

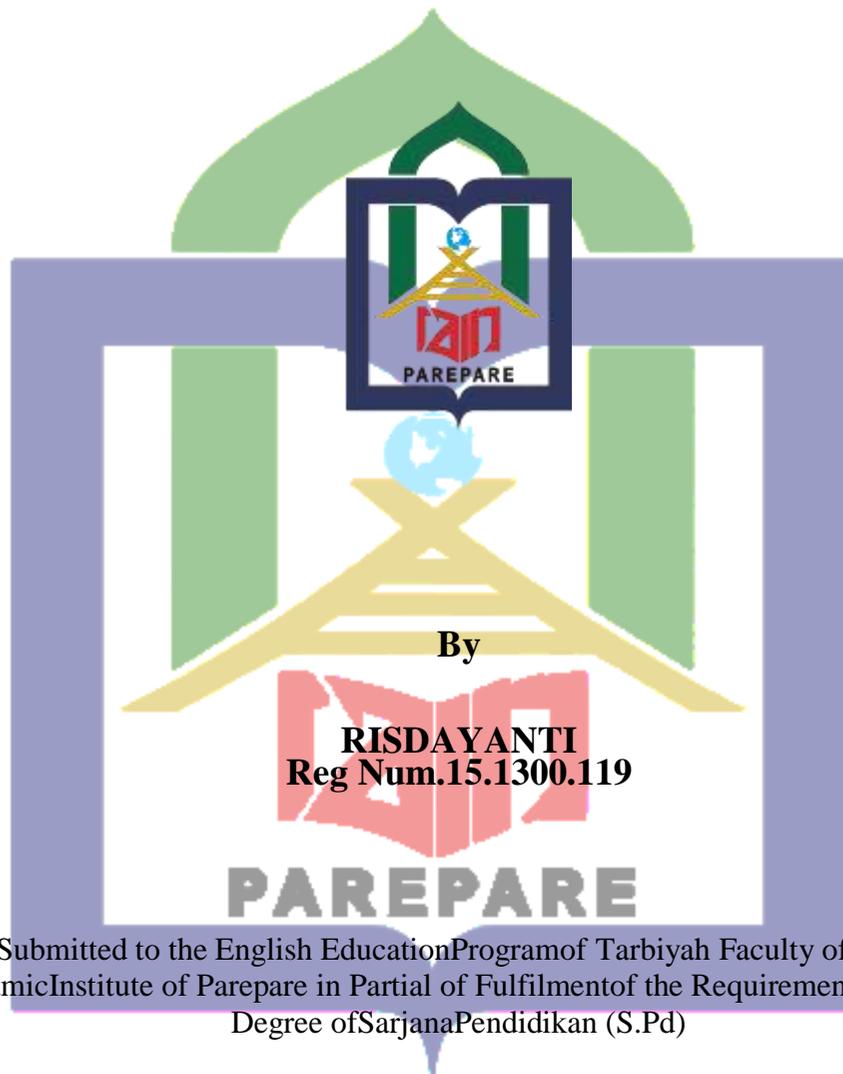
**SKRIPSI**  
**THE USING OF PICTURES SERIES TO IMPROVE STUDENTS’  
WRITING SKILLS AT THE TENTH GRADE  
STUDENTS OF SMAN 8 PINRANG**



**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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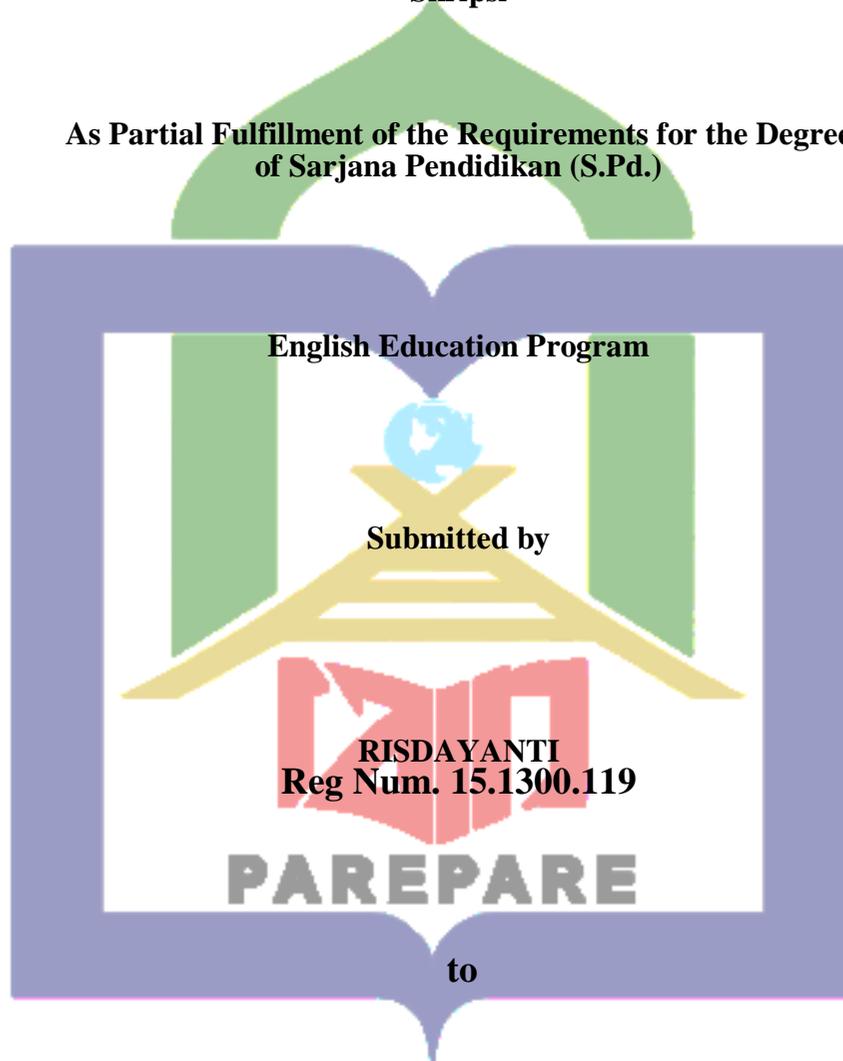
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**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd.)**



**to**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
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PAREPARE**

**2020**

iii

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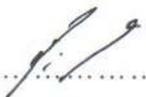
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**SKRIPSI**  
**THE USING OF PICTURES SERIES TO IMPROVE STUDENTS'  
WRITING SKILLS AT THE TENTH GRADE  
STUDENTS OF SMAN 8 PINRANG**

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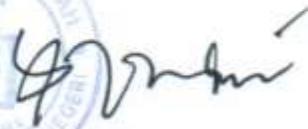
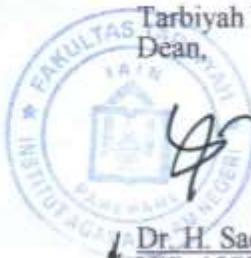
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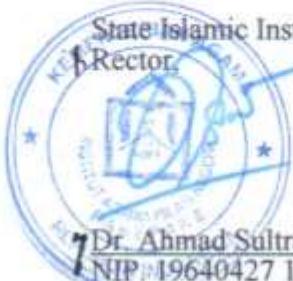
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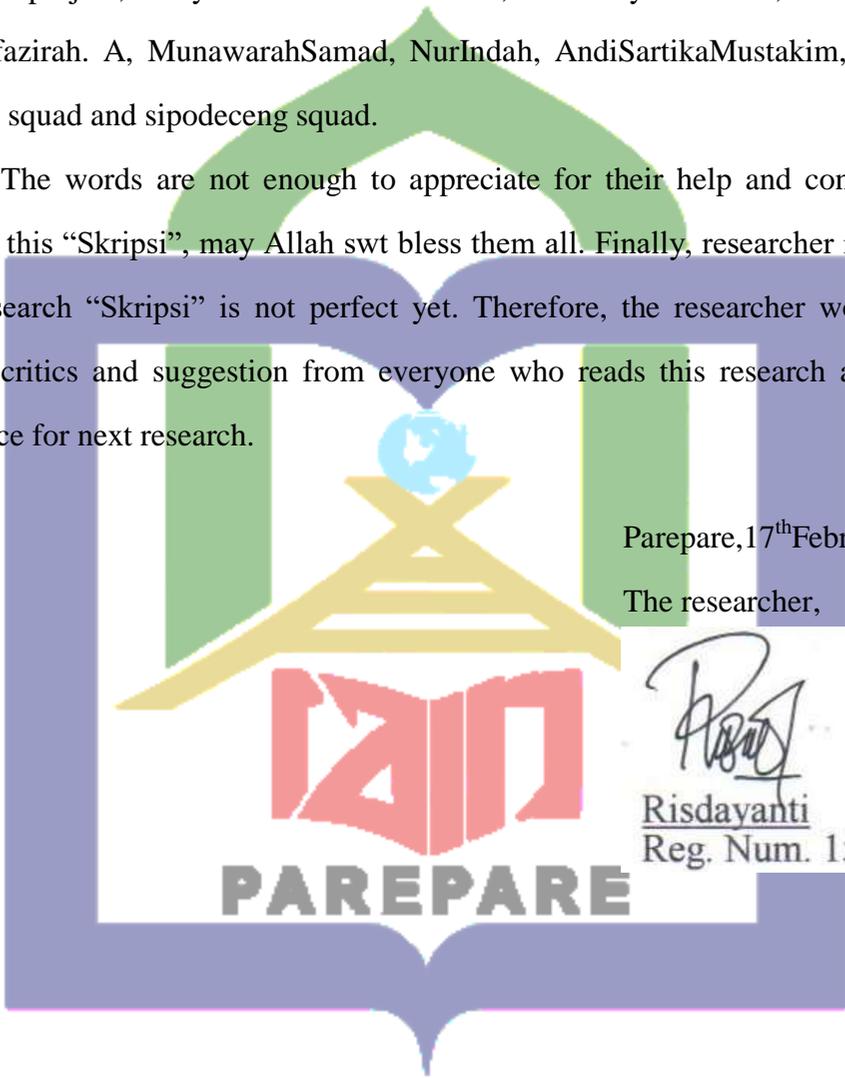
The words are not enough to appreciate for their help and contribution in writing this “Skripsi”, may Allah swt bless them all. Finally, researcher realizes that this research “Skripsi” is not perfect yet. Therefore, the researcher would like to accept critics and suggestion from everyone who reads this research and become reference for next research.

Parepare, 17<sup>th</sup> February 2020

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## DECLARATION OF THE RESEARCH AUTHENTICITY

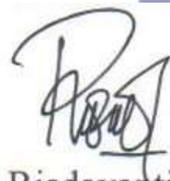
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Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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## ABSTRACT

**Risdayanti.** *The Using Pictures Series to Improve Students' Writing Skills at the Tenth Grade Students of SMAN 8 Pinrang, English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare* (Supervised by Anwar and Wahyu Hidayat).

Writing is an important language skill that has to be developed to the students and important factor in all English teaching. Many methods, strategies and techniques had been used by the teacher, lecturers and instructors in teaching of writing. Using pictures series is suitable for the teacher in teaching the writing and it gives solution for the teacher in teaching learning activities.

This research aimed to know through Using Picture Series to Improve Students' Writing Skills at the Tenth Grade Students of SMAN 8. Generally the use of Technique as teaching aid mainly aimed at increasing the teaching process to be more motivating and appealing for the students. Teaching by using picture series will be more interesting. This researcher was conducted at SMAN 8 Pinrang, the population of this research were the students of The Tenth Grade in SMAN 8 Pinrang in Academic Year 2018/2019. In this research, the researcher used a pre-experimental design pre-test and post-test, which is the effects of treatments is judges by the difference between the pre-test and post-test score. To collect the data, the researcher used instrument test that consist of the pre-test and post-test. The data analysis use descriptive and t test.

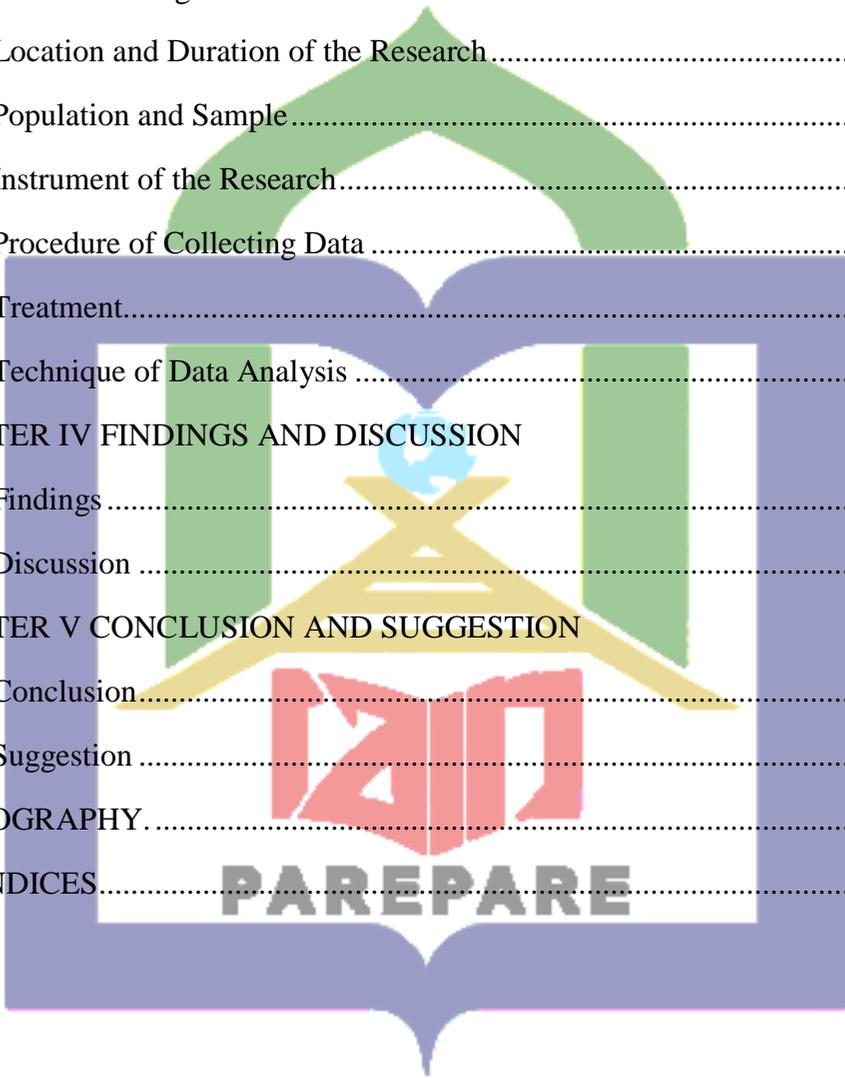
Based on the analysis, the researcher found that Picture series is able to improve the writing skills (significant 0.05). Based on the results of the analysis of the students' writing skills in the pre-test is still low with (mean = 54.25 SD = 8.081) while in the post-test the scores of students' writing skills scores are categorized (mean = 75.91 SD = 6.731). The students' writing skill was improved significantly by looking at pre-test mean score were 54.25. By the end of the study the result of Pictures series to improve students' writing skills enhance after giving treatment. The mean score indicate 75.91. Effect size or Cohend's d also shows that the score 3.26, it means that there were differences in the students' writing skills between before and after treatment. This shows that pictures series treatment influences or can improve student vocabulary. this is strengthened by the effect size score 3.26. The impact through Picture series seems to be significant in students' improvement in writing skills. It can be concluded that treatment have been effective.

**Keywords:** Writing Skills, Picture Series

## LIST OF CONTENTS

COVER .....	i
COVER OF TITLE .....	ii
SUBMISSION PAGE .....	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS .....	iv
APPROVED OF CONSULTANT COMMISSIONS .....	v
ENDORSEMENT OF EXAMINER COMMISSIONS .....	vi
ACKNOWLEDGEMENT .....	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI .....	ix
ABSTRACT .....	x
LIST OF CONTENTS .....	xii
LIST OF TABLES .....	xiii
LIST OF DIAGRAM .....	xiv
LIST OF FIGURES .....	xv
LIST OF APPENDICES .....	xvi
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background .....	1
1.2 Problem Statement .....	3
1.3 The Objective of the Research .....	3
1.4 Significance of the Research .....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Some Pertinent Ideas .....	5
2.2 Previous Research Findings .....	18
2.3 Conceptual Framework .....	19

2.4 Hypothesis .....	20
2.5 Variable and Operational Definition of Variable .....	21
<b>CHAPTER III METHODOLOGY OF THE RESEARCH</b>	
3.1 Research Design .....	22
3.2 Location and Duration of the Research .....	23
3.3 Population and Sample .....	23
3.4 Instrument of the Research .....	24
3.5 Procedure of Collecting Data .....	24
3.6 Treatment .....	25
3.7 Technique of Data Analysis .....	28
<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
4.1 Findings .....	35
4.2 Discussion .....	44
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion .....	50
5.2 Suggestion .....	51
BIBLIOGRAPHY .....	52
APPENDICES .....	53



## LIST OF TABLES

<b>Tables Number</b>	<b>Name of Tables</b>	<b>Page</b>
3.1	The Total numbers of students	23
3.2	Score and classifying the students' writing skills	29
3.3	Classifying the students' scores	30
4.1	The Students' Score in Pre-test and post-test	35
4.2	Students' score in pre-test	37
4.3	Component of writing in pre-test	38
4.4	Students' Score in Post-test	40
4.5	Component of writing in Post-test	40
4.6	Test of Normality (Shapiro-Wilk) in Pre-test and Post-test	41
4.7	Descriptive	43
4.8	Paired T-test	43

## LIST OF DIAGRAM

Number	The Title of Diagram	Page
4.1	Diagram Pre-test and Post-test	36
4.2	Students Score of Pre-test	37
4.3	Students Score Post-test	39



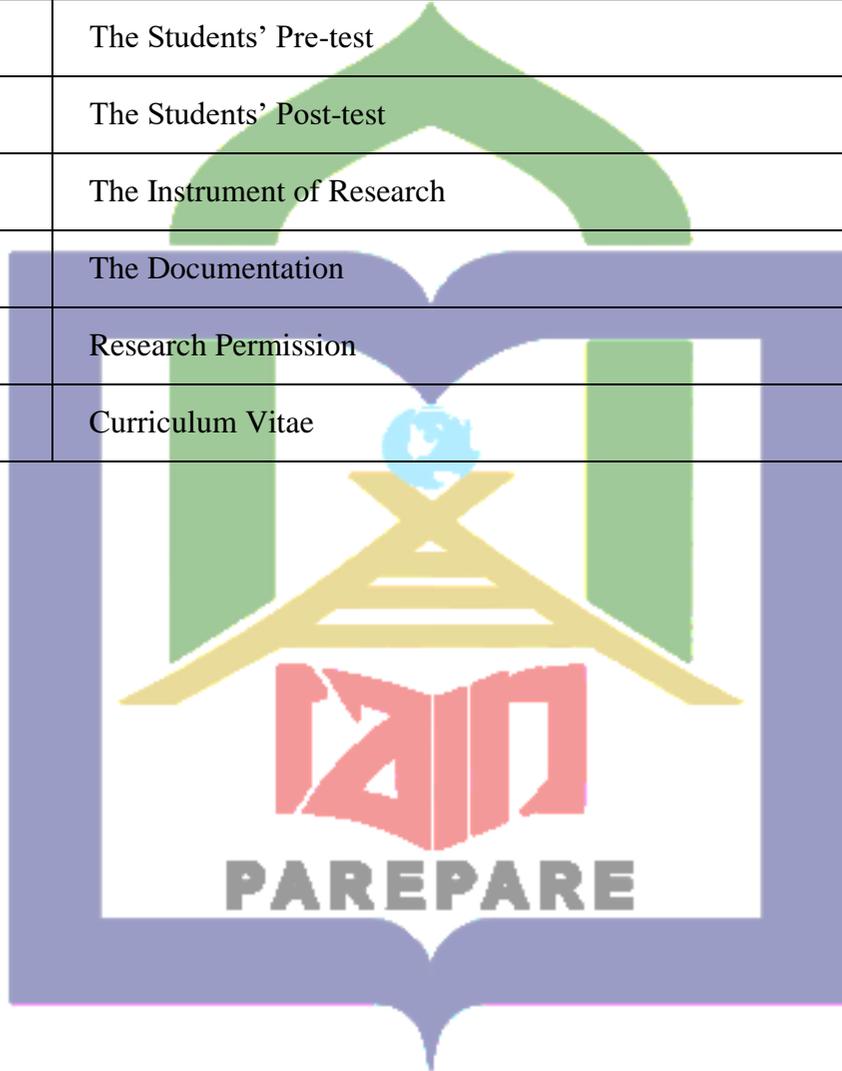
## LIST OF FIGURES

Number	Title of Figures	Pages
2.4	The Conceptual Framework of the Research	19



## LIST OF APPENDICES

Number	The Title of Appendices	Page
1	Lesson Plan	55
2	The Students' Pre-test	80
3	The Students' Post-test	83
4	The Instrument of Research	86
5	The Documentation	89
6	Research Permission	90
7	Curriculum Vitae	93



# CHAPTER I

## INTRODUCTION

### 1.1 Background

English is one of the international language in the world that constitute essential aspect and important in human life. It is used as means of communication in many fields such as science, technology and information. In teaching English, there are four language skills which should be taught to students. Those skills are namely listening, speaking, reading, and writing, so students must have a good mastery on them in order to be good English language learners. As stated above, every skill is important to be mastered, for example writing skill.

Writing is an important language skill that has to be developed to the student and it is not a natural skill because one cannot acquire this ability automatically and easily. There are so many communication media which use written language, such as newspaper, magazine, blog, website, and even social media. Based on those reasons, it is clear that writing skill is also important to be mastered in order to maintain a good communication with other people. Therefore, English teaching and learning process in the class should include teaching writing skill in a correct way in order to help the students to build their ability and competence in written language.

Writing is one of the most difficult subjects. We know that the mastery of writing skill of at the tenth grade senior high school as well as of the junior high school is commonly not good. Although they have learned English for three years, but they still face same difficulties in writing, so when they continue their study to the higher level they cannot write well. It is clear to be able to write correctly, language learners must have a good mastery on grammar, content, organization, vocabulary, and mechanics.

The fact is the students still difficult to write, those difficulties were related to the content, organization, mechanic, grammar, vocabulary and most of them have no incentive to write. The students found a difficulty to express their ideas when they were asked to write a text especially to think about what they should write as the first sentences in their paragraph.<sup>1</sup> As the result, the students' was very short. Another difficulty was related with the organization. The students' still made mistakes in sequencing in their ideas into a coherent paragraph. So, some of the students' writings were not well sequenced and some of their also confused the readers. Byrne divided into three aspects which may cause problem in writing. These aspects are problems in psychological, linguistic, and cognitive.<sup>2</sup> Psychological problem in writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or benefit of feedback, in itself makes the act of writing difficult. Linguistic problem in writing, we have to compensate for the trough our own efforts and ensure, both through our choice of sentences structure and by the way our sentence are linked together and sequenced, that the text we produce can be interpreted on its own. Cognitive problem in writing, on the other hand *is learned through a process of instruction*: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. In addition, writing involves some language components such as spelling, grammar, vocabulary, concordance, punctuation,

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<sup>1</sup>Erika Yulia Puspitasari, "The Use Picture Series to Improve the Writing Skill the Tenth Grade Students' of SMAN 1 Sradakan in Writing Narrative Text" (Thesis English Education Department Faculty of Languages and Arts Yogyakarta State University: 2014), p. 3.

<sup>2</sup>Donn Byrne, *Teaching Writing Skill, New Edition* (England: Longman Group UK Limited, 1988), p. 4.

coherence, and cohesion which the students do not master well, so all of the problems, the students are difficult to be an active participant in the class.

There are many ways or technique that can improve the students' writing skills, but the researcher makes a research about teaching writing through "picture series" to improve the students' writing skills, this is very useful because the English teacher never used picture series in writing class before. In addition, picture series also have many benefits such as to stimulate the ideas and to engage the students in learning. Furthermore, it is also easy to be prepare and relatively adjustable to be used for various ages of learners and purpose. As for those reasons, the researcher was motivated to carry out a research with little "Using Picture Series to Improve the Students' Writing Skills of The Tenth Grade students at SMA Negeri 8 Pinrang".

## **1.2 Problem statement**

By looking over the background above the researcher question as follow:

- 1.2.1 How does the description of students' writing skill before treatment through using pictures series at the tenth grade students of SMAN 8 Pinrang?
- 1.2.2 How does the description of students' writing skill after treatment through using pictures series at the tenth grade students of SMAN 8 Pinrang?
- 1.2.3 Is the using pictures series able to improve the students' writing skill at the tenth grade students of SMAN 8 Pinrang?

## **1.3 The Objective Of the Research**

Based on the problem statement above, the objective of the research as follow:

- 1.3.1 To find out that description students' writing skill before is being taught by using pictures series.

- 1.3.2 To find out that description students' writing skill after is being taught by using pictures series.
- 1.3.3 To know that there a significant to improve the students' writing skills after being taught using picture series.

#### **1.4 The Significant of the Research**

The researcher expected the research can give the new information of the English teacher or other people about English subject and became useful information of English study, especially in teaching writing skills. The findings of this research are expected for:

##### **1.4.1 The Teacher**

This research is useful to give contribution of teaching method as a reference and valuable resource of information to improve students' writing skill by using picture series to make the English teaching learning become more interesting and affective.

##### **1.4.2 The Students**

This research is useful for students' to provide some input to improve their motivation in writing skill and then they can learn efficiently and effectively creative.

##### **1.4.3 The Researcher**

This research is useful that the researcher will improving her knowledge in implementing picture series to improve writing skill students.

##### **1.4.4 The Next Researcher**

This research is useful to be one of reference in choosing the media in teaching writing, especially in writing skill.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Writing

##### 2.1.1.1 The Definition of Writing

Writing is progressive activity. It means that when we first write something down, we have already been thinking about we are going to write. Then after and how we have finished writing, we read over what we have writing and make changes and correction.<sup>3</sup>

Writing is letters or combination of letter which relate to the sounds we make when we speak (graphic symbols), then writing can be said to be the act of forming these symbols, the symbols have to be arranged to form sentences.<sup>4</sup>

According to oxford, writing is activity of writing, written words of an author and handwriting<sup>5</sup>.

From some the definition above, we can conclude that writing is an activity of language to make people share their information, story, ideas or experience in the form of symbols, letters and words.

##### 2.1.1.2 The Important of Writing

Donn Byrne said there are lots of reasons why is writing important, some of them are:

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<sup>3</sup>Alice Oshima & Aan Hogue, *Introduction to Academic Writing*, Second Edition (New York: Longman Group, 1998), p. 2.

<sup>4</sup>Donn Byrne, *Teaching Writing Skills*, New Edition..., p. 1.

<sup>5</sup>Oxford University Press, *Oxford Learner's Pocket Dictionary*, Third Edition (printed in china, 2003), p. 502.

1. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. It means some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in a language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.
2. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is no likely to be a true index of their attainment, but once again satisfies a psychological need.
3. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying of on a single medium alone. Even at elementary level there are many opportunities to activities that effectively integrated skills.
4. Writing provides variety in classroom activities, serving as break from oral work (and is therefore a quieter and more relaxed time for both students and teacher). At the same time, it increases the amount of language contact through work that can be set out of class.
5. Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral test, in practice we are often obliged by circumstance, such as the amount of time we have at our disposal and the number of students there are in class, to use some form of written test. In some case, of course, a written test may even be appropriate: for example, making notes while listening.<sup>6</sup>

So, for the explanation above, writing is very important to the students or another to teach writing, because from writing we can get more information,

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<sup>6</sup>Donn Byrn, *Teaching Writing Skills*, New Edition..., p. 6-7.

knowledge, ideas, and make good use of writing, as part of an integrated skills approach to language learning.

#### 2.1.1.3 The Characteristic of Writing

Kral states that there are some characteristics of good writing material as follow:

1. Material should be learning- centered rather than teaching-centered. They should focus on helping students to develop their own strategies for learning.
2. Material should be creative. They should provide stimulating activities to focus students' attention on the things to be learned. Audiovisual aids such as tapes, pictures, and diagrams should be used to activate the students' awareness of the content as something real.
3. Material should be interesting. They should be relating to students' interests. Moreover, there should be a variety of the text types and activity types in the material to motivate the students' interest in writing.
4. Material should be task- based. They should use purposeful task to motivate students' learning and to make students' see the usefulness of writing.
5. Material should be practical. They should deal with real-life communication tasks.<sup>7</sup>

#### 2.1.1.4 The Types of Writing

According to Wishon and Burks there are four types of writing: narration, description, exposition and argumentation:

##### 2.1.1.4.1 Narration

Narration is the form of writing used to relate the story of facts or events.

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<sup>7</sup>Kral, *Creative Classroom Actives* (Washington, D.C: United State Information Agency, 1995), p. 124.

Narrations places occurrences in time and tell what happened according to natural time sequence. Types of narration include novels and new stories, as well as large part of our everyday social interchange in the form of the letters and conversation.

Narrative text is one of the types of narration. Narrative text is a story tells us about something interesting that has purpose to amuse and entertain the readers or viewers.

A narrative text has structural organization that includes orientation, complication, resolution and re-orientation, as follow:

1. Orientation (establish, the characters and situation or beginning of the story). In the step the writers tells the sets the scene and introduces the participants.<sup>8</sup>
2. Complication, in this step the writer describing the rising crises which the participants have to do with.<sup>9</sup>
3. Resolution, in this step where the problem is solved or is the end of the story.
4. Re-orientation/coda (optional). It provides a moral based on what has been learned from the story.

Furthermore about the explanation above, there also the types or narrative text, as follow:

1. Legends

A legend is a narrative of human actions that are perceived both by the teller and listener to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. The

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<sup>8</sup>Novi.A, "Improving Students' Ability in Writing Narrative Text by Using Digital Story" (Thesis English Education and Teacher Training Faculty Walisongo State Islamic University Semarang: 2016), p. 22.

<sup>9</sup><http://pakpuguh.wordpress.com/2011/08/22/1-narrative-text/>. Accessed on September 19, 2019.

examples of legends in narrative text are: Sangkuriang, Maling Kundang, The story of Toba Lake, etc.

## 2. Fables (stories about animals who behave like humans depicted)

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human being. The example of fable I narrative text: the ants and grasshopper, the story of monkey and crocodile, etc.

## 3. Fairy Tales ( the story about fantastic, full of wonders)

Fairy tales is an English language term for a type of short narrative corresponding to the French phrase “Conte de fee”. A fairy tale typically features such folkloric characters as fairies, goblin, elves, trolls dwarves and usually magic or enchantments. The example of fairy tale in narrative text: Cinderella, Pinocchio, snow white, etc.

## 4. Science Fiction

Science fiction is fiction based upon extrapolation of a tendency in society. Science fiction is that class of prose narrative treating a situation that could not arise in the world we know. Some example of science fiction: To the moon from the earth by Jules Verne, starship trooper by Robert Heinlein.<sup>10</sup>

### 2.1.1.4.2 Description

Description reproduces the way things look, smell, taste. Feel or sound. It may also evoke mood such as happiness, loneliness, or fear. It is used create visual image of people, places, even of people, even of units of time-days, time of day, or seasons. It may also to describe more than out ward appearance of people. It may tell about their traits of character of personality.

<sup>10</sup>Types of Narrative Text, <http://study123english.blogspot.com/2013/03/the-types-ofnarrtive-text.html>. Accessed on September 19, 2019.

#### 2.1.1.4.3 Exposition

Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essay, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used a part form narrative, it stands alone or with narrative, exposition may be developed in number of ways.

#### 2.1.1.4.4 Argumentation

Argumentation is used in persuading and convincing. It is closely related exposition and is often found combined with it. Argumentation is used to make a case to prove a statement or preposition. Study the following paragraphs. They are basically exposition, but they use argumentation.<sup>11</sup>

From the explanation above, the researcher conclude that the researcher focus in narrative text, because narrative tells about something interesting that has purpose to amuse and to entertain for the readers or students. It also tells us about the story or sharing their idea, opinion and their own experience that can make the students enjoy the class.

#### 2.1.1.5 The Writing Process

According to Harmer, writing process is stages a writer goes through in order to produce something in its final written form. This is may be affected by the content of the writing, the type of writing, and the medium it is written, they are:

1. Planning is the process of the researcher plan what they are going to write before starting to write. When planning, researchers have to think about the three main issues. The first place they have to consider by the writers; the purpose of their

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<sup>11</sup>George E. Wishon, *Let's Write English* (New York: Educational Publishing, 1980), p. 377-383.

writing which consist of language used and information chosen to include. Secondly the writers have considered the audience they are writing for since this will influence the shape of the writing and the choice of the language whether it is formal and informal. The last, content structures talk about how best to sequence the facts, ideas, or arguments.

2. Drafting. It refers to the first version of a piece of writing as a draft. This first goes at a text is often done on the assumption that it will be amended later.
3. Revising. It this process, the researcher will revise about the order of the information is not clear. The way something is written is ambiguous or confusing, etc. so, the reflection and revising process are often help by the other readers (editors) who comment and make suggestion.<sup>12</sup>
4. Final Version (editing) is another aspect of writing and requires recognizing problems in grammar (e.g., subject-verb disagreement, improper pronoun use, incorrect verb tense), syntax (e.g., spelling and punctuation errors). Editing is not problematic in the way that revision is, because most students are willing to work hard at editing their work.<sup>13</sup>

#### 2.1.1.6 Component of Writing

There are five main components of writing, as follow:<sup>14</sup>

##### 1. Language Use

The ability to write correct and appropriate sentences. Language use in writing description and the order forms of writing involves usage and point involves

<sup>12</sup>Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p. 4.

<sup>13</sup>Jerry G. Gebhard, *Teaching English as a Foreign or Second Language, A Teacher Self-Development and Methodology Guide* (America: The University of Michigan Press, 1996), p. 230.

<sup>14</sup>J. B Heaton, *Writing English Language Test* (Landon and New York: Longman Group UK Limited, 1991), p. 135.

correct usage and point of grammar structure. It also, a great influence on the quality of writing. In order to have a good grammar in the writing writers should pay attention to the use grammatical rules concerning tenses, preposition, conjunction, clauses, articles, etc.

## 2. Mechanic

The ability to use correctly those conversations peculiar to the written language. Mechanic of writing deals capitalization, spelling and punctuation, it also deals with paragraphing handwriting illegible and meaning conveyed. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing skill makes readers easy to group conveying ideas or messages to writing materials.

## 3. Content

The ability to think creatively and develop through, excluding all irrelevant information. The content of writing should be clear to readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its contents should be well unified and completed.

## 4. Grammar

The ability to manipulate sentences and paragraph, and use language effectively. That concerns the ability to write correct appropriate sentences. The writer has to give attention to preposition, tenses such as using of verbs, nouns, adjectives, also conjunction and articles. Grammar is a system of rule governing the conventional and relationship of words in sentences.

## 5. Vocabulary

The ability to write in an appropriate manner for particular purpose with a particular audience in mind, together with an ability to select, organized and order

relevant information. This is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective of using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it.

## 2.1.2 The Concept of Picture Series

### 2.1.2.1 Definition of Picture Series

Picture series is one of the media which used in the class. Picture series are defined as a series of pictures, which are placed on one chart.<sup>15</sup> It will improve their creation to deliver their ideas then they also can share their understanding in order to make their friends also. Picture series is two dimensional visual representations of persons, place or things. The picture has a role as visual aid in teaching speaking which provides a starting point to talk about in the classroom. Picture can be adopted from books, magazines, newspaper, internet, photograph, brochure, catalogue, posters, cartoon strips one's drawing. Picture is a visual media based (image or metaphor) plays in important role in learning process. Picture can facilitate understanding through the elaboration of the structure and organization and strengthen the memory.

Picture is one visual aids and picture is very important to helping students to gives information about experience or understand something since they can represent place, object, people and can give students a great help and stimulate language learning.

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<sup>15</sup>Marry Finnochioaro, *Teaching English as a Foreign Language* (New York: Oxford University Press, 1973), p. 196.

### 2.1.2.2 Picture Series as Media in Teaching Writing

Picture series is a kind of media which belongs to picture category. These pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story<sup>16</sup>. Pictures are media which can be easily modified to adjust the teaching and learning condition. pictures are suitable for teachers who have; any kind of students from beginners to advanced, from children to adults, little time for preparation, little money or sophisticated media, and little time and examination syllabus to follow<sup>17</sup>.

Picture series can be used to create many interesting activities especially in teaching writing. There are various numbers of writing activities that students can do. One of the examples is by giving a series of pictures which tell story and ask the students to write story based on the pictures. The last by giving the students picture series as the writing task will stimulate them to be creative writers.

There are some ways in using pictures in writing those are; To motivate the students to write; To create a context within which his/her response will have meaning; To provide the students with information to use in controlled practice work. Pictures showing objects, actions, events and relationships can cue answer to questions, substitutions and sentence completions; To sponsor, stimulate and possibly to guide written description, narrations and journals and the last; To sponsor, stimulate and offer information free writing.<sup>18</sup>

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<sup>16</sup>Yunus, Noor Azlina, *Preparing and Using Aids for English Language Teaching* (Kuala Lumpur: Oxford University Press, 198), p. 49.

<sup>17</sup>Wright, Andrew, *Pictures for Language Learning Cambridge* (Cambridge University Press. 1989), p 1.

<sup>18</sup>Wright, Andrew, *1000+ Pictures for Teacher to Copy* (Cambridge University Press. 1986), p. 15.

### 2.1.2.3 The Advantage of Using Picture Series in Teaching Writing

Pictures can stimulate expression, develop understanding, add spice, and variety to verbal lesson, and provided opportunities, for individual or group study. Pictures are besides plentiful, inexpensive, and often timely and carefully documented, they present tremendous potential for extending verbal experience, reducing misinterpretation that result from vagueness, assisting in the organization of learning, showing process step by step and pictures bring not only images of reality, but also can be function as a fun element in the class.<sup>19</sup>

The most benefit of a picture can make is to contribute to the student's understanding of a more general context which may be made up of pictures, the teacher's actions, the student's actions, sound effects and word. This overall context of new language will have meaning to the student.<sup>20</sup>

### 2.1.2.4 Teaching Writing Using Picture Series

Picture series is a kind of media which belongs to picture category. These pictures can represent the image of people, animals, things, or events. Teaching is all of the teacher's activities in the classroom such as to manage the class and observe the student's activities in the classroom. From the statement the researcher concludes that teaching writing is process to help the student how to develop the student's writing skill in the classroom activity by using picture series. By showing picture series, the students will be more interested to get some information from them and

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<sup>19</sup>Gerson Sharon J. et al, *Teaching Writing: process and Product* (prentice Hall Inc. 1960), p. 189.

<sup>20</sup>Fatikhah Ismawati, "Improving Writing Skill Trough Picture Series of the Eight Grade Students of SMP Negeri 1 Gamping" (Thesis English Education Department Faculty of Languages and Arts Yogyakarta State University: 2014), p. 25.

they will try to understand what the pictures tell about.<sup>21</sup> Furthermore, picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefits is it simple, does not costly, and relatively easy to get.<sup>22</sup>

#### 2.1.2.5 Procedur of Using Picture Series as Instrumental Media

There are some of the activities which are introduced in this research as proposed in Wright. Since media used in this research is picture, more specifically picture series, the activities adapted are mostly about challenge to sequence. The procedures of the use of the picture series are presented bellow:

##### 1. Jumbled Sentences

Individual or pair work, jumbled sentences are given to the students. They write them out in the correct order, guided by a sequence of pictures

##### 2. Change Some Words

A text, a sequence of pictures and a number of alternative words for some those in the text are given to the students. They write out the text with their choice of words, guided by reference to the pictures.

##### 3. Missing Part

Individual or pair work, the students are given a story with the beginning, themiddle, or the end missing. The students write out the given text and add in the missing part, based on one or more pictures.

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<sup>21</sup>Aco Yaqub, “*Using Picture Series Through Scientific Learning Approach to Improve the Students’ Speaking Skill*” (Skripsi Sarjana: Tarbiyah Departement: STAIN Parepare, 2017), p. 12.

<sup>22</sup>Erika Yulia Puspitasari, “*The Use Picture Series to Improve the Writing Skill the Tenth Grade Students’ of SMAN 1 Sradakan in Writing Narrative Text*” (Thesis English Education Department Faculty of Languages and Arts Yogyakarta State University: 2014), p. 24.

#### 4. Picture Guided Story

Individual or pair work, a sequence of pictures is given and the students write the story without any other assistance or guidance. In conclusion, picture series are a kind of media used by the teachers due to their benefits of using pictures. Furthermore, they can provide various activities to support the teaching and learning process.<sup>23</sup>

##### 2.1.2.6 The Roles of Picture Series as Instructional Media

In general, according to Latuheru, the use of instructional media can give to certain advantages in the teaching-learning process:

1. Attracting and increasing students' attention
2. Helping to cope with the differences of the students experiences due to differences in their social and economic background
3. Providing learning experiences that may be difficult to get in any other way
4. Helping arrange the experiences the students acquire systematically to promote their cognitive development
5. Helping develop students' ability to do the self-learning based on their experiences and facts they learn
6. Decreasing verbalism (using verbal) in the learning process.<sup>24</sup>

#### 2.2 The Previous Related Research

Some researcher had conducted a few studies and found related results of the research, they were:

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<sup>23</sup>Wright, Andrew, *Pictures for Language Learning Cambridge* (Cambridge University Press. 1989), p. 68.

<sup>24</sup> Halimatus Sa'diyah, "Improving Students' Ability in Writing Descriptive Texts Trough a Picture Series Aided Learning Strategy," (The English Teacher, XL), p. 166.

- 2.2.2 Fatikha Ismawati in *“Improving Writing Skill Through Picture Series of the Eight Students of SMP Negeri 1 Gamping”*, said that the implementation of picture series in teaching and learning process of writing was believed to be effective to improve the students’ writing skills. The students’ writing skills were measured quantitatively by comparing mean score of pre-test and post-test. The result revealed that the mean score of the students’ writing increased from 30.89 in the pre-test to 71.13 in the post-test.<sup>25</sup>
- 2.2.3 Hijrah in *“Improving the Writing Skill by Using Repeatead Exposure Technique of MtsN 2 Bonde”*, said that in using repetead exposure technique improve the writing skill of the students who were taught by this activity than who were not. It was proved by the result of post-test’s t-Test value which the greater than t-Table, and it means that it is more effective to be applied in the teaching-learning process than through ordinary teaching.<sup>26</sup>
- 2.2.4 Marwah in *“Improving Students’ Writing Ability through situational picture”* in her researcher stated that the total score between the result of pre-test and post-test was significant by difference; it can be found that through the calculation of the scores of post-test where the result of computation of t-test got 11,65, if it was consulted with the t-table value where N:29 with the degree of freedom(df)=N-1=29-1=28 in the level of significant 0,05 got 2,048, it means that the t-test value was better than t-table value.<sup>27</sup>

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<sup>25</sup>Fatikhah Ismawati, *“Improving Writing Skill Trough Picture Series of the Eight Grade Students of SMP Negeri 1 Gamping”* (Thesis English Education Department Faculty of Languages and Arts Yogyakarta State University: 2014), p. 97.

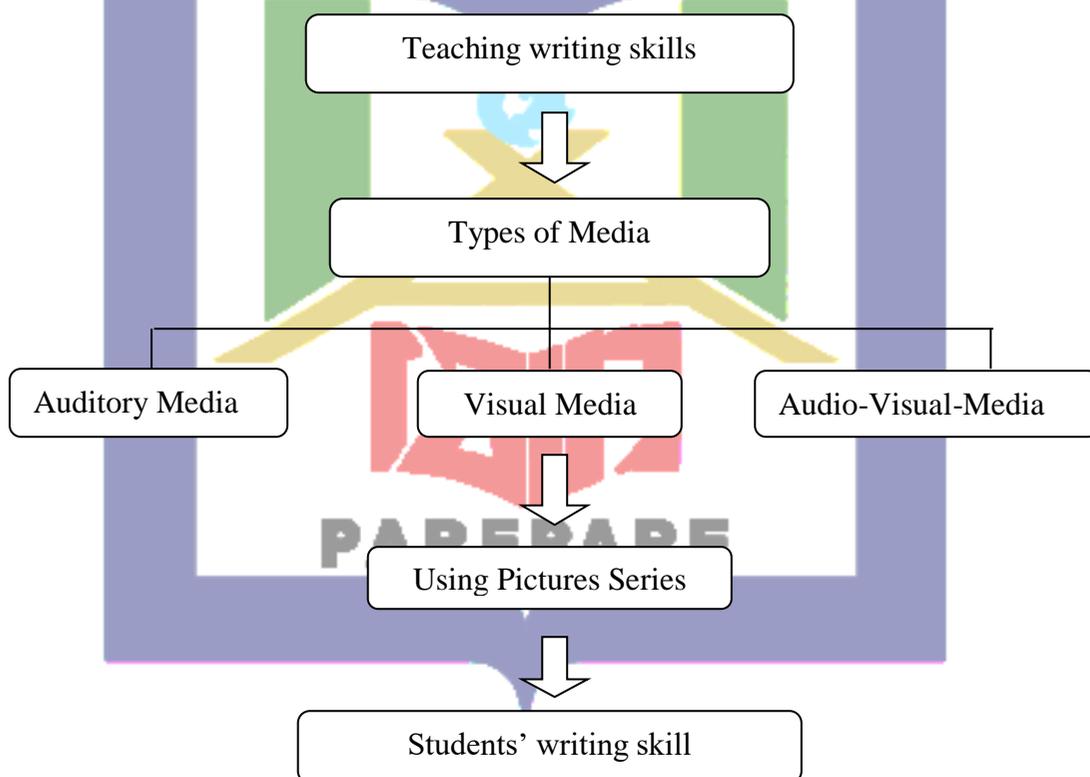
<sup>26</sup>Hijrah, *“Improving the Writing Skill by Using Repetead Exposure Technique of MtsN 2 Bonde”* (Unpublished Skripsi; Tarbiyah Departement: STAIN Parepare, 2010), p. 38.

<sup>27</sup>Marwah, *“Improving Students’ Writing Ability through situational picture”* (Skripsi Sarjana: Tarbiyah Departement: STAIN Parepare, 2017), p. 45.

Based on the research finding above, some researcher is able to make opinions that the using picture series in teaching and learning process of writing believed can increase students' writing skills, otherwise picture series as a tool. It is also one of the creative techniques to improve students' writing skill.

### 2.3 Conceptual Framework

Writing is an activity of language to make people share their information, story, ideas or experience in the form of symbols, letters and words, and written form by considering writing aspects and writing stages to be clear understood by the readers. At this point, the researcher draws the theoretical framework as follows:



The main components above, there are four stages involved in this research such as teaching writing skills, types of media, using pictures series as instrumental media and students' writing skill. Teaching writing skill above, using the one of learn

types of media. There are some types of media for English teaching, such as visual, auditory, kinesthetic, analytic, experiential, etc. This research the researcher will be applied the visual as instrumental media; it is means the learner prefers to see the language written down.<sup>28</sup> The visual as type of media is use picture series. In this research the researcher using picture series for English teaching especially in teaching writing, to improve the students' writing skill.

#### 2.4 Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, furthermore the hypothesis need the research process to examine the data.<sup>29</sup>

Based on previous explanation, the researcher of this research is formulated as follow:

H<sub>0</sub> : The using picture series is not able to improve the students' writing skill at the tenth grade of SMAN 8 Pinrang.

H<sub>a</sub> : The using picture series is able to improve the students' writing skill at the tenth grade of SMAN 8 Pinrang.

#### 2.5 Operational Definition of Variable

##### 2.5.2 Writing Skill

Writing skill is neither acquired totally out awareness nor learned totally consciously.<sup>30</sup> So, in this research the researcher focuses on writing in narrative text. Narrative text is a story tells us about something interesting that has purpose to

<sup>28</sup><http://eprints.umg.ac.id/2820/3/BAB%20II.pdf/>. Accessed on august 21, 2020.

<sup>29</sup>Saepudin, et al., eds., *Pedoman Penulisan Karya Ilmiah* (Parepare: Departemen Agama, 2013), p. 26.

<sup>30</sup>Robert Lado, *Teaching English Across Culture* (New York: McGraw-Hill, 1988), p. 205.

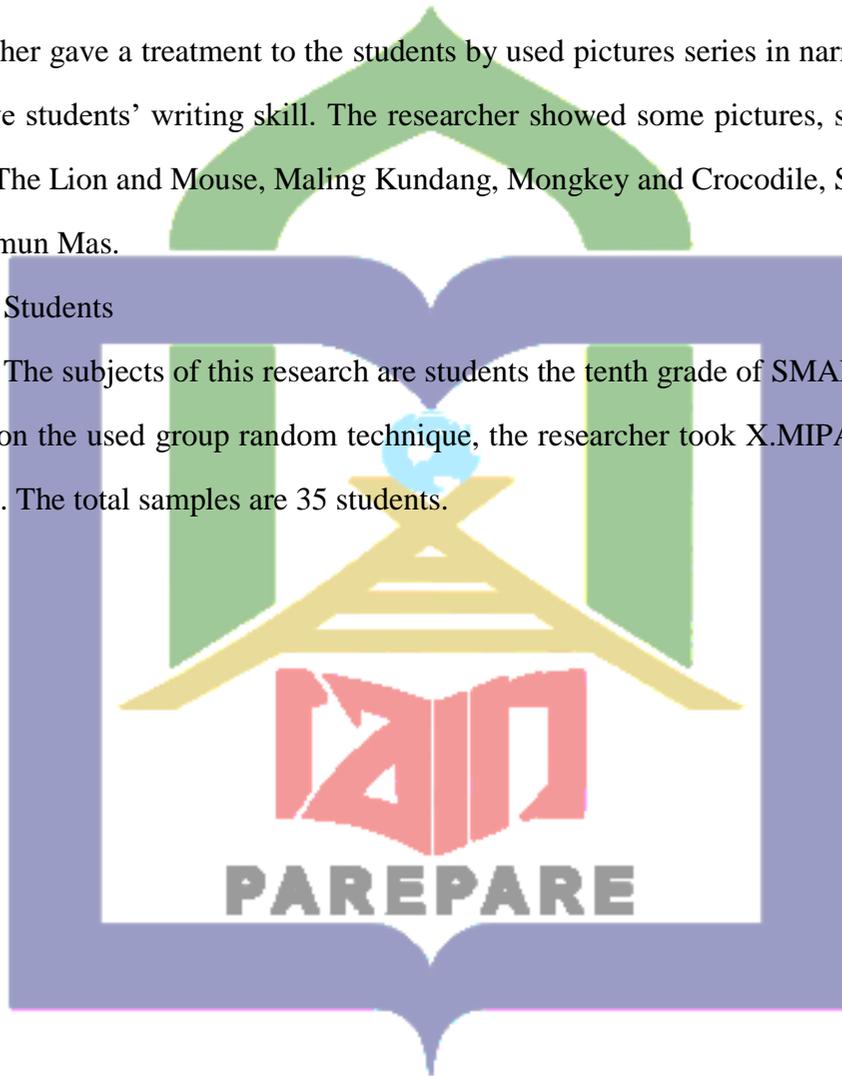
amuse and entertain the readers or viewers. There are some type of narrative text, such as legends, fables, fairy tales, and science fiction.

### 2.5.3 Picture Series

Picture series is one of the media which used in class. This research the researcher gave a treatment to the students by used pictures series in narrative text to improve students' writing skill. The researcher showed some pictures, such as Lake Toba, The Lion and Mouse, Maling Kundang, Mongkey and Crocodile, Sangkuriang, and Timun Mas.

### 2.5.4 Students

The subjects of this research are students the tenth grade of SMAN 8 Pinrang. Based on the used group random technique, the researcher took X.MIPA.6 elected a sample. The total samples are 35 students.



## CHAPTER III

### METHOD OF THE RESEARCH

#### 3.1 Research Design

The method of the research is an experimental research which emphasizes on numerical analysis of data collected through test by using statistics. The design of research is pre-experimental design with one group pre-test and post-test design. This design involved one group pre-test (O<sub>1</sub>), exposed to treatment (T) and post-test (O<sub>2</sub>).<sup>31</sup> The researcher analyzed about an experimental study of the tenth grade students' ability in writing narrative text by using picture series at SMAN 8 Pinrang. This is presented as follow:

$$E = O_1 \quad X \quad O_2$$

Which:

O<sub>1</sub> : Pre-test

X : Treatment (using picture series)

O<sub>2</sub> : Post-test<sup>32</sup>

#### 3.2 Variables of the Research

There are two variables involve in this research namely, dependent and independent variable.

3.2.1 The independent variable is a variable which influences or effects to dependent variables.<sup>33</sup> Independent variable (X): Writing skill.

<sup>31</sup>Gay, L.R, *Education Research, Competencies for Analysis and Application*. Second Edition (New York: Charles E. Merrill Publishing company, 1981), p. 218.

<sup>32</sup>Sugiono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan RD* (Bandung: Alfabeta, 2012), p. 111.

<sup>33</sup>Arikunto Suharsini, *Prosedure Penelitian suatu pendekatan praktek* (Jakarta: PT. Rineka Cipta, 1998), p. 101.

3.2.2 Dependent variable is variable that is influenced by the independent variable.<sup>34</sup> Dependent variable (Y): Pictures series.

### 3.3 Location and Duration

The location of the research took place at SMAN 8 Pinrang Jl.Poros Pinrang Polman, Tuppu Pinrang South Sulawesi focusing to tenth year on academic 2019. The duration of this research will be more than one month.

### 3.4 Population and Sample

#### 3.4.1 Population

The population of this research is the tenth grade students at SMAN 8 Pinrang it is consisted of 6 classes. The total numbers of the students are 210 students from different mayor as showed on table. 3.1

Table 3.1 The Total numbers of students

Class	Students		
	Male	Female	Number
X MIPA 1	27	8	35 students
X MIPA 2	26	9	35 students
X MIPA 3	27	8	35 students
X MIPA 4	27	8	35 students
X MIPA 5	26	9	35 students
X MIPA 6	26	9	35 students
<b>Total Number</b>	159	51	210

Source: Administration of SMAN 8 Pinrang

<sup>34</sup>Arikunto Suharsini, *Prosedure Penelitian suatu pendekatan praktek...*, p. 101.

### 3.4.1 Sample

The researcher took only one class respondent of this research. In this research, the researcher use group random technique. The researcher writes name and numbering all of the students' class. Then, the researcher took one of the names of the students' class that will be drawn to be sample. Based on the group random technique X MIPA 6 elected as a sample. The total samples are 35 students.

### 3.5 Instrument of the Research

In this step, the researcher had applied test as the instrument. Test are generally used to collect data about subject's ability in and knowledge of the second language in areas such as vocabulary, grammar, reading, met linguistic awareness, and general proficiency. To collect data of the improvement the students writing skill is before and after treatment. There are two test of giving the students. The test would be pre-test and post-test.

Pre-test aims to know the students' writing skill before applying "picture series" while the post-test aims to know the students' advancement in writing after applying "picture series." The test use to find out the students' achievement before and after giving treatment, especially the students' writing skill by using picture series.

### 3.6 Procedure of Collecting Data

In this research, the procedures of collecting data were divided in two stages, as follow:

#### 3.6.1 Pre –test

Purpose in this test was to know how far the students' writing skill up to now. First, the researcher will explain about writing to the students. Students should understand well the explanation given. The students listened to the researcher well,

then researcher will ask students to write down the final conclusion that the students can understand from the explanation given.

### 3.6.2 Post-test

Post-test was giving by asking students to write down what students can understand from the treatment given. This post-test purpose was to know the students improvement in writing skill after receiving the treatment.

## 3.7 Treatment

### 3.7.1 First Meeting

1. The researcher said greeting to the students and pray before studying
2. The researcher checked the students' preparation before begin the teaching and learning process
3. The researcher gave advice and motivation to the student before writing
4. The researcher gave handouts about the materials about *Lake Toba*, it is one of the kinds of narrative text
5. The researcher gave explanation about the way of good writing
6. The researcher showed the picture series and the student should understand well the explanation then listened the researcher well until explanation done.
7. The researcher gave an assignment to the students to write some ideas contain the story of the picture series.
8. At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

### 3.7.2 Second Meeting

1. The researcher said greeting to the students and pray before studying
2. The researcher checked the students' preparation before begin the teaching and learning process

3. The researcher gave advice and motivation to the student before writing
4. The researcher review material and giving some question.
5. The researcher gave handouts about the materials about *the Lion and mouse*, it is one of the kinds of narrative text
6. The researcher gave explanation about the way of good writing
7. The researcher showed the picture series and the student should understand well the explanation then listened the researcher well until explanation done.
8. The researcher gave an assignment to the students to write some ideas contain the story of the picture series.
9. At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

### 3.7.3 Third Meeting

1. The researcher said greeting to the students and pray before studying
2. The researcher checked the students' preparation before begin the teaching and learning process
3. The researcher gave advice and motivation to the student before writing
4. The researcher review material and giving some question.
5. The researcher gave handouts about the materials about *Maling Kundang*, it is one of the kinds of narrative text
6. The researcher gave explanation about the way of good writing
7. The researcher showed the picture series and the student should understand well the explanation then listened the researcher well until explanation done.
8. The researcher gave an assignment to the students to write some ideas contain the story of the picture series.

9. At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

#### 3.7.4 Forth Meeting

1. The researcher said greeting to the students and pray before studying
2. The researcher checked the students' preparation before begin the teaching and learning process
3. The researcher gave advice and motivation to the student before writing
4. The researcher review material and giving some question.
5. The researcher gave handouts about the materials about *Monkey and crocodile*, it is one of the kinds of narrative text
6. The researcher gave explanation about the way of good writing
7. The researcher showed the picture series and the student should understand well the explanation then listened the researcher well until explanation done.
8. The researcher gave an assignment to the students to write some ideas contain the story of the picture series.
9. At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

#### 3.7.5 Fifth Meeting

1. The researcher said greeting to the students and pray before studying
2. The researcher checked the students' preparation before begin the teaching and learning process
3. The researcher gave advice and motivation to the student before writing
4. The researcher review material and giving some question.
5. The researcher gave handouts about the materials about *Sangkuriang*, it is one of the kinds of narrative text

6. The researcher gave explanation about the way of good writing
7. The researcher showed the picture series and the student should understand well the explanation then listened the researcher well until explanation done.
8. The researcher gave an assignment to the students to write some ideas contain the story of the picture series.
9. At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

#### 3.7.6 Sixth Meeting

1. The researcher said greeting to the students and pray before studying
2. The researcher checked the students' preparation before begin the teaching and learning process
3. The researcher gave advice and motivation to the student before writing
4. The researcher review material and giving some question.
5. The researcher showed some picture series which consist of the material about writing about *Timun Mas*, it is one of the kinds of narrative text
6. Then the students had be guide to write down well the story from the writing's material by using picture series.
7. At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

### 3.8 Technique of Data Analysis

To Analyzed the data the result of pre-test and post-test, some formulas one use in this research as follow:

3.8.1 To scoring the students' answer the researcher uses the following table.<sup>35</sup>

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<sup>35</sup>J. B Heaton, *Writing English Language Test* (Landon and New York: Longman Group UK Limited, 1991), p. 146.

Table.3.2 Score and classifying the students' writing skills

Classification	Score Level	Criteria
Content	30-27	Excellent to very good: knowledge, substantive development of topic, relevant to assigned topic.
	26-22	Good to arrange: some knowledge, of subject, adequate range, limited development of topic, but lacks details.
	21-17	Fair to poor: limited knowledge of subject, the title substance, inadequate development of topic.
Organization	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
	20-18	Excellent to very good: fluent expression ideas clearly stated/supported succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out. Limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing.
Vocabulary	9-7	Very poor: does not communicate, no organized.
	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage, meaning not confused or obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, and usage, etc.
Language use	9-7	Very poor: essentially translation, title, knowledge of English vocabulary.
	25-22	Excellent to very good: effective complex construction, few errors agreement, tense, number, word order/function, articles, pronouns, Preposition.
	21-18	Good to average: effective but simple/complex construction, minor problem in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.

	17-11	Fair to poor: major problem simple/complex construction: frequent errors of negation, agreements, tense, number, word/function, articles, pronouns, preposition, and/or fragments, deletion, meaning confused
	10-5	Very poor: virtually no mastery of sentence contributions rules. Dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrated mastery conventions. Few errors of spelling, function, capitalization, paragraphing.
	4	Good to arrange: occasional errors of spelling, function, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

3.8.2 Scoring the students' answer by dividing the correct answer with the total answer.

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100^{36}$$

3.8.3 Both pre-test and post-test are classified based on the following classification on table.

Table.3.3 the classifying the students' scores

No	Score	Classification
1	85-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	≤ 40	Very poor <sup>37</sup>

<sup>36</sup>Igak Wardanhi & Kuswaya Wihardit, *penelitian Tindakan Kelas* (Jakarta: Universitas Terbuka, 2018), p. 325.

<sup>37</sup>Nur Syamsinar, "Using Scaffolding Technique to Improve Students' Writing Skill" (Skripsi Sarjana: Tarbiyah Departement: Parepare, 2017), p. 27.

### 3.8.4 Calculating Main Score

To calculate the main score, researcher is applying the formula as follow:

$$\bar{X} = \frac{\Sigma x}{N} \text{ }^{38}$$

Where:

X : The mean or arithmetic average of the score

$\Sigma X$  : The sum of all score

N : The total number of subjects.

### 3.8.5 Calculating the rate percentage of the students score:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total number of students<sup>39</sup>

### 3.8.6 Calculating the standard deviation of the students' in pre-tes and post-test by using the following formula:

$$SD = \frac{\sqrt{SS_1}}{n-1}$$

$$SS_1 = \Sigma X^2 - \frac{(\Sigma X)^2}{n}$$

Where:

SD : Standard mean deviation

SS : Standard score

N : The total number of student

$\Sigma X$  : The sum of all the score

$\Sigma X^2$  : The sum of the squares

<sup>38</sup>Gay, L.R, *Education Research: Competencies for Analysis and Application*. Second Edition, (New York: Charles E. Merill Publishing Company), p. 7.

<sup>39</sup>Gay, L.R, *Education research: Competencies for Analysis...*, p. 331.

$(\Sigma X)^2$  : The squares of the sum of the score

1 : Constant number<sup>40</sup>.

### 3.8.7 The Test of Significant

Testing the hypothesis to find out the difference between pre-test and post-test by the following formula:

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

Where:

T : Test of significant

D : Mean score of different

$\Sigma D$  : The different score of the two tests (pre and post-test)

N : Total sample

df :  $N-1$ <sup>41</sup>

### 3.8.8 Effect Size

In Statistics, an effect size is a quantitative measure of the magnitude of a phenomenon. Examples of effect sizes are the correlation between two variables, the regression coefficient in a regression, the mean difference, or even the risk with which something happens, such as how many people survive after a heart attack for every one person that does not survive. For most types of effect size, a larger absolute value always indicates a stronger effect, with the main exception being if the effect size is an odds ratio.

<sup>40</sup> Gay, L.R, *Education research: Competencies for Analysis...*, p. 298

<sup>41</sup> Gay, L.R, *Education research: Competencies for Analysis...*, p. 331

Effect sizes complement statistic hypothesis testing, and play an important role in power analyses, sample size planning, and in Meta –analyses. They are the first item (magnitude) in the Magic criteria for evaluating the strength of a statistical claim. Especially in meta-analysis, where the purpose is to combine multiple effect sizes, the standard error (S.E.), of the effect size is of critical importance. The S.E. of the effect size is used to weigh effect sizes when combining studies, so that large studies are considered more important than small studies in the analysis. The S.E. of the effect size is calculated differently for each type of effect size, but generally only requires knowing the study's sample size ( $N$ ), or the number of observations in each group ( $n$ 's).<sup>42</sup>

Standardized Effect Size, Cohen's  $d$  (two related samples) as follow:

$$d = \frac{D}{S_D}$$

Where:

$D$  : Nilai  $t$  hitung post-test –  $t$  hitung post test

$D$  : Differential.<sup>43</sup>

Where  $d$  refers to the standardized estimate of effect size, while  $D$  and  $S_D$  represent the sample mean and standard deviation, respectively, of the differences score. When the mean differences of 5 is divided by the standard deviation of 1.67. Cohen's  $d$  equals 2.99, a very large value equivalent to three standard deviations. (According to Cohen's guidelines, mentioned previously, is 20 or less, .50 or .80 or more, respectively.)

<sup>42</sup>[https://en.wikipedia.org/wiki/Effect\\_size](https://en.wikipedia.org/wiki/Effect_size). Accessed on September 23, 2019.

<sup>43</sup>Robert S. Witte & John S. Witte, *Statistic, Nine Edition* (John Willey & Sons, INC, 2010)

### 3.8.9 Hypothesis Statistic

$$H_0: \mu_1 - \mu_2 = 0$$

$$H_0: \mu_1 - \mu_2 \neq 0$$



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussion of the research. The findings of the research cover the description of the result of data collected through test that can be discussed in the section below.

#### 4.1 Findings

This research was conducted at SMAN 8 Pinrang. This school was located in Tuppu, Lembang Subdistrict, Pinrang Regency. There were ten classes for the tenth grade in this school, divided for MIPA and IIS classes. MIPA classes was a population of this research, those were X.MIPA1, X.MIPA 2, X.MIPA 3, X.MIPA 4, X.MIPA 5, X.MIPA 6 and the sample of this research was the student of X.MIPA 6.

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher gave a test that was give twice. A pre- test was given before treatment to know the students' writing basic skill in narrative text before giving them the treatment, while post-test was given after treatment to know the students' writing skill. After gave treatment and the result of the post-test of this research can answer the problem statement.

Table 4.1 The Students' Score in Pre-test and post-test

	Test	
	Pre	Post
<b>Mean</b>	54.25	75.91
<b>Standard Deviation</b>	8.081	6.731

(Data Sources: IBM SPSS Version 23 Data Analysis)

Based on table above, shows the Mean in the pre-test 54.25 (SD 8.081) this shows that the students' writing skills is very low or very poor as well as at the same time the results of the post-test showed the skills of students in writing skills that was to increase the students getting better with the Mean 75.91 (SD 6.731) and to clarify researchers show this picture

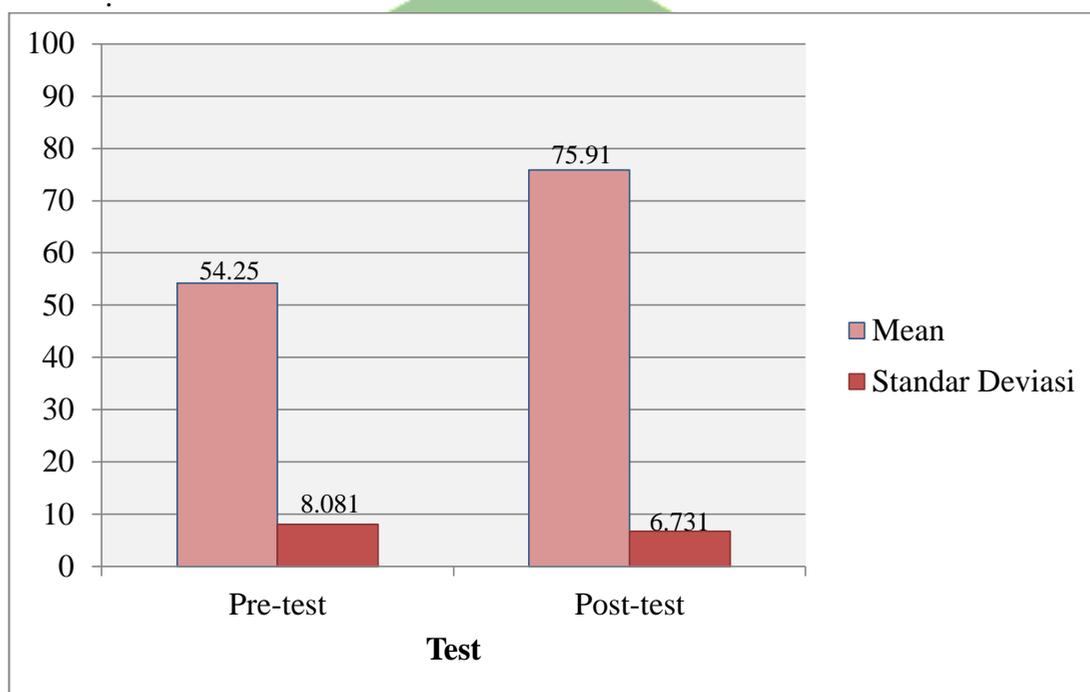


Figure 4.1 diagram Pre-test and post-test

Based on the figure 4.1, the data in diagram indicates that there was an improvement while doing pre-test up post-test, in the pre-test had mean score 54.25, and the post-test score increased become mean score 75.91. As the result at this item was the mean score of the post-test was greater than the mean score in the pre-test. It was mean that improving students' writing skills had improvement after doing the teaching and learning process.

#### 4.1.1 The Students Score in Pre-test before Using Pictures Series

This part explained about the pre-test scores, where the score was divided into five categories, the first is excellent, good, fair, poor, very poor, and the results of the data sources showed the results of students' writing skills as shown in Diagram 4.2, and Table 4.2.

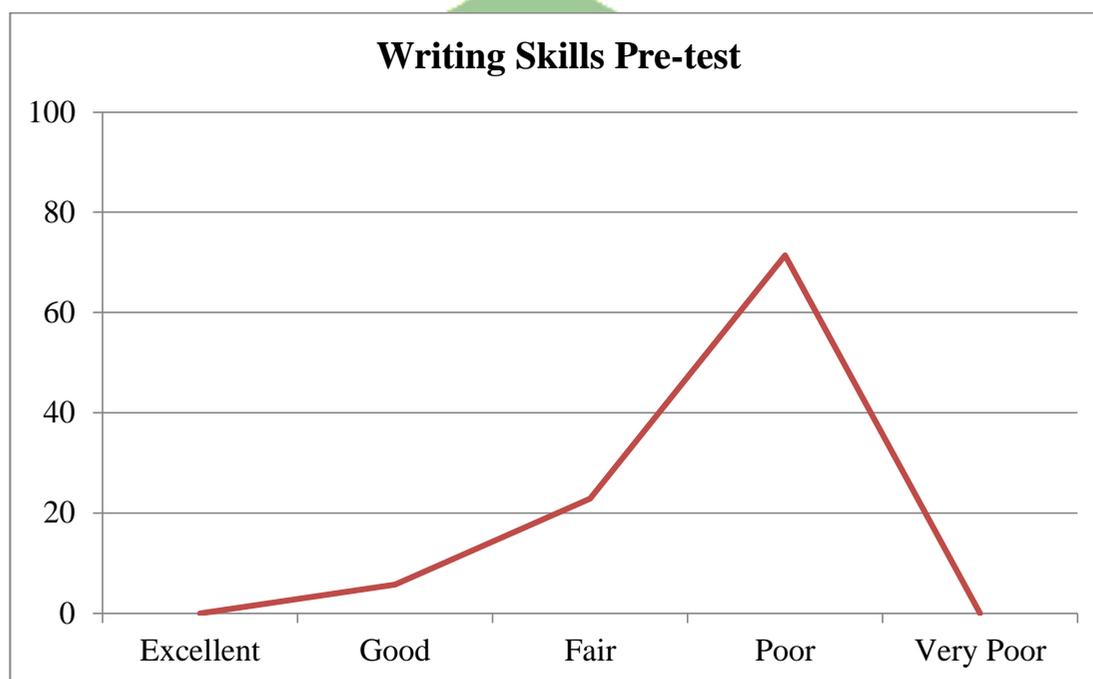


Diagram 4.2 students score of pre-test

Based on diagram 4.2, it shows 5.71 in good classification, 22.85 in fair classification and 71.42 in poor classification, and then there was no student who was in excellent and very poor classification. It means that there were students' still low in writing skills especially in narrative text Table 4.2 below shows all the results of the students' writing skills were divided classification, score, frequency and percentage.

Table 4.2 Students' score in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0

2	Good	71-85	2	5.71%
3	Fair	56-70	8	22.85%
4	Poor	41-55	25	71.42%
5	Very poor	≤ 40	0	0

(Data' source: the Rate Percentage of the frequency of the Pre-Test)

The table 4.2 showed the students' percentage of pre-test, it was most common in poor score divided twenty five students and it was the high percentage 71.4%, in fair classification there were eight students with the percentage 22.85%, only two in good classification and it was the lowest percentage 5.71%, and then there was no student who was in excellent and very poor classification. It means that the students' writing skill was still low, especially in writing narrative text. Table 4.3 below showed the component of writing as well as to knowing score and classifying of obtained the students' writing skills.

Table 4.3 Component of writing in pre-test

Component of writing	Max Score	Mean	Std. Deviation
Content	30	21.000	1.970
Organization	20	13.228	2.101
Vocabulary	20	8.971	2.706
Language Use	25	8.628	3.020
Mechanics	5	2.257	0.610

(Data' source: Olah Data Jamovi Version 0.1)

Table 4.3 showed all of the components of writing in pre-test were divided content, organization, vocabulary, language use and mechanics, where the students more highest in content better than another component based on the mean (21.000) and standard deviation (1.970). Organization in the mean 13.228, standard deviation (2.101), language use in the mean (8.628), standard deviation (3.020), and vocabulary in the mean (8.971), standard deviation (2.706), and then mechanics in mean (2.257), standard deviation (0.610). It means that mechanics was lowest better

than another component; it showed also from the max score mechanics (5) was lowest with another.

#### 4.1.2 The Students Score in Post-test After Using Pictures Series

This part explains about the post-test scores, where the score was divided into five categories, the first is excellent, good, fair, poor, very poor, and the results of the data sources showed the results of students' writing skills as shown in Diagram 4.4, and Table 4.4.



Diagram 4.2 students score of post-test

Based on diagram 4.4, it shows 8.57 in excellent classification, 68.57 classification, 22.85 in fair classification and 71, and then there was no student who was in poor and very poor classification. It means that there was an increase percentage after doing treatment by using pictures series (post-test). Table 4.4 below, shows all the results of the students' writing skills in were divided classification, score, frequency and percentage.

Table 4.4 Students' Score in Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	3	8.57%
2	Good	71-85	24	68.57%
3	Fair	56-70	8	22.85%
4	Poor	41-55	0	0
5	Very poor	≤ 40	0	0

(Data' source: the Rate Percentage of the frequency of the Post-Test)

The table 4.4 was showed the students' percentage of post-test which indicated that there was an increasing percentage of the students in writing because there were three students in excellent classification with 8.57%, then twenty four students in good classification with the highest percentage 68.57%, and fair classification was constant in 22.85%, but in this case there was no one students who in poor and very poor classification. It means that there was an improvement percentage after doing treatment by using pictures series (post-test). Table 4.4 below showed the component of writing as well as to knowing score and classifying of obtained the students' writing skills.

Table 4.5 Component of writing in Post-test

Aspect of writing	Score Max	Mean	Std. Deviation
Content	30	24.571	1.667
Organization	20	16.742	1.357
Vocabulary	20	15.114	1.761
Language Use	20	15.600	2.158
Mechanics	5	3.885	0.529

(Data' source: Olah Data Jamovi Version 0.1)

Table 4.5 showed all of the components of writing in post-test were divided content, organization, vocabulary, language use and mechanics, where the students more highest in content better than another component based on the mean (24.571)

and standard deviation (1.667). Organization in the mean 16.742, standard deviation (1.357), language use in the mean (15.600), standard deviation (2.158), and vocabulary in the mean (15.114), standard deviation (1.761), and then mechanics in mean (3.885), standard deviation (0.529). It means that mechanics was lowest better than another component; it showed also from the max score mechanics (5) was lowest with another.

#### 4.1.3 Analysis of Assumption

This section explained about the outliers' requirements test. Before doing the T-test analysis it was necessary to do a prerequisite test that were consist the outliers test and normality test as below:

##### 4.1.3.1 Normality Test

Normality test is used to determine whether the population data is normally distributed or not. This test is usually used to measure data on ordinal scale, intervals, or ratios. If the analysis uses parametric methods, then the normality requirements fulfilled, the data comes from a normal distribution. If the data are not normally distributed, or the number of samples is small and the type of data is nominal or ordinal, the method used is non-parametric statistics. In this discussion Kolmogorov-Smirnov One Sample test will be used using a significance level of 0.05. Data is declared normally distributed if the significance is greater than 5% or 0.05. The following is about normality test in pre-test and post-test.

Tabel 4.6 Test of Normality (Shapiro-Wilk) in Pre-test and Post-test

	W	P
Pre-Test - Post-Test	0.972	0.496

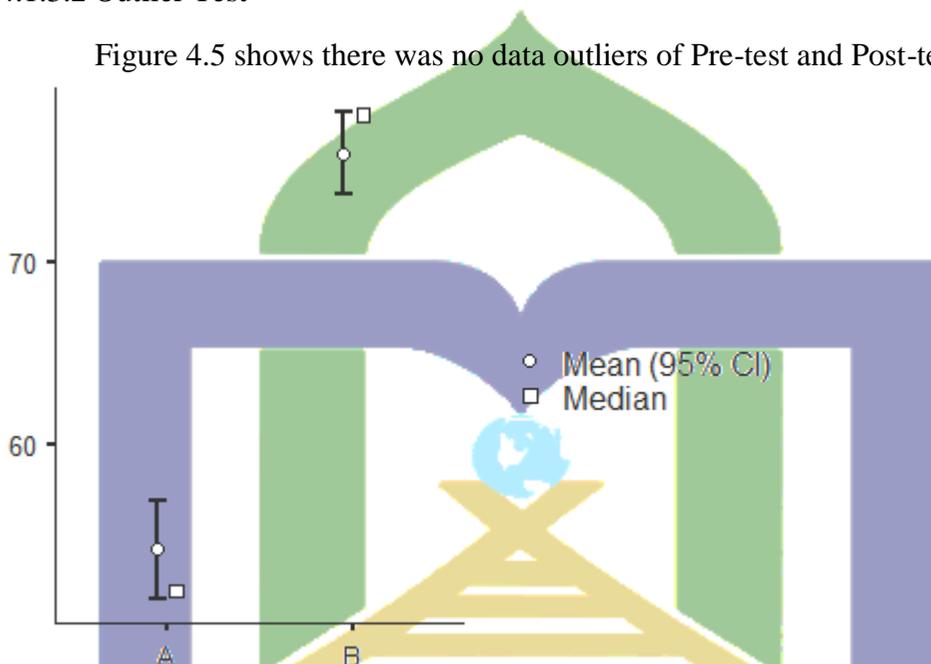
*(Data' source: Olah Data Jamovi Version 1.0.)*

Note. A low p-value suggests a violation of the assumption of normality

Based on the table 4.6 the normality test obtained the value of Shapiro-Wilk 0.972 with a significant (P) 0.496. It means the data was normally distributed ( $P > 0.05$ ) and then normality requirements were fulfilled.

#### 4.1.3.2 Outlier Test

Figure 4.5 shows there was no data outliers of Pre-test and Post-test



(Data' source: Olah Data Jamovi Version 1.0.)

A= Pre Test

B= Post Test

Based on the graph above, showed that there were no extreme data or outlier data. Therefore the second requirement regarding the outlier test was fulfilled and the hypothesis test can proceed.

#### 4.1.4 Hypothesis Statistic

Testing the hypothesis of this research was using the t-test. This test was carried out to find out whether the results of this research were in accordance with the proposed hypothesis or not. The statistical hypothesis in this research, as follow:

$$H_0: \mu_1 - \mu_2 = 0$$

$$H_a: \mu_1 - \mu_2 \neq 0$$

Whereas before the hypothesis was descriptive first, such as the mean score and standard deviation, as follow on the table 4.7

Tabel 4.7 Descriptive

	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>SD</b>
Pre-test	35	54.3	52	8.08
Poat-test	35	75.9	78	6.73

(Data' source: Olah Data Jamovi Version 1.0.)

Based on the table above the Mean score in the pre-test is 54.3 with a standard deviation of 8.08, the score was still in the low category. It means that students' writing skill was still lowest. While the Mean score post-test is 75.9, with SD = 6.73, this shows that in general the students' writing skill in the post-test is well categorized. The mean score increase from pre-test to post-test is 21.6

#### 4.1.5 Paired T-test

Hypothesis test used analysis paired t-test as the follows:

Table 4.8 Paired T-test

	<b>Statistic</b>	<b>Df</b>	<b>P</b>	<b>Mean difference</b>	<b>Cohen's d</b>
Student's t (Pre/Post Test)	19.3	34.0	0.001	21.7	3.26

(Data' source: Olah Data Jamovi Version 1.0.)

Based on the table above, the value of obtained (student's t) 19.3, with a significance score of 0.001, so these results indicate a significant difference in students' writing skills before being taught using pictures series and after treatment by using pictures series ( $p < 0.05$ ). It means that was taught or treatment by using pictures series can improve students' writing skill.

The effect size (Cohen's  $d$ ) in this research was 3.26. This shows that the treatment pictures series was very large towards improving students' writing skills.

## 4.2 Discussion

The Using pictures series to improve students' writing skills with the testing criterion is the value of significant  $< 0.05$  then  $H_0$  is rejected, which means there is an influence. And if the significant score  $> 0.05$  the  $H_0$  fails to reject, which means there is an effect, or  $H_0$  is rejected and if the  $t$ -table then there is no effect or  $H_a$  fails to be rejected.

The researcher concluded some the main factor which made the students lack in writing skill caused by the strategy, media and method used in class was no effective, boring and monotonous. The students rarely study using a unique technique or media in class since in writing learning so the students bored in English teaching especially in writing (narrative text). It is suitable with stated Erika Yulia Puspitasari that using pictures series was effective and not use a monotonous activity in English teaching especially in writing.<sup>44</sup> The data showed that firstly, using pictures series does not boring and monotonous activity. Second, it is fun, unique and interesting for students. They can learn through pictures series, thus it helps them learn and acquire new media or technique in English teaching (writing). Last, learning process was effective and makes them more interesting to learning writing by using the unique media or technique (pictures series).

For students, still many no interesting in English teaching so it makes them indolent for knowing more about English, and besides that no interesting, the students also lowest in mastery of vocabulary. It makes them difficult finished their

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<sup>44</sup>Fatikhah Ismawati, "Improving Writing Skill Trough Picture Series of the Eight Grade Students of SMP Negeri 1 Gamping" (Thesis English Education Department Faculty of Languages and Arts Yogyakarta State University: 2014), p. 97.

assignment in English especially in narrative text. This condition was causing had effect for the students so then the students got low score in writing skills.

Some problem occurred during the implementation of pictures series as media to improve the students' writing skills. First was related to time management, the condition of class with there was no terminal of electric, and the position of the class besides the canteen makes the students also disturbed by the noisy so the researcher got difficult in controlling the students when explained the material of writing. Considering the importance of teaching writing skills, there should be a technique or media that can improve the English teaching process.

The researcher would supplied a worksheet explained the material in the meeting. It was aimed at to evaluate the students' attention and knowledge after explanation. The researcher asked the students to write the answer in the worksheet and the students were allowed to use dictionary. After students did the worksheet which has given, the researcher asked them to collect that and correct it together.

Writing is important language skill and progressive activity. It means that when we first write something down, we have already been thinking about we are going to write. Then after and how we have finished writing, we read over what we have writing and make changes and correction.<sup>45</sup> So the teacher have to be creative person in teaching, in addition the teacher also have to be provided technique, media and method to support the teaching and learning of writing. Successful of writing can be looked at in terms of the strategies, method or media the teacher use when teaching writing (narrative text).

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<sup>45</sup>Alice Oshima & Aan Hogue, *Introduction to Academic Writing, second Edition* (New York: Longman Group, 1998), P. 2.

After the researcher applied pictures series in the class during teaching writing, the researcher found that some of the students seem to be appealing in doing the writing test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed pictures series can improve students' writing skills. The result was proven by the improvement of students score in writing test. As the Helena stated that, there are many ways of teaching new words and teachers need to learn a variety of techniques, because some methods will work better with certain type of words than others.<sup>46</sup>

Moreover, in pre-test most of students showed difficulties distinguishing to recognize the writing because they had lack in writing. This condition certainly make the students got low score in writing (narrative text) test. On the contrary, in the post-test, most of the students felt more comfortable and easy to adopt the material. Generally the using pictures series prime aimed at increasing teaching process to be more motivating and appealing for students.

Technique, media, method and media can be used not only to make teaching interesting but also to make teaching more effectives in terms of students' improvement. Even though, some students' score still remained the same but most of students of writing in post-test were better than their score in pre-test. After the researcher applied pictures series, the researcher found that the implementation of pictures series as media in teaching vocabulary were done as expected.

In the teaching writing skills activities process, the researcher use three phases as well as pre-teaching writing (narrative text) activities, while-teaching

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<sup>46</sup>Helena Rizkiah and ZulAmri, *Jurnal of Using Fly Swatter Game to Improve Students' Vocabulary of Grade 5 of Elementary School* (Padang: UniversitasNegeri Padang, 2013), p. 4.

writing (narrative text) activities and post-teaching writing (narrative text) activities. In the pre-teaching writing (narrative text) activities, the students were given some question to activate their background knowledge related to the topic. The researcher also reviewed some material in writing (narrative text) to introduce them to with using pictures series being applied. In while-teaching writing (narrative text) activities, the students were taught some material which related the topic of writing narrative text and gave them some exercise as the main activities to observe their skills in writing narrative text. In the post-teaching writing (narrative text), the students were asked them to do some activities to check their comprehension to what they had learned through pictures series.

In the pre-teaching writing phase that prepares students through activities involving activating prior knowledge or reviewing the some material related the main topic. The while-teaching writing phase focuses on how to students follow or accepted the researchers' explanation about the material of writing narrative text by using picture series, and makes them can applied based on the main topic to found how to learning of writing narrative text easily, and not boring for them. The post-teaching writing phase typically involves response to analyze that using picture series, it makes them easily and interesting for English teaching, so there were increasing for them of learning language, especially in writing narrative text.

Based on the finding above, the researcher concluded that there is an improvement of students' writing skills by using pictures series at SMAN 8 PINRANG. As the Fatika Ismawati stated that the implementation of picture series in the teaching and learning process of writing was believed to be effective to improve the students' writing skills. The students' writing problem in the aspects of content,

vocabulary, language use, and organization can be reduce by implementation picture series in teaching and learning process of writing.<sup>47</sup>

The Ways of the Implementation by using pictures series to Improve Students' writing skills. After the researcher applied the pictures series in the class during teaching and learning process of writing, the researcher found that some of the students seem to be appealing in doing the writing test. It can be prove by the score and analysis. After calculating and analyzing the data, the researcher found that the result showed through using pictures series can improve the students' writing skills. The result was proven by the improvement of students' score in writing test.

The impact through using pictures series seems to be significant in students' improvement. At the beginning of the research the mean score pre-test were 54.25, by the end of the research the result through using pictures series post-test enhance after giving treatment. The mean score indicate 75.91. The result showed that the score post-test is higher than the pre-test. And it can be conclude that the treatment have been effective.

Through using pictures series was effective to improve the students' vocabulary mastery, such as making the students comfortable and interesting in teaching and learning process of writing.

The implementation of pictures series changed classroom situation in class and in learning process was better than the previous meeting. It could be seen in the result of observation that students who were able to focus and to pay attention on the researcher explanation. Students' behavior changed. They did not do the useless activity during the lesson, students more motivated and they enjoy in writing class.

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<sup>47</sup>Fatikhah Ismawati, "Improving Writing Skill Trough Picture Series of the Eight Grade Students of SMP Negeri 1 Gamping" (Thesis English Education Department Faculty of Languages and Arts Yogyakarta State University: 2014), p. 97.

The students more active to ask about the lesson what they did not understand and students more gave responses when the researcher asked them to do the task in front of the classroom. So, using picture series can increase the students' motivation. In addition the researcher got knew knowledge through using picture series to teach English, especially in writing narrative text. The improvement of writing through using pictures series can be use an alternative learning to improve the students' writing skills.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents: Conclusions and Suggestion based on the findings and discussion in the previous chapter, and then the researcher describing the conclusion and offer some suggestion based on the research that was done at SMAN 8 Pinrang.

#### 5.1 Conclusion

Based on the result of data analysis and discussion of the result in previous chapter, the researcher concluded that there is a significant difference of students' writing skills before and after treatment. This research is categorized pre-experiment design; the objective on this study is to find out whether applying picture series was able or not to improve students' vocabulary mastery, and then by using pictures series is effective to improve the students' writing skills at the tenth grade of SMAN 8 Pinrang.

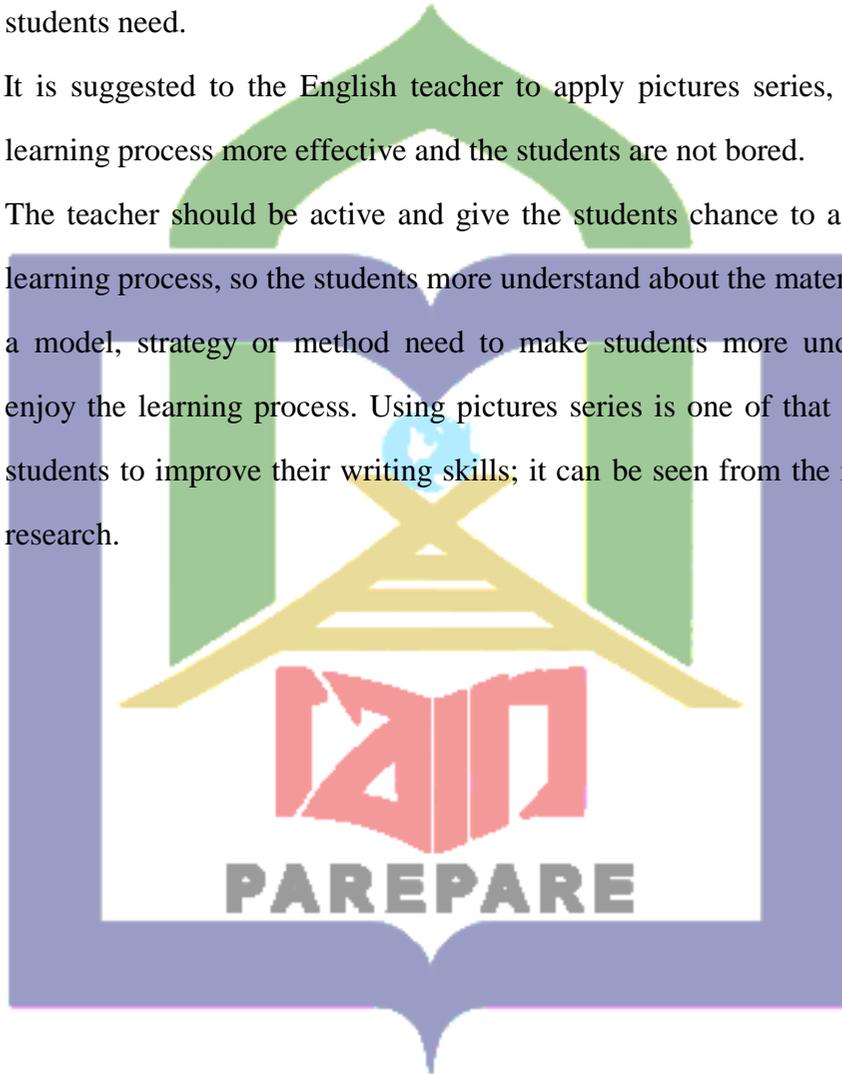
It can see in the mean score of pre-test (54.25) and standard deviation (8.081), while in the post-test the mean score (75.91) and the standard deviation (6.731). There is a significant difference between students' writing skills before being taught by eusing picture series and after being taught by using picture series ( $t$ -test/ $t$ -students = 19.3 Sig < 0.05). Effect size or Cohend's  $d$  also shows that the score 3.26, it means that there were differences in the students' writing skills between before and after treatment. This shows that pictures series treatment influences or can improve student vocabulary. This was strengthened by effect size score 3.26.

Based on description of the result above, it can be proved by looking at the mean score of the students' writing skills test in pre-test. The mean score of pre-test (54.25), is lower than the mean score post-test (75.91).  $t$ -test students was (19.3),  $p < 0.05$ . It means that Null Hypothesis ( $H_0$ ) was rejected.

## 5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

- 5.2.1 In teaching writing, the teacher is hoped more creative and use model, strategy, method and another ways that were suitable with the material and students need.
- 5.2.2 It is suggested to the English teacher to apply pictures series, it can make learning process more effective and the students are not bored.
- 5.2.3 The teacher should be active and give the students chance to ask about the learning process, so the students more understand about the material, and then a model, strategy or method need to make students more understand and enjoy the learning process. Using pictures series is one of that can help the students to improve their writing skills; it can be seen from the result of this research.



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## Appendix 1. Lesson Plan

LESSON PLAN  
(RPP)

Satuan Pendidikan : SMAN 8 PINRANG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : X (Tenth)/ 1 (Ganjil)  
 Materi Pokok : Narrative Teks  
 Alokasi Waktu : 2 x 45 Menit (1x Pertemuan) (I)

## A. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 : Memahami pengetahuan (fakta, konseptual, procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguasai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Menerapkan struktur teks dan unsur kebahasaan dari narrative text	-Mengidentifikasi struktur teks dan unsur kebahasaan dari narrative text. -Memahami isi dari cerita yang di berikan. -Menemukan pesan moral dari cerita
Menangkap makna narrative text	-Mengidentifikasi makna dari cerita -Menceritakan ulang isi cerita menggunakan bahasa sendiri

## C. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.
- Siswa mampu memahami yang di maksud dengan narrative text.

- Siswa mampu memahami isi cerita yang diberikan melalui picture series.
- Siswa mampu menyimpulkan isi teks narrative terkait cerita legenda yang telah di paparkan.

#### D. Materi Pembelajaran

- **Pengertian Narrative Text**  
 “A narrative ( story) is any report of connected events, presented in a sequence or written or spoken words and/or in a sequence of (moving) picture”. Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan di jabarkan dengan urutan awal, tengah dan akhir.
- **Tujuan Narrative Text**  
 Bertujuan untuk menghibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita da resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks Narrative tidak hanya terbatas pada cerita yang berbau mistis fiksi, legend, dongeng atau fable saja tapi cerita lain yang yang berbentuk petualangan, misteri dan semua bentuk cerita. Tapi dalam pelajaran di sekolah teks yang bergenre naratif biasanya digunakan untuk menunjukkan ceritafiksi seperti doneng ataupun legenda saja.
- **Structure Cerita**  
 Orientasi : set adegan dan memperkenalkan para peserta  
 Komplikasi : krisis, konflik atau masalah muncul.  
 Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.  
 Re-Orientasi : opsional (tidak harus).
- **Unsur Kebahasaan**
  - narrative text dominan menggunakan kata penghubung penanda urutan waktu seperti: first, so, next, then, finally, etc.
  - narrative text menggunakan noun, adjective, phrase, or clause sesuai dengan topic, sudut pandang, dan objek yang dinarasikan.
  - Narrative text mengandung kata kerja transitive atau intransitive sesuai kebutuhan.
  - Narrative text menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.
- Memaparkan materi legend story about danau toba dengan menggunakan Picture Series.



- E. Metode Pembelajaran
- Pendekatan: Scientific
  - Metode : Tanya jawab dan pemberian tugas
- F. Media Pembelajaran
- Media: picture series
  - Alat/Bahan : laptop, LCD, Papan tulis, spidol, teks,
- G. Sumber Belajar
- Buku pegangan guru dan siswa, kamus dan internet.
- H. Langkah-langkah Pembelajaran

#### Pertemuan Pertama

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	<ul style="list-style-type: none"> <li>-Guru mengucapkan salam dan perkenalan diri</li> <li>-Guru meminta siswa untuk membaca doa</li> <li>-Guru mengecek kehadiran siswa</li> <li>-Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai</li> </ul>	5 Menit
Inti	<ul style="list-style-type: none"> <li>-Guru menjelaskan mengenai materi yang akan dipaparkan .</li> <li>-Guru menjelaskan bagaimana penggunaan picture series untuk materi yang dipaparkan.</li> <li>- Guru mengulang materi minggu lalu jika masih</li> </ul>	70 Menit

	<p>ada yang belum jelas.</p> <p>-peserta didik diminta untuk mengamati dengan serius memaparan materi sampai selesai.</p> <p>- setelah mengamati dan mendengarkan penjelasan guru cirri-ciri kebahasaan yang ada dalam narrative text, guru memberi waktu sekitar 30 menit untuk menuliskan narrative text yang dipaparkan dengan menggunakan picture series yang telah diamati.</p>	
Penutup	<p>-Guru memberikan kesimpulan tentang materi yang telah dipelajari</p> <p>-Guru menutup kelas dan memberikan motivasi belajar</p>	5 Menit

#### H. Teknik Penilaian

##### 1. Aspek penilaian :

Accuracy

Fluency

Comprehensibility

##### 2. Penilaian

No	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	30-39

## LESSON PLAN

(RPP)

Satuan Pendidikan : SMAN 8 PINRANG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : X (Tenth)/ 1 (Ganjil)  
 Materi Pokok : Narrative Teks  
 Alokasi Waktu : 2 x 45 Menit (1x Pertemuan) (II)

## A. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 : Memahami pengetahuan (fakta, konseptual, procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguasai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Menerapkan struktur teks dan unsur kebahasaan dari narrative text	-Mengidentifikasi struktur teks dan unsur kebahasaan dari narrative text. -Memahami isi dari cerita yang di berikan. -Menemukan pesan moral dari cerita
Menangkap makna narrative text	-Mengidentifikasi makna dari cerita -Menceritakan ulang isi cerita menggunakan bahasa sendiri

## C. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.
- Siswa mampu memahami yang di maksud dengan narrative text.
- Siswa mampu memahami isi cerita yang diberikan melalui picture series.

- Siswa mampu menyimpulkan isi teks narrative terkait cerita legenda yang telah di paparkan.

#### D. Materi Pembelajaran

- Pengertian Narrative Text

“A narrative ( story) is any report of connected events, presented in a sequence or written or spoken words and/or in a sequence of (moving) picture”. Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan di jabarkan dengan urutan awal, tengah dan akhir.

- Tujuan Narrative Text

Bertujuan untuk menhibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita da resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks Narrative tidak hanya terbatas pada cerita yang berbau mistis fiksi, legend, dongeng atau fable saja tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Tapi dalam pelajaran di sekolah teks yang bergenre naratif biasanya digunakan untuk menunjukkan ceritafiksi seperti doneng ataupun legenda saja.

- Structure Cerita

Orientasi : set adegan dan memperkenalkan para peserta

Komplikasi : krisis, konflik atau masalah muncul.

Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.

Re-Orientasi : opsional (tidak harus).

- Unsur Kebahasaan

- narrative text dominan menggunakan kata penghubung penanda urutan waktu seperti: first, so, next, then, finally, etc.

- narrative text menggunakan noun, adjective, phrase, or clause sesuai dengan topic, sudut pandang, dan objek yang dinarasikan.

- Narrative text mengandung kata kerja transitive atau intransitive sesuai kebutuhan.

- Narrative text menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.

- Memaparkan materi legend story about *The Lion and The Mouse* dengan menggunakan Picture Series.

#### E. Metode Pembelajaran

- Pendekatan: Saintifik
- Metode : Tanya jawab dan pemberian tugas

## F. Media Pembelajaran

- Media: picture series
- Alat/Bahan : laptop, LCD, Papan tulis, spidol, teks,

## G. Sumber Belajar

-Buku pegangan guru dan siswa, kamus dan internet.

## H. Langkah-langkah Pembelajaran

## Pertemuan Pertama

Kegiatan	Rankaian Kegiatan	Waktu
Pembuka	-Guru mengucapkan salam dan perkenalan diri -Guru meminta siswa untuk membaca doa -Guru mengecek kehadiran siswa -Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai	5 Menit
Inti	-Guru menjelaskan mengenai materi yang akan dipaparkan . -Guru menjelaskan bagaimana penggunaan picture series untuk materi yang dipaparkan. - Guru mengulang materi minggu lalu jika masih ada yang belum jelas. -peserta didik diminta untuk mengamati dengan serius memaparan materi sampai selesai. - setelah mengamati dan mendengarkan penjelasan guru cirri-ciri kebahasaan yang ada dalam narrative text, guru memberi waktu sekitar 30 menit untuk menuliskan narrative text yang dipaparkan dengan menggunakan picture series yang telah diamati.	70 Menit
Penutup	-Guru memberikan kesimpulan tentang materi yang telah dipelajari -Guru menutup kelas dan memberikan motivasi belajar	5 Menit

#### H. Teknik Penilaian

##### 3. Aspek penilaian :

Accuracy

Fluency

Comprehensibility

##### 4. Penilaian

No	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	30-39



## LESSON PLAN

(RPP)

Satuan Pendidikan : SMAN 8 PINRANG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : X (Tenth)/ 1 (Ganjil)  
 Materi Pokok : Narrative Teks  
 Alokasi Waktu : 2 x 45 Menit (1x Pertemuan) (III)

## A. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 : Memahami pengetahuan (fakta, konseptual, procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguasai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Menerapkan struktur teks dan unsur kebahasaan dari narrative text	-Mengidentifikasi struktur teks dan unsur kebahasaan dari narrative text. -Memahami isi dari cerita yang di berikan. -Menemukan pesan moral dari cerita
Menangkap makna narrative text	-Mengidentifikasi makna dari cerita -Menceritakan ulang isi cerita menggunakan bahasa sendiri

## C. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.
- Siswa mampu memahami yang di maksud dengan narrative text.
- Siswa mampu memahami isi cerita yang diberikan melalui picture series.

- Siswa mampu menyimpulkan isi teks narrative terkait cerita legenda yang telah di paparkan.

#### D. Materi Pembelajaran

- Pengertian Narrative Text  
 “A narrative ( story) is any report of connected events, presented in a sequence or written or spoken words and/or in a sequence of (moving) picture”. Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan di jabarkan dengan urutan awal, tengah dan akhir.
- Tujuan Narrative Text  
 Bertujuan untuk menhibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita da resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks Narrative tidak hanya terbatas pada cerita yang berbau mistis fiksi, legend, dongeng atau fable saja tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Tapi dalam pelajaran di sekolah teks yang bergenre naratif biasanya digunakan untuk menunjukkan ceritafiksi seperti doneng ataupun legenda saja.
- Structure Cerita  
 Orientasi : set adegan dan memperkenalkan para peserta  
 Komplikasi : krisis, konflik atau masalah muncul.  
 Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.  
 Re-Orientasi : opsional (tidak harus).
- Unsur Kebahasaan
  - narrative text dominan menggunakan kata penghubung penanda urutan waktu seperti: first, so, next, then, finally, etc.
  - narrative text menggunakan noun, adjective, phrase, or clause sesuai dengan topic, sudut pandang, dan objek yang dinarasikan.
  - Narrative text mengandung kata kerja transitive atau intransitive sesuai kebutuhan.
  - Narrative text menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.
- Memaparkan materi legend story about *Maling Kundang* dengan menggunakan Picture Series.

#### E. Metode Pembelajaran

- Pendekatan: Scientific
- Metode : Tanya jawab dan pemberian tugas

F Media Pembelajaran

- Media: picture series
- Alat/Bahan : laptop, LCD, Papan tulis, spidol, teks,

G. Sumber Belajar

- Buku pegangan guru dan siswa, kamus dan internet.

H. Langkah-langkah Pembelajaran

Pertemuan Pertama

Kegiatan	Rankaian Kegiatan	Waktu
Pembuka	-Guru mengucapkan salam dan perkenalan diri -Guru meminta siswa untuk membaca doa -Guru mengecek kehadiran siswa -Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai	5 Menit
Inti	-Guru menjelaskan mengenai materi yang akan dipaparkan . -Guru menjelaskan bagaimana penggunaan picture series untuk materi yang dipaparkan. - Guru mengulang materi minggu lalu jika masih ada yang belum jelas. -peserta didik diminta untuk mengamati dengan serius memaparan materi sampai selesai. - setelah mengamati dan mendengarkan penjelasan guru cirri-ciri kebahasaan yang ada dalam narrative text, guru memberi waktu sekitar 30 menit untuk menuliskan narrative text yang dipaparkan dengan menggunakan picture series yang telah diamati.	70 Menit
Penutup	-Guru memberikan kesimpulan tentang materi yang telah dipelajari -Guru menutup kelas dan memberikan motivasi belajar	5 Menit

H. Teknik Penilaian

5. Aspek penilaian :

- Accuracy
- Fluency
- Comprehensibility

## 6. Penilaian

No	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	30-39



## LESSON PLAN

(RPP)

Satuan Pendidikan : SMAN 8 PINRANG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : X (Tenth)/ 1 (Ganjil)  
 Materi Pokok : Narrative Teks  
 Alokasi Waktu : 2 x 45 Menit (1x Pertemuan) (IV)

## A. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 : Memahami pengetahuan (fakta, konseptual, procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguasai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Menerapkan struktur teks dan unsur kebahasaan dari narrative text	-Mengidentifikasi struktur teks dan unsur kebahasaan dari narrative text. -Memahami isi dari cerita yang di berikan. -Menemukan pesan moral dari cerita
Menangkap makna narrative text	-Mengidentifikasi makna dari cerita -Menceritakan ulang isi cerita menggunakan bahasa sendiri

## C. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.
- Siswa mampu memahami yang di maksud dengan narrative text.
- Siswa mampu memahami isi cerita yang diberikan melalui picture series.

- Siswa mampu menyimpulkan isi teks narrative terkait cerita legenda yang telah di paparkan.

#### D. Materi Pembelajaran

- Pengertian Narrative Text
 

“A narrative ( story) is any report of connected events, presented in a sequence or written or spoken words and/or in a sequence of (moving) picture”. Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan di jabarkan dengan urutan awal, tengah dan akhir.
- Tujuan Narrative Text
 

Bertujuan untuk menghibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita da resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks Narrative tidak hanya terbatas pada cerita yang berbau mistis fiksi, legend, dongeng atau fable saja tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Tapi dalam pelajaran di sekolah teks yang bergenre naratif biasanya digunakan untuk menunjukkan ceritafiksi seperti doneng ataupun legenda saja.
- Structure Cerita
 

Orientasi : set adegan dan memperkenalkan para peserta  
 Komplikasi : krisis, konflik atau masalah muncul.  
 Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.  
 Re-Orientasi : opsional (tidak harus).
- Unsur Kebahasaan
  - narrative text dominan menggunakan kata penghubung penanda urutan waktu seperti: first, so, next, then, finally, etc.
  - narrative text menggunakan noun, adjective, phrase, or clause sesuai dengan topic, sudut pandang, dan objek yang dinarasikan.
  - Narrative text mengandung kata kerja transitive atau intransitive sesuai kebutuhan.
  - Narrative text menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.
- Memaparkan materi legend story about *The Monkey and Crocodile* dengan menggunakan Picture Series.

#### E. Metode Pembelajaran

- Pendekatan: Scientific

- Metode : Tanya jawab dan pemberian tugas

F. Media Pembelajaran

- Media: picture series
- Alat/Bahan : laptop, LCD, Papan tulis, spidol, teks,

G. Sumber Belajar

-Buku pegangan guru dan siswa, kamus dan internet.

H. Langkah-langkah Pembelajaran

Pertemuan Pertama

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	-Guru mengucapkan salam dan perkenalan diri -Guru meminta siswa untuk membaca doa -Guru mengecek kehadiran siswa -Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai	5 Menit
Inti	-Guru menjelaskan mengenai materi yang akan dipaparkan . -Guru menjelaskan bagaimana penggunaan picture series untuk materi yang dipaparkan. - Guru mengulang materi minggu lalu jika masih ada yang belum jelas. -peserta didik diminta untuk mengamati dengan serius memaparan materi sampai selesai. - setelah mengamati dan mendengarkan penjelasan guru cirri-ciri kebahasaan yang ada dalam narrative text, guru memberi waktu sekitar 30 menit untuk menuliskan narrative text yang dipaparkan dengan menggunakan picture series yang telah diamati.	70 Menit
Penutup	-Guru memberikan kesimpulan tentang materi yang telah dipelajari -Guru menutup kelas dan memberikan motivasi belajar	5 Menit

H. Teknik Penilaian

7. Aspek penilaian :

- Accuracy
- Fluency
- Comprehensibility

## 8. Penilaian

No	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	30-39



## LESSON PLAN

(RPP)

Satuan Pendidikan : SMAN 8 PINRANG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : X (Tenth)/ 1 (Ganjil)  
 Materi Pokok : Narrative Teks  
 Alokasi Waktu : 2 x 45 Menit (1x Pertemuan) (V)

## E. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 : Memahami pengetahuan (fakta, konseptual, procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguasai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## F. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Menerapkan struktur teks dan unsur kebahasaan dari narrative text	-Mengidentifikasi struktur teks dan unsur kebahasaan dari narrative text. -Memahami isi dari cerita yang di berikan. -Menemukan pesan moral dari cerita
Menangkap makna narrative text	-Mengidentifikasi makna dari cerita -Menceritakan ulang isi cerita menggunakan bahasa sendiri

## G. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.
- Siswa mampu memahami yang di maksud dengan narrative text.
- Siswa mampu memahami isi cerita yang diberikan melalui picture series.

- Siswa mampu menyimpulkan isi teks narrative terkait cerita legenda yang telah di paparkan.

#### H. Materi Pembelajaran

- Pengertian Narrative Text
 

“A narrative ( story) is any report of connected events, presented in a sequence or written or spoken words and/or in a sequence of (moving) picture”. Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan di jabarkan dengan urutan awal, tengah dan akhir.
- Tujuan Narrative Text
 

Bertujuan untuk menghibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita da resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks Narrative tidak hanya terbatas pada cerita yang berbau mistis fiksi, legend, dongeng atau fable saja tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Tapi dalam pelajaran di sekolah teks yang bergenre naratif biasanya digunakan untuk menunjukkan ceritafiksi seperti doneng ataupun legenda saja.
- Structure Cerita
 

Orientasi : set adegan dan memperkenalkan para peserta  
 Komplikasi : krisis, konflik atau masalah muncul.  
 Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.  
 Re-Orientasi : opsional (tidak harus).
- Unsur Kebahasaan
  - narrative text dominan menggunakan kata penghubung penanda urutan waktu seperti: first, so, next, then, finally, etc.
  - narrative text menggunakan noun, adjective, phrase, or clause sesuai dengan topic, sudut pandang, dan objek yang dinarasikan.
  - Narrative text mengandung kata kerja transitive atau intransitive sesuai kebutuhan.
  - Narrative text menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.
- Memaparkan materi legend story about **SANGKURIANG** dengan menggunakan Picture Series.

#### E. Metode Pembelajaran

- Pendekatan: Scientific
- Metode : Tanya jawab dan pemberian tugas

F. Media Pembelajaran

- Media: picture series
- Alat/Bahan : laptop, LCD, Papan tulis, spidol, teks,

G. Sumber Belajar

-Buku pegangan guru dan siswa, kamus dan internet.

H. Langkah-langkah Pembelajaran

Pertemuan Pertama

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	-Guru mengucapkan salam dan perkenalan diri -Guru meminta siswa untuk membaca doa -Guru mengecek kehadiran siswa -Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai	5 Menit
Inti	-Guru menjelaskan mengenai materi yang akan dipaparkan . -Guru menjelaskan bagaimana penggunaan picture series untuk materi yang dipaparkan. - Guru mengulang materi minggu lalu jika masih ada yang belum jelas. -peserta didik diminta untuk mengamati dengan serius memaparkan materi sampai selesai. - setelah mengamati dan mendengarkan penjelasan guru ciri-ciri kebahasaan yang ada dalam narrative text, guru memberi waktu sekitar 30 menit untuk menuliskan narrative text yang dipaparkan dengan menggunakan picture series yang telah diamati.	70 Menit
Penutup	-Guru memberikan kesimpulan tentang materi yang telah dipelajari -Guru menutup kelas dan memberikan motivasi belajar	5 Menit

H. Teknik Penilaian

9. Aspek penilaian :

- Accuracy
- Fluency
- Comprehensibility

## 10. Penilaian

No	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	30-39



## LESSON PLAN

(RPP)

Satuan Pendidikan : SMAN 8 PINRANG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : X (Tenth)/ 1 (Ganjil)  
 Materi Pokok : Narrative Teks  
 Alokasi Waktu : 2 x 45 Menit (1x Pertemuan) (VI)

## A. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 : Memahami pengetahuan (fakta, konseptual, procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguasai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Menerapkan struktur teks dan unsur kebahasaan dari narrative text	-Mengidentifikasi struktur teks dan unsur kebahasaan dari narrative text. -Memahami isi dari cerita yang di berikan. -Menemukan pesan moral dari cerita
Menangkap makna narrative text	-Mengidentifikasi makna dari cerita -Menceritakan ulang isi cerita menggunakan bahasa sendiri

## C. Tujuan Pembelajaran

- Menumbuhkan sikap religius, jujur, kerja keras dan semangat belajar.
- Siswa mampu memahami yang di maksud dengan narrative text.
- Siswa mampu memahami isi cerita yang diberikan melalui picture series.

- Siswa mampu menyimpulkan isi teks narrative terkait cerita legenda yang telah di paparkan.

#### D. Materi Pembelajaran

- Pengertian Narrative Text

“A narrative ( story) is any report of connected events, presented in a sequence or written or spoken words and/or in a sequence of (moving) picture”. Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan di jabarkan dengan urutan awal, tengah dan akhir.

- Tujuan Narrative Text

Bertujuan untuk menhibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita da resolusinya atau akhir yang bahagia atau bahkan menyedihkan. Sebenarnya teks Narrative tidak hanya terbatas pada cerita yang berbau mistis fiksi, legend, dongeng atau fable saja tapi cerita lain yang berbentuk petualangan, misteri dan semua bentuk cerita. Tapi dalam pelajaran di sekolah teks yang bergenre naratif biasanya digunakan untuk menunjukkan ceritafiksi seperti doneng ataupun legenda saja.

- Structure Cerita

Orientasi : set adegan dan memperkenalkan para peserta

Komplikasi : krisis, konflik atau masalah muncul.

Resolusi : krisis atau masalah tersebut teratasi, untuk lebih baik atau lebih buruk.

Re-Orientasi : opsional (tidak harus).

- Unsur Kebahasaan

- narrative text dominan menggunakan kata penghubung penanda urutan waktu seperti: first, so, next, then, finally, etc.

- narrative text menggunakan noun, adjective, phrase, or clause sesuai dengan topic, sudut pandang, dan objek yang dinarasikan.

- Narrative text mengandung kata kerja transitive atau intransitive sesuai kebutuhan.

- Narrative text menggunakan kata khiasan (metafora) sebagai penambah cita rasa penyampaian cerita.
- Memaparkan materi legend story about danau toba dengan menggunakan Picture Series.



- E. Metode Pembelajaran
  - Pendekatan: Saintifik
  - Metode : Tanya jawab dan pemberian tugas
- F. Media Pembelajaran
  - Media: picture series
  - Alat/Bahan : laptop, LCD, Papan tulis, spidol, teks,
- G. Sumber Belajar
  - Buku pegangan guru dan siswa, kamus dan internet.

## H. Langkah-langkah Pembelajaran

### Pertemuan Pertama

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	<ul style="list-style-type: none"> <li>-Guru mengucapkan salam dan perkenalan diri</li> <li>-Guru meminta siswa untuk membaca doa</li> <li>-Guru mengecek kehadiran siswa</li> <li>-Guru menyampaikan materi yang akan dipelajari serta tujuan yang ingin dicapai</li> </ul>	5 Menit
Inti	<ul style="list-style-type: none"> <li>-Guru menjelaskan mengenai materi yang akan dipaparkan .</li> <li>-Guru menjelaskan bagaimana penggunaan picture series untuk materi yang dipaparkan.</li> <li>- Guru mengulang materi minggu lalu jika masih ada yang belum jelas.</li> <li>-peserta didik diminta untuk mengamati dengan serius memaparkan materi sampai selesai.</li> <li>- setelah mengamati dan mendengarkan penjelasan guru cirri-ciri kebahasaan yang ada dalam narrative text, guru memberi waktu sekitar 30 menit untuk menuliskan narrative text yang dipaparkan dengan menggunakan picture series yang telah diamati.</li> </ul>	70 Menit
Penutup	<ul style="list-style-type: none"> <li>-Guru memberikan kesimpulan tentang materi yang telah dipelajari</li> <li>-Guru menutup kelas dan memberikan motivasi belajar</li> </ul>	5 Menit

## H. Teknik Penilaian

### 7. Aspek penilaian :

Accuracy

Fluency

Comprehensibility

### 8. Penilaian

No	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65

4.	Poor	40-55
5.	Very Poor	30-39

Parepare, 15 November 2019

**MENGETAHUI;**  
**Peneliti,**

**Risdayanti**  
**Nim:15.1300.119**



## Curriculum Vitae



**RISDAYANTI**, the writer was born on June 15<sup>th</sup> 1997 in Cappalete, Pinrang. She is from the couple Ahmad and Amina. She has four sisters and one only brother. They were Ratnasari, Rahma, Musdalifa, Nur Azzahra and Muh.Ikram. She began her study in Elementary School at SDN 225 Lambalumama and graduated on 2009. In the same year, she continued her study in Junior High School at SMPN 1 Lembang and finished her study on 2012. After that she enrolled in SMAN 8 Pinrang and graduated on 2015. In the same year, she decided to continue her study at State Islamic Collage (STAIN) Parepare which has become State Islamic Institute (IAIN) Parepare. She completed her skripsi with the title “Using Pictures Series to Improve Students’ Writing Skills at the Tenth Grade Students of SMAN 8 Pinrang”.

