama penjelasan guru tentang picture series.</td>
<td></td>
</tr>
<tr>
<td>- Siswa mengamati dan memahami materi teks narrative yang telah ditulis dan dijelaskan guru.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mempertanyakan</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru bertanya kepada siswa apa yang mereka simpulkan dari melihat, mengamati dan memahami teks narrative yang ada.</td>
</tr>
<tr>
<td>- Guru bertanya kepada siwa apa saja yang harus dilakukan ketika membuat teks narrative. Bagaimana untuk memulainya dan apa tenses yang digunakan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengeksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru memberikan teks narrative dengan media berupa rangkaian gambar (picture series).</td>
</tr>
<tr>
<td>- Guru memberikan soal berupa gambar rumpang (<code>*fill in the blank*</code>) dengan kosa kata yang berkaitan dengan teks narrative.</td>
</tr>
</tbody>
</table>
| - Siswa dengan sebangkunya 35 menit
- Mendiskusikan soal dan rangkaian gambar (picture series) yang telah diberikan oleh guru.

**Mengasosiasi**
- Siswa dengan sebangkunya membandingkan hasil kerja mereka yaitu mengisi gambar rumpang dari pasangan yang lain.
- Siswa diberikan lembar jawab teks narrative.
- Siswa mengolah rangkaian gambar dari hasil diskusi dengan teman sebangkunya lalu menuliskan menjadi teks narrative dengan kalimatnya sendiri-sendiri yang sesuai.
- Siswa mengumpulkan teks narrative yang telah dibuatnya.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

**Mengomunikasikan**
- Siswa dan guru melakukan diskusi dikelas.
- Siswa memberikan pendapat dan saran terhadap teks narrative.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>5 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I’m very happy with your activity in the class. How about you, did you enjoy my class?</td>
<td></td>
</tr>
<tr>
<td>Menginformasikan kegiatan pembelajaran pos-test</td>
<td></td>
</tr>
<tr>
<td>Berdoa dan salam.</td>
<td></td>
</tr>
</tbody>
</table>
**Pertemuan 4**

**POST-TEST**

I. **Instrumen Pembelajaran**

Terlampir, lampiran 1

J. **Penilaian**

1. **Indikator Penilaian**

<table>
<thead>
<tr>
<th>Indikator penilaian</th>
<th>Teknik Penilaian</th>
<th>Instrumen Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi alur Cerita beserta generic structure dan language feature dari teks naratif.</td>
<td>Tes tertulis</td>
<td>Look at the pictures and learn the story. Decide which pictures will be the orientation, complication, and resolution.</td>
</tr>
<tr>
<td>Menemukan makna Kosa kata dari cerita narative.</td>
<td>Tes tertulis</td>
<td>Look up the meaning of these words by using the dictionary.</td>
</tr>
<tr>
<td>Menulis sebuah teks naratif berdasarkan picture series</td>
<td>Tes tertulis</td>
<td>Write a story of the rabbit and the turtle by making as many sentences based on picture series.</td>
</tr>
</tbody>
</table>
2. Rubrik Penilaian  
   Diambil dari rubrik penilaian dari Jacob et.al (1981:146).

<table>
<thead>
<tr>
<th>Score</th>
<th>Categorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.5-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>75-87.4</td>
<td>Very good</td>
</tr>
<tr>
<td>62.5-74.9</td>
<td>Good</td>
</tr>
<tr>
<td>50-62.4</td>
<td>Fair</td>
</tr>
<tr>
<td>37.5-49.9</td>
<td>Poor</td>
</tr>
<tr>
<td>25-37.4</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Nilai tertinggi =100

3. Pedoman Penilaian

<table>
<thead>
<tr>
<th>Aspect of writing</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent to very good</td>
<td>30-27</td>
<td>Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>26-22</td>
<td>Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks of detail.</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>21-17</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>16-13</td>
<td>Does not show knowledge of subject, non substantive, not pertinent, not enough to Evaluate.</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent to Very Good</td>
<td>20-18</td>
<td>Fluent expressions, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive</td>
</tr>
<tr>
<td></td>
<td>Good to</td>
<td>17-14</td>
<td>Somewhat choppy,</td>
</tr>
<tr>
<td>Average</td>
<td>loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair to Poor</td>
<td>13-10</td>
<td>Ideas confused or disconnected, lacks logical sequencing and development.</td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>9-7</td>
<td>Does not communicate, no organization, not enough to evaluate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Excellent to very good</th>
<th>20-18</th>
<th>Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good to Average</td>
<td>17-14</td>
<td>Adequate range, occasional errors of words/idiom form, choice, usage, but meaning not obscured.</td>
<td></td>
</tr>
<tr>
<td>Fair to Poor</td>
<td>13-10</td>
<td>Limited range, frequent errors of words/idiom form choices/usage, meaning confused or obscured.</td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>9-7</td>
<td>Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Use</th>
<th>Excellent to very good</th>
<th>25-22</th>
<th>Effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good to Average</td>
<td>21-18</td>
<td>Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles,</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Excellent to very good</td>
<td>5</td>
<td>Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, Paragraphing</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------</td>
<td>---</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Good to Average</td>
<td>4</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</td>
<td></td>
</tr>
<tr>
<td>Fair to Poor</td>
<td>3</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>2</td>
<td>No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible.</td>
<td></td>
</tr>
</tbody>
</table>
4. Instrumen Penilaian

   a. *Look at the pictures. Write the correct letter.* (the rabbit and the turtle).

   | b. Turtle | f. Finish line |
   | c. Rabbit | g. Race line |
   | d. forest  | h. Edge of the lake |
   | e. Spectators | i. Gold studs |

1. (…………..)
2. (…………..)
3. (…………..)
4. (…………..)
5. (…………..)
6. (…………..)
7. (…………..)
8. (…………..)
b. Please make a story based on the pictures below!

(the rabbit and the turtle).
5. Kunci jawaban

A.


B. THE RABBIT AND THE TURTLE

Orientation

Once upon a time, in a forest, there lived a rabbit and some other animals. A rabbit well known as the one faster runner animal in the forest. Unfortunately, he was so arrogant with himself.

Complication

One day, the rabbit challenged other animals race to the edge of the lake. He promised gold studs as a gift to those who could defeat him. All animals refused. Only turtle has dared to accept the challenge of the rabbit.

The Rabbit and the turtle getting in front line of the race. When the flag raised, rabbits ran very fast. Meanwhile, the turtle began his first step very slowly. The rabbit arrived in front of the finish line, which is still quiet, with no one in the crowd. After a while, the rabbit decided to relax under a tree. While waiting for the turtle closer, the rabbit began to close his eyes. Unconsciously, the rabbit was asleep. Meanwhile, the turtle had almost reached him.
**Resolution**

The wind and cool air makes the rabbit getting to sleep. Soon, the turtle are already close to the rabbit. Sounds spectators cheer the turtle make woke the rabbit. The rabbit surprised to see the turtle entered the finish line. All spectators cheering congratulating the turtle.

<table>
<thead>
<tr>
<th>Grabag, 15 Agustus 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru Bahasa Inggris</td>
</tr>
<tr>
<td>Peneliti</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umi Islachati, S. Pd.I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lina Nurul Halimah</td>
</tr>
<tr>
<td>NIM. 113 14 033</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : MA Ma’arif Ponggol
Kelas/Semester : XI /1
Mata Pelajaran : Bahasa Inggris
Topik : Narrative Text
Skill : Writing
Alokasi Waktu : 4 x 45 menit ( 4 Pertemuan)

K. Kompetensi Inti
Menghargai dan menghayati ajaran agama yang dianutnya.
Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalamsudut pandang/teori.

L. Kompetensi Dasar
3.15 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif, sesuai dengan konteks penggunaannya.
4.7 Menyusun teks tulis yang memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sesuai dengan konteks penggunaannya.
M. Indikator Pencapaian Kompetensi

3. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan unsur kebahasaan dari teks naratif, sesuai dengan konteks penggunaannya.

4. Siswa dapat menulis narrative teks berdasarkan struktur dan unsur kebahasaan yang tepat.

N. Tujuan Pembelajaran

Siswa dapat:

4. Mengidentifikasikan dan memaparkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif, sesuai dengan konteks penggunaannya.

5. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif, sesuai dengan konteks penggunaannya.

6. Menyusun teks tulis dari teks naratif, sesuai dengan konteks penggunaannya dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks.

O. Materi Pembelajaran

Narrative Text

6. Narrative text is an imagination or a complicated event which direct to a crisis that find a solution at last.

7. The purpose of narrative text is to entertain or amaze the readers through a story.

8. Generic structure of narrative text:
    a. Orientation:
        The beginning of the story has the function of introducing the characters of the story, where and when the story occurred.
    b. Complication:
        How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face.
    c. Resolution:
        How the problem is solved or ended.
d. Reorientation:
The ending of the story which may consist of closing remark to the story.

9. Language Feature:
g. Use of particular nouns to refer to or describe the particular people, animals and thing that the story is about;
h. Use of adjectives to build noun groups to describe the people, animals or things in the story;
i. Use of time connectives and conjunctions to sequence events through time;
j. Use of adverbs and adverbial phrases to locate the particular incidents or events;
k. Use of past tense action verbs to indicate the actions in a narrative;
l. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

10. Example:

Jack and The Beanstalk

Orientation:
Once upon a time there was a boy called Jack. He live with her mother. They were very poor. All they had was a cow. One morning, Jack’s mother told Jack to take their cow to market and sell her.

Complication:
On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and back home. When Jack’s mother saw the beans she was very angry. She threw the beans out of the window. The next morning, Jack looked out the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside.
Resolution:

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. The harp began to sing. Soon the giant was a sleep. He took the hen and the harp. Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, “mother! Help!” Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

P. Pendekatan, Teknik Pembelajaran

Pendekatan : Scientific Approach
Teknik : Task Based Learning, Tanya Jawab, presentasi.

Q. Media, Alat, Sumber Belajar Pembelajaran

Media : picture series, lembar kerja siswa.
Alat : white board, board marker, handout.
Sumber :
- Educastudio.com

R. Langkah-Langkah Pembelajaran

Pertemuan 1

| PRE-TEST |

Pertemuan 2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan       | ➢ Membuka pembelajaran dengan salam  
                      ➢ Guru memilih salah satu siswa memimpin doa untuk mengawali pembelajaran. | 5 menit       |
- Guru mengisi absen di kelas
- Guru memotivasi peserta didik untuk siap belajar.
- Guru mengaitkan materi yang akan dipelajari peserta didik dengan pengetahuan yang sudah dimiliki sebelumnya.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

<table>
<thead>
<tr>
<th>Inti</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>35 menit</td>
<td></td>
</tr>
</tbody>
</table>

- Mengamati
  - Guru membuat fungsi sosial, kebahasaan, struktur teks narrative di papan tulis.
  - Guru membaca dan menjelaskan struktur teks narrative tersebut.
  - Guru menjelaskan tenses yang harus digunakan dalam membuat teks narrative.
  - Siswa mendengarkan penjelasan guru tentang teks narrative meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.
  - Siswa memperhatikan dengan seksama penjelasan guru.
  - Siswa mengamati dan memahami materi teks narrative yang telah ditulis dan dijelaskan guru.
<table>
<thead>
<tr>
<th>➢ Mempertanyaikan</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru bertanya kepada siswa apa yang mereka simpulkan dari melihat, mengamati dan memahami teks narrative yang ada.</td>
</tr>
<tr>
<td>- Guru bertanya kepada siwa apa saja yang harus dilakukan ketika membuat teks narrative. Bagaimana untuk memulainya dan apa tenses yang digunakan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>➢ Mengeksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru memberikan teks narrative dengan media berupa rangkaian gambar (picture series).</td>
</tr>
<tr>
<td>- Guru meminta siswa untuk membacanya dan mendiskusikan dengan sebangkunya tentang language feature dari teks tersebut.</td>
</tr>
<tr>
<td>- Siswa dengan sebangkunya mendiskusikan teks narrative yang telah diberikan oleh guru.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>➢ Mengasosiasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Siswa dengan sebangkunya membandingkan hasil kerja mereka dengan pasangan yang lain.</td>
</tr>
<tr>
<td>- Siswa diberikan gambar dan beberapa kosa kata yang berkaitan dengan teks narrative diatas.</td>
</tr>
<tr>
<td>- Siswa mengolah gambar tersebut dan mencocokan gambar dengan kosa</td>
</tr>
<tr>
<td>Penutup</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>- Kata yang telah disediakan dan mendiskusikan dengan teman sebangkunya.</td>
</tr>
<tr>
<td>- Siswa mengumpulkan hasil kerja kelompok yang telah dibuatnya.</td>
</tr>
<tr>
<td>- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>- Siswa dan guru melakukan diskusi dikelas.</td>
</tr>
<tr>
<td>- Siswa memberikan pendapat dan saran terhadap teks narrative.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>- Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Pertemuan 3

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan   | ➢ Membuka pembelajaran dengan salam  
➢ Guru memilih salah satu siswa memimpin doa untuk mengawali pembelajaran.  
➢ Guru mengisi absen di kelas  
➢ Guru memotivasi peserta didik untuk siap belajar.  
➢ Guru mengaitkan materi yang akan dipelajari peserta didik dengan pengetahuan yang sudah dimiliki sebelumnya.  
➢ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. | 5 menit       |
<table>
<thead>
<tr>
<th>Inti</th>
<th>Mengamati</th>
<th>Mempertanyakan</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru membuat fungsi sosial, kebahasaan, struktur teks narrative di papan tulis.</td>
<td>- Guru bertanya kepada siswa apa yang mereka simpulkan dari melihat, mengamati dan memahami teks narrative yang ada.</td>
<td></td>
</tr>
<tr>
<td>- Guru membaca dan menjelaskan struktur teks narrative tersebut.</td>
<td>- Guru bertanya kepada siwa apa saja yang harus dilakukan ketika membuat teks narrative. Bagaimana untuk memulainya dan apa tenses yang digunakan.</td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan tenses yang harus digunakan dalam membuat teks narrative.</td>
<td>- Siswa menonton dan memahami materi teks narrative yang telah ditulis dan dijelaskan guru.</td>
<td></td>
</tr>
<tr>
<td>- Siswa mendengarkan penjelasan guru tentang teks narrative meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.</td>
<td>- Siswa memperhatikan dengan seksama penjelasan guru tentang picture series.</td>
<td></td>
</tr>
<tr>
<td>- Siswa memperhatikan dengan seksama penjelasan guru tentang picture series.</td>
<td>- Siswa mengamati dan memahami materi teks narrative yang telah ditulis dan dijelaskan guru.</td>
<td></td>
</tr>
</tbody>
</table>

35 menit
- Guru memberikan teks narrative dengan media berupa rangkaian gambar (picture series).
- Guru memberikan soal berupa gambar rumpang (*fill in the blank*) dengan kosa kata yang berkaitan dengan teks narrative.
- Siswa dengan sebangkunya mendiskusikan soal dan rangkaian gambar (picture series) yang telah diberikan oleh guru.

- Siswa dengan sebangkunya membandingkan hasil kerja mereka yaitu mengisi gambar rumpang dari pasangan yang lain.
- Siswa diberikan lembar jawab teks narrative.
- Siswa mengolah rangkaian gambar dari hasil diskusi dengan teman sebangkunya lalu menuliskannya menjadi teks narrative dengan kalimatnya sendiri-sendiri yang sesuai.
- Siswa mengumpulkan teks narrative yang telah dibuatnya.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok
maupun individu.

- Mengomunikasikan
  - siswa dan guru melakukan diskusi dikelas.
  - Siswa memberikan pendapat dan saran terhadap teks narrative.

5 menit

Penutup

- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
  Thank you very much for your participation. You did a good job today, I’m very happy with your activity in the class. How about you, did you enjoy my class?
- Menginformasikan kegiatan pembelajaran post-test untuk pertemuan berikutnya.
- Berdoa dan salam.

Pertemuan 4

POST-TEST
S. **Instrumen Pembelajaran**

Terlampir, lampiran 1

T. **Penilaian**

6. **Indikator Penilaian**

<table>
<thead>
<tr>
<th>Indikator penilaian</th>
<th>Teknik Penilaian</th>
<th>Instrumen Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi alur Cerita beserta generic structure dan language feature dari teks narative.</td>
<td>Tes tertulis</td>
<td>Look at the pictures and learn the story. Decide which pictures will be the orientation, complication, and resolution.</td>
</tr>
<tr>
<td>Menemukan makna Kosa kata dari cerita narative.</td>
<td>Tes tertulis</td>
<td>Look up the meaning of these words by using the dictionary.</td>
</tr>
<tr>
<td>Menulis sebuah teks naratif berdasarkan picture series</td>
<td>Tes tertulis</td>
<td>Write a story of malin kundang by making as many sentences based on picture series.</td>
</tr>
</tbody>
</table>

7. **Rubrik Penilaian**


<table>
<thead>
<tr>
<th>Score</th>
<th>Categorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.5-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>75-87.4</td>
<td>Very good</td>
</tr>
<tr>
<td>62.5-74.9</td>
<td>Good</td>
</tr>
<tr>
<td>50–62.4</td>
<td>Fair</td>
</tr>
<tr>
<td>37.5–49.9</td>
<td>Poor</td>
</tr>
<tr>
<td>25–37.4</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Nilai tertinggi =100
<table>
<thead>
<tr>
<th>Aspect of writing</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent to very good</td>
<td>30-27</td>
<td>Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>26-22</td>
<td>Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks of detail.</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>21-17</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>16-13</td>
<td>Does not show knowledge of subject, non substantive, not pertinent, not enough to Evaluate.</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent to Very Good</td>
<td>20-18</td>
<td>Fluent expressions, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>17-14</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>13-10</td>
<td>Ideas confused or disconnected, lacks logical sequencing and development.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>9-7</td>
<td>Does not communicate, no organization, not enough to evaluate.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Excellent to very good</td>
<td>20-18</td>
<td>Sophisticated range, effective words/idiom</td>
</tr>
<tr>
<td>Language Use</td>
<td>Excellent to very good</td>
<td>25-22</td>
<td>Effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Good to Average</td>
<td>21-18</td>
<td></td>
<td>Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronoun, preposition, but meaning seldom obscured</td>
</tr>
<tr>
<td>Fair to Poor</td>
<td>17-11</td>
<td></td>
<td>Major patterns in simple/complex construction, Mechanics frequent error of negation, agreement, tense, number, word order/function, articles,</td>
</tr>
</tbody>
</table>

choice and usage, word form mastery, appropriate register

Good to Average 17-14 Adequate range, occasional errors of words/idiom form, choice, usage, but meaning not obscured.

Fair to Poor 13-10 Limited range, frequent errors of words/idiom form choices/usage, meaning confused or obscured.

Very Poor 9-7 Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate.
<table>
<thead>
<tr>
<th>Quality</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronoun, preposition and/or fragments, run on, deletions.</td>
<td>10-5</td>
<td>Virtually no mastery of sentence construction rules, dominated by errors does not communicate, not enough to evaluate.</td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent to very good</td>
<td>5</td>
<td>Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>Good to Average</td>
<td>4</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</td>
</tr>
<tr>
<td>Fair to Poor</td>
<td>3</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured..</td>
</tr>
<tr>
<td>Very Poor</td>
<td>2</td>
<td>No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible.</td>
</tr>
</tbody>
</table>
9. Instrument Penilaian
   a.  *Look at the pictures. Write the correct letter. (malin kundang).*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Hut</td>
</tr>
<tr>
<td>b.</td>
<td>Ship</td>
</tr>
<tr>
<td>c.</td>
<td>Seashore</td>
</tr>
<tr>
<td>d.</td>
<td>Merchant</td>
</tr>
<tr>
<td>e.</td>
<td>Mother</td>
</tr>
</tbody>
</table>

1. (..........................)

2. (..........................)

3. (..........................)

4. (..........................)
5. (..........................)

6. (..........................)

7. (..........................)

8. (..........................)

9. (..........................)

10. (..........................)
b. Please make a story based on the picture!
10. Kunci Jawaban

a.
1. B
2. A
3. E
4. D
5. C
6. F
7. I
8. J
9. H
10. G

b.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant’s ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

Hasil pre-test dan post-test terlampir (lampiran 4 dan lampiran 5)
An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Grabag, 15 Agustus 2018

Guru Bahasa Inggris

Peneliti

Umi Islachati, S. Pd.I

Lina Nurul Halimah

NIM. 113 14 033
Lampiran 1
Materi Pembelajaran

**Narrative Text**

11. Narrative text is an imagination or a complicated event which directs to a crisis that find a solution at last.

12. The purpose of narrative text is to entertain or amaze the readers through a story.

13. Generic structure of narrative text:
   d. Orientation:
      The beginning of the story has the function of introducing the characters of the story, where and when the story occurred.
   e. Complication:
      How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face.
   f. Resolution:
      How the problem is solved or ended.
   g. Reorientation:
      The ending of the story which may consist of closing remark to the story.

14. Language Feature:
   m. Use of particular nouns to refer to or describe the particular people, animals and thing that the story is about;
   n. Use of adjectives to build noun groups to describe the people, animals or things in the story;
   o. Use of time connectives and conjunctions to sequence events through time;
   p. Use of adverbs and adverbial phrases to locate the particular incidents or events;
   q. Use of past tense action verbs to indicate the actions in a narrative;
r. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

15. Example:

**The Jack and The Beanstalk**

1. [Image]

2. [Image]

3. [Image]

4. [Image]

5. [Image]

6. [Image]

7. [Image]

8. [Image]

9. [Image]

10. [Image]
Jack and The Beanstalk

Orientation:

Once upon a time there was a boy called Jack. He live with her mother. They were very poor. All they had was a cow. One morning, Jack’s mother told Jack to take their cow to market and sell her.

Complication:

On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and back home. When Jack’s mother saw the beans she was very angry. She threw the beans out of the window. The next morning, Jack looked out the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside.

Resolution:

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. The harp began to sing. Soon the giant was a sleep. He took the hen and the harp. Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, “mother! Help!” Jack’s mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.
PRE-TEST

Name: RY
Class: XI MIA
No: 18

Instruction:
- Please make a story based on the picture attached with the title The Rabbit and The Turtle!
- Please make a story at least three paragraph, every paragraph at least consist of three sentences!
- Tell the story in sequence (generic structure of the narrative text includes: orientation, complication, and resolution).
- Using simple past tense.

The Rabbit and The Turtle

Once upon a time, in the forest lived a rabbit and a turtle. The rabbit is a fast runner and the turtle very slow. Because the rabbit very arrogant, he challenge the turtle to race.

In the next day, the race started. With arrogant the rabbit ran very fast. The turtle behind very far. Although the turtle behind very far, but he ran with filled power.

When almost to arrive in the finish, the rabbit (think) to sleep because he tired. When the rabbit woke up, the turtle has won the race.

Finally the rabbit and the turtle close friends.

C: 25
D: 17
V: 15
L: 14
M: 9
Title: The Rabbit and The Turtle

One day, in the forest there was a race between the rabbit and the turtle. There was attended by some animals. Then, after started, the rabbit run very fast. The rabbit was arrogant, he thought the turtle could not catch up with him. On the way the rabbit slept under the tree and then the turtle kept running after the rabbit. Suddenly the rabbit woke up and surprised saw the turtle has overtaken. Finally, the turtle successfully defeated the rabbit.
Name: NA
Class: XI MA
No: 16

Instruction:
- Please make a story based on the pictures attached with the title “Malin Kundang”!
- Please make a story at least three paragraph, every paragraph at least consist of three sentences!
- Tell the story in sequence (generic structure of the narrative text includes: orientation, complication, and resolution).
- Using simple past tense.

Title → Malin Kundang

Orientation → Once upon a time in West Sumatra lived Malin Kundang and his mother. They lived in a region near beach. And he liked playing kite. Because place was beautiful.

Complication → When he was mature, he will went work to outside region. Regan his mother was not permission, but because his mother to care for her child. Finally he can went. When he went, came back and can to be happy his mother.

Resolution → Next Year, people was heard information that Malin will come back. Not except his mother, then they were arrived to side beach. When boat luxurious arrived to go down married couple, they were Malin and his wife. But Malin not confess that, She spew “Malin My Son!” She was his mother, because annoyed then his mother was curse Malin and Malin to be stone.
Name: RY
Class: XI MIA
No: 18

Instruction:

- Please make a story based on the pictures attached with the title “Malin Kundang”!
- Please make a story at least three paragraphs, every paragraph at least consist of three sentences!
- Tell the story in sequence (generic structure of the narrative text includes: orientation, complication, and resolution).
- Using simple past tense.

Title

Orientation
Once upon a time, on the small village lived a widow and her son. Her son was named “Malin”. He was a healthy, diligent, and strong boy. They were very poor.

Complication
One day, Malin went to catch fish on the sea. He saw a huge ship landed on the seashore. He went to see closer and it turned out that the ship was being raided by band of pirates.

He helped the merchant, with defeat the pirates.
The merchant (invite) Malin to join sailing with him.
Malin allowed by his mother to get better life.

Resolution
Many years later, came a huge ship. The local people recognized the merchant, the news ran fast in the town. His mother ran to meet and hugged him.
She said that she was his mother, But Malin denied and said that he not have a dirty and ugly mother.
The mother felt hurt and anger. She cursed Malin turning into a stone. Suddenly came a thunderstorm and wrecking the ship, Malin thrown out and stranded on the island. And he turned into a stone.

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T and R entered the class. T greeted the students. T introduced the R to the students. T opened the lesson and checked the students’ attendance list. T gave explanation about narrative text. She asked the students to answer the definition.

Emma : “narrative text is text telling a story that happened in the past”

T : “your answer is good, any others”.

Ilham : “narrative is a story that has purposes to entertain the reader”.

T : “yes you right”.

After that, T gave the students’ answer sheet and gave instructions to make a story with the title “the rabbit and the turtle”. The students were given 45 minutes to do the test individually and they were allowed to open dictionary. Some students were confused how to start the story.

Mutoharoh : “how many paragraph should I made and what should I do with this pictures”.

T : “you have to make a story in sequences (generic structure) at least three paragraph, every paragraph consists of three sentences and you have to make the story based on the pictures attached, do you understand”?

Students : “yes I understand”.

There was Elvira who was unhealthy but she did the test. Some students asked T about their vocabularies. But almost the girls did the test by themselves. In pre-test the students got difficulty about how to arrange the generic feature. They were confused how to change V1 into V2.
After given pre-test, T gave the students a handout about narrative text and asked them to read it seriously. Then, T asked some students to read the materials. T explained more detailed using Indonesian in order to make the students understood the material. Then, T gave example of narrative text with the title “the jack and the beanstalk”. T asked pointed Ika and Fendi to read the story but they felt shy because they could not read correctly the words.

Ika : “ saya malu bu, saya ga mau, yang lain aja” (I feel shy, I cannot read the text correctly, please the other students mam”).

T : “nevermind, just continue to read, I will help you to read correctly”

T asked the students discussed about the generic structure, generic feature from the example. T asked students to find the simple past tense of the text and changed it into V1 in pairs. Then, T asked two groups presented their discussion. Time was up, T closed the meeting by reciting Alhamdulillah together.
T and R entered the class at 08.30 a.m, T greeted the students.

T: “Assalamu’alaikum wr.wb?”
S: “Wa’alaikum salam”.

T: “how are you today”
S: “I am fine thank you, and you?”
T: “I am fine too, thank you”.

Then, T checked the students' attendance list and asked the leader to lead the pray by saying “bismillahirrohmanirrohim”. T reviewed the materials in the last meeting. Then T gave feedback about the students’ result of Pre-test.

T: “some students still use V1, so please pay attention how to use simple past tense”.

Then, T gave the definition and the used of picture series. T showed some pictures that represented to the story. T asked the students who was the character of the picture. Students were enthusiast joined the learning.

Then, T divided the students in pair did the questions related to the story. Students were asked to choose which one of the pictures was relevant with the box words).

Ika and Rinda: “mam, this pictures so colorful and interesting”.

T: “yes, you right”.

T corrected the students’ discussion in the classroom and most of them wrote the correct answered. Then, T gave the students time to asking questions about the material at the day. Naimatun said that she would have the picture series in order she could study in her home. T said that the students were given the materials in the last meeting.
After gave the treatment, T conducted the post-test. T asked the students made a story same with the pre-test. The title was “the rabbit and the turtle”. They have made the story at least three paragraph, every paragraph consists of three sentences. T asked the students did it individually and they were allowed to open the dictionary to help them translated the vocabularies. T monitored the students did the test. After the time was up, T collected the students’ worksheet. Then, T closed the meeting.

T: “thank you very much for your participation. You did a great job today. I am very happy with your activity in the class. How about you, did you enjoy my class?
S: “yes, mam”.
T: “wassalamua’alaikum wr wb”.
S: “wassalamualaikum wr wb miss”

T and R entered the class. Then T greeted the students “assalamualaikum. T asked the leader to lead the pray. After that, T opened the meeting and checked the students’ attendance list. T reviewed about the last meeting. T asked the students to make story with the title “Malin Kundang”. The students were given 45 minutes to do the test individually and they were allowed to open dictionary but they finished before the time was up. There was Dina who did not pay attention and make the teacher angry. But most of students did the pre-test seriously. There were two boys students who asked the teachers’ permission to go to the toilet. And they spent for 10 minutes.

T: “what are you doing in the toilet, why you are so long, you have spent 10 minutes!”

S: “I am sorry mam, we are thirsty”.

T allowed them to continue the test.
R and T entered the class. T greeted the students and asked their condition.

T: “Assalamu’alaikum wr.wb?”

S: “Wa’alaikum salam”.

T: “how are you today”

S: “I am fine thank you, and you?”

T: “I am fine too, thank you”.

Then, T checked the students’ attendance list and asked the leader to lead the pray by saying “bismillahirrohmanirrohim”. T reviewed the materials in the last meeting.

Then, T gave the definition and the used of picture series. T showed some pictures that represented to the story. T asked the students who was the character of the picture. Students were enthusiast joined the learning.

T: “who is the character in the pictures?”

S: “there are mother, malin, his wife and others”.

Then, T divided the students in pair did the questions related to the story. Students were asked to choose which one of the pictures was relevant with the box words).

T corrected the students’ discussion in the classroom and most of them wrote the correct answered. Then, T gave the students time to asking questions about the material at the day.
After gave the treatment, T conducted the post-test. T asked the students made a story same with the pre-test. The title was “Malin Kundang”. They have made the story at least three paragraph, every paragraph consists of three sentences. T asked the students did it individually and they were allowed to open the dictionary to help them translated the vocabularies. T monitored the students did the test. The students did post-test well. They developed their ideas into writing as well. Rinda who sat I front of the class, she made with her imagination and her story was better than her pre-test. Linda and Fatma who discussed the post-test and they made the story almost similar.

After the time was up, T collected the students’ worksheet. Then, T closed the meeting.

T: “thank you very much for your participation. You did a great job today. I am very happy with your activity in the class. How about you, did you enjoy my class?

S: “yes, mam”.

T: “wassalamua’alaikum wr.wb”.

S: “wassalamualaikum wr.wb miss”
Kepada
Yth. Dr. Setia Rini, M.Pd.
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : Lina Nurul Halimah
NIM : 113-14-033
Program Studi : TADRIS BAHASA INGGRIS (TBI)
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Judul Skripsi : THE USE OF PICTURES STORY AS MEDIA TO FOSTER THE STUDENTS’ ABILITY IN WRITING NARRATIVE TEXT

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Muhiq, S.Ag., M.Phil.
NIP : 196906171996031004

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIKA
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Nomor : B-1264 /In.21/Dl.1/PN.03.1/04/2018 Salatiga, 09 April 2018
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala Sekolah MA Ma’arif Grabag
Di Grabag

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :
Nama : Lina Nurul Halimah
NIM : 11314033
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul Penelitian adalah :
“The Use of Picture series as Media to Improve the Students’ Ability in Writing Narrative Text for the Eleventh Grade of MA Ma’arif Grabag in the academic year of 2018/2019”

Dosen Pembimbing : Dr. Setia Rini, M.Pd.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di MA Ma’arif Ponggol, mulai tanggal 16 Juli 2018 sampai selesai.
Demikian, atas bermanfaat izin Bapak, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

[Signature]
Dekan
Fakultas Tarbiyah dan Ilmu Keguruan

Tembusan : 1. Mahasiswa yang bersangkut

[Signature]
[NIP: 19670921 199903 1002]
LEMBAGA PENDIDIKAN MA’ARIF NU KAB. MAGELANG
MADRASAH ALIYAH MA’ARIF GRABAG
NPSN : 20363100  NSM : 131233080014
Terakreditasi
Alamat : Ponggol 51 Grabag-Magelang 56196 Telp. (0293) 326815
Email : mugramati@gmail.com

SURAT KETERANGAN
Nomor : 214/MA.Mrf/E.1/VIII/2018

Yang bertanda tangan dibawah ini :

Nama : Mahfudh, S.Ag
Jabatan : Kepala MA Maarif Grabag Magelang

Menyatakan bahwa

Nama : Lina Nurul Halimah
NPM : 11314033
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris (TBI)

Judul Skripsi : The Use of Picture Series as Media to Improve the Students’ Ability in Writing Narrative Text for the eleventh Grade of MA Ma’arif Grabag in the academic year of 2018/2019

Mahasiswa diatas telah melaksanakan penelitian di MA Maarif Grabag Magelang mulai tanggal 16 Juli 2018 sampai dengan selesai.

Demikian surat keterangan ini kami buat dengan sebenarnya dan digunakan sebagaimana mestinya.

Magelang, 16 Agustus 2018
Kepala Madrasah

Mahfudh, S.Ag
### SATUAN KREDIT KEGIATAN (SKK)

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<td>10 Juni 2015</td>
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<td>Surat Keputusan (SK) kegiatan PPMTD Dinamika</td>
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<td>Charity Seminar stay positive, can’t live a positive life with a negative mind</td>
<td>08 Desember 2015</td>
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<td>35</td>
<td>International Seminar be global citizen through non formal learning in international voluntary service another way to go abroad</td>
<td>4 April 2017</td>
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<td>Scholarship Seminar unlocking the future through scholarship</td>
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<td>Pelatihan penyusunan proposal penelitian, mengembangkan kemampuan menulis sebagai aktualisasi diri dalam bidang penelitian</td>
<td>16 June 2017</td>
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<td>38</td>
<td>Ramadhan in campus, bersahabat dengan al-qur'an, menjadi keluarga terdekat sag maha rahman</td>
<td>16 Jni 2017</td>
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<td>39</td>
<td>Anniversary bidikmisi, satu arah, satukan langkah dalam mencapai masa depan gemilang</td>
<td>13 Agustus 2017</td>
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<td>Peneguhan kembali ihtiar perjuangan HMI dalam rangka mengawal kemaslahatan umat dan bangsa</td>
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<td>41</td>
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</table>
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : LINA NURUL HALMAH
NIM : 113-14-033
Dosen Pembimbing : Dr. Setia Rini, M.Pd.

Judul Skripsi pada surat penunjukan pembimbing skripsi :

"The Use of Picture Story as Media to Foster the Students' Ability in Writing Narrative Text for The Eleventh Grade Students of MA Ma'rif Ponggol in The Academic Year 2018/2019"

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<tr>
<th>No.</th>
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<td>1.</td>
<td>12-08-2018</td>
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<td>The use of picture stories as media to improve the eleventh grade students' ability in writing narrative text at MA Ma’arif Ponggol...</td>
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<td>13-04-2018</td>
<td>Revisi Proposal</td>
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</tbody>
</table>

Go to school!

Dosen Pembimbing

Dr. Setia Rini, M.Pd
19750518 200312-2002
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Lina Nurul Halimah  
NIM : 113-14-033  
Dosen Pembimbing : Dr. Setia Rini, M.Pd.  

Judul Skripsi pada surat penunjukan pembimbing skripsi:

"The Use of Pictures Story as Media to Foster the Students’ Ability in Writing Narrative Text for The Eleventh Grade Students of MA Ma’arif Ponggol in The Academic Year 2018/2019"

<table>
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</table>

ACE

Dosen Pembimbing

Dr. Setia Rini, M.Pd.  
19750518 200312 2002
Cycle I

The Students doing Pre-test
The Students doing Post-test
Cycle II

The Students doing Pre-test
The Students doing post-test

Learning Process in the classroom
CURRICULUM VITAE

Name : Lina Nurul Halimah

Nick name : Lina

Place and Date of Birth : Magelang, March 20th 1996

Gender : Female

Religion : Moslem

Address :

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Phone : 0856 4066 7198

Faculty : English Department

Educational Background :

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2. MTs N 1 Grabag graduated in 2011
3. MAN 2 Magelang graduated in 2014
4. IAIN Salatiga graduated in 2018

Organization experience :


Salatiga, 17th August 2018

[Signature]

Lina Nurul Halimah
NIM. 113 14 033
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Lina Nurul Halimah
NIM  : 113-114-033
Faculty : Teacher Training and English Faculty
Department : English Education Department

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Salatiga, August 17th 2018

The Researcher

Lina Nurul Halimah
11314033
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Researcher

[Signature]

Lina Nurul Halimah
11314033