



**PICTURED SERIES AS MEDIA IN TEACHING STUDENT WRITING
NARRATIVE TEXT OF THE EIGHTH GRADE AT SMP
MUHAMMADIYAH IN ACADEMIC YEAR 2021 – 2022**

Submitted in partial fulfillment of the FINAL PROJECT
for the degree of *Sarjana Pendidikan* in English

by

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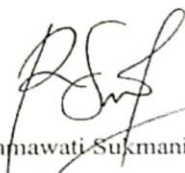
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MOTTO

“Love Myself, Love Yourself“

“If you want to love others, you should love yourself first”

Bangtan Sonyeondan

DEDICATION

This final project is proudly dedicated to:

1. My beloved mother and father, Endang Wahyuningsih and M.Afandi. I will grow, to be the best that I can be. This achievement is my special offering to my father and mother.
2. My lovely big brother, sisters and little sister, M. sholihul Nizham Yufhanda, Cahaya Balqis Siti Nizhara Yufhanda, and Amira Siti Sabrina Yufhanda.
3. My Boyfie, Sulistianto.
4. Bangtan Sonyeondan, has given motivated and encouraged me with the songs while working on this final project.

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Firstly, I want to say Thanks giving to Allah SWT has given health and blessings. Not forgetting the prayers and greetings I give to the prophet's Allah SWT, Prophet Muhammad SAW. So that I can complete this final project in partial fulfillment of the requirements for the degree of *Sarjana Pendidikan* in English at Universitas PGRI Semarang.

Furthermore, I also want to thank the people who have helped in completing this final project. With the support, motivasi, knowledge, kindness, and encouragement directly or indirectly, this final project may not be completed.

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3. Dr. Jafar Sodik, M.Pd., the Head of English Education Study Program of University of PGRI Semarang.
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Finally, the writer would like to thank all those who contributed to this final project. And the writer realized that perfection belongs only to Allah SWT. The writer hopes this final project can be useful for readers.

Semarang, November 2022

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ABSTRACT

Dinda Siti Syifa Afani Yufhanda, 16420099, 2022. *Pictured Series as Media in Improving Students' Writing Narrative Text of The Eighth Grade at SMP Muhammadiyah 2 Kalikalong – Tayu, Pati in Academic Year 2021/2022*. Final Project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang.

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Keywords: pictured series, media, writing, narrative text

There are many problems which were faced by students in writing narrative text. purpose of the productive skill is to encourage students to write paragraph. To achieve the productive skill of the student in writing is by using appropriate technique or media.

One of the media is picture series, because it can stimulate idea or thinking skills the students. This research is about the students' writing ability of the Eight grade students of SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 with and without being taught using Pictured Series.

Design of the of the research is quantitative research. It is found out that the critical value at 5% and the t-table was 2,08. So, t-obtained is higher than t-table. It means there were significant differences between the students' ability in writing narrative text before and after being taught using picture series.

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study, the reason for choosing the topic, statement of the problem, objectives of the study, significances of the study, and definition of key terms. Each of them will be discussed below.

A. Background of the Study

In this era of Globalization, the English Language is important for our lives. It is the second most spoken language in the world. Globalization made the use of the English language more widen. The ability to speak and to write English property has been one essential benchmark ability in the professional world. English is a compulsory subject to be taught in secondary school or junior high school, and a compulsory subject in educational institutions that must be taught to all students ranging from elementary to college and university in Indonesia for preparation for the globalization process.

In teaching English, there are four language skills that should be taught to students. Those skill are namely listening, speaking, reading, and writing. Those four skills can be categories into two main skills, receptive and productive skills. Listening and reading included receptive skills, while speaking and writing included productive skills. There are some differences between those two skills. The main difference is that in

receptive skills, students do not need to produce language but they just receive and comprehend it. Sometimes, receptive skills are also called passive skills.

Meanwhile, in productive skills, students must produce language whether spoken or written. For that reason, a productive ability is also called an active ability. However, both receptive and productive skills are important because those skills support each other. Students also must learn them in a sequence. That is first receptive than productive. Those four skills are important for teaching and learning English. One of the purpose of the productive skill is to encourage students to write paragraph. To achieve the productive skill of the student in writing is by using appropriate technique or media. One of the media is picture series, because it can stimulate idea or thinking skills the students.

B. Reasons for Choosing the Topic

There are many problems which were faced by students from SMP Muhammadiyah 2 Kalikalong in writing narrative text. It makes the writer interested to observe it. She wants to teach narrative text using picture series as a media. The writer hopes will give solutions for SMP Muhammadiyah 2 Kalikalong students in order that they will be able to write narrative text in mastering the English ability appropriately. The other reason why the writer chooses the topic is to strengthen the previous thesis that use picture series as a media for teaching narrative text.

C. Statements of the Problem

In conducting a study, the problem must be stated clearly so that the objectives of the study and method can be meaningful. The problems of the study are as follows.

1. To what extent is the students' writing ability of the Eighth grade students of SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 being taught without using Pictured Series?
2. To what extent is the students' writing ability of the Eighth Grade students of SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 being taught with Pictured Series?
3. Is there any significant difference on the students' writing ability of the Eighth Grade students' of SMP Muhammadiyah 02 Kalikalong in

Academic Year 2021/2022 being taught with and without Pictured Series?

D. Objectives of the Study

Based on the formulation of the problems above the main objectives of this study can be stated as follows:

1. To find out the students' writing narrative text ability of the Eighth Grade At SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 being taught without using Pictured Series.
2. To find out the students' writing narrative text ability of the Eighth Grade At SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 being taught with Pictured Series.
3. To find out the significant differences on the students' writing narrative text ability between The Eighth Grade At SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 being taught with and without Pictured Series.

E. Significances of the Study

The writer will be grateful if this result of study is useful for:

1. The Teachers

Every method has every strength and weakness. It can also be this method. The teachers can apply this method in the class. This study can be a reference of teaching writing narrative text.

2. The students

The students are the objects of this research. This method is one of interesting teaching methods. It could be applied in order to make attractive in learning English. So, learning English can be interesting for them.

3. The readers

The researcher expects this research can give contributions for the readers. hopefully It can enrich the readers' teaching knowledge. In addition, it could be a reference for the readers who are going to write a thesis or final project.

4. The researchers or writers

This study is still far away from the perfectness. The writer will always develop the teaching method. It means that he not only uses

this method, but also any kinds of interesting teaching learning methods that must be learned and applied.

F. Definition of Key Terms

It is very important to understand the meaning of the topic, the terms of the topic are clarified as follows:

1. Pictured Series

According to wright (1989), “pictures contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus” (p.2). He also stated that picture can be useful in emphasizing the teaching of writing and speaking, listening and reading integrated. The most benefit of a picture is can make 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 words. This overall context of the new language will have meaning to the students.

From the definitions above, the writer concludes that the use of pictured series is to apply a design of drawing that follows on one after the other. In this study, the use of pictured series is used in teaching students’ writing in narrative texts.

2. Media

According to Ruis (2009), “media is the facilitation for teacher used in teaching and learning process to make an instruction, send message to the students, and stimulate them to learn” (p.2). Teaching media can help teacher to deliver the material for the students. In this study, the teaching media used by the writer is picture series of narrative text.

3. Writing Ability in Narrative texts

a. Writing

Langan (2008) stated that writing can be defined in three ways. They are as the following.

1) Writing as a ability

In this definition, he explained that “a realistic attitude about writing must build on the idea that writing is a ability, not a natural gift. It is a ability that can be learned like others abilitys. Writing as a Way to Communicate with others” (p.11).

2) He stated that “to communicate effectively, people must constantly adjust their speech to suit purpose and audience. This same idea is true for writing as when we are writing for others, we have to know both the purpose for writing and the readers who will read our work” (p.12).

3) Writing as a process of Discovery

Relating to this, he explained that “writing as a process of discovery involves a series of steps, and the steps are very often a zigzag journey” (p.13).

b. Ability

Ability is the quality or state of being able; competence in doing something. (<https://www.merriam-webster.com>) In this study, the writer means that ability is students’ writing in narrative texts.

c. Narrative Text

Anderson and Anderson (2003a) explain that a Narrative is a text that tells a story and, in doing so, entertains the audience. It has character setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

John (2008), explains that “a Narrative text is one of types of text, which has purpose to entertain, to gain and hold a readers interest. Narrative sequence people/ characters in time and place, the stories set up one or more problems, which must eventually find a way to be resolved” (p.214).

Based on the definition above, the writer concludes that improving students' writing ability in narrative text is to make the students' understand and competence of junior high school better in expressing their ideas into any written narrative forms orderly.

4. SMP Muhammadiyah Kalikalong

SMP Muhammadiyah Kalikalong is one of private schools in Pati district. The writer conducted the research at the school where it is located on Kalikalong village. Jl. Kalikalong – Tayu, Pati, Jawa Tengah.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. They consist of previous study and related literature.

A. Previous Studies

This section, the writer tries to present the review of several relate literatures dealing with some related research finding. Many studies have been done by the writers related to the use of strategies, approaches, methods, techniques, or media in teaching the students to improve their writing ability. Some of them are mentioned as follows:

Sasdillah (2020) examined the use of picture-cued story sequence in teaching writing skills for the first grade students at MA MadaniAlauddin. The result showed that there was significant difference between students' writing skill from pre-test to the post-test after giving the treatment. The result of the data analyzed showed that the t-test (5.022) was higher than t-table value (2.000). it means that the use of picture-cued story was effective to improve the students writing skill.

Syaputri (2016) has conducted quasi experimental research at SMPN 01 Tanjung Raya to find the significant difference of students' vocabulary achievement by using picture series. The result showed that there were significant difference between the class control and

experimental class. It showed the score of post-test of experimental class who were taught by using picture series is higher than the score of class control which were taught without using picture series. Based on the statistical analyzed, the result showed that the t-value was 6.544 higher than the t-table 1746.

Linggarni (2021) on her studied article entitled picture series revealed students' ability in writing narrative text to the junior high school. The result showed that there was significance difference of students' score in pre-test and post-test. The score that has been collected from this study was pre-test (2386) and post-test (2847). The students mean post-test score (81.34) was higher than the pre-test score (67.66).

This research was pre-experimental research because the student was taught by using picture series in one experimental class. It can be concluded that there was an effect on students' writing after using picture series as media during the pre-experimental research.

Wening (et al, 2017) examined the effect of using picture series on Indonesian EFL Students' writing ability across learning styles. The picture series that was used in this study were students' own photographs to write recount text since it could tell students' own experience. The result showed that the students who were taught without using picture series.

In writing, students need to express their idea imaginatively, make cohesive and coherence writing and also make series events which is constructed in a chronological order. But the problem is every student will get problem in finding or creating their idea. Therefore, the strategy is needed to solve the problem. This research has been proved the picture series as an effective strategy in helping students' ability in writing.

Furthermore, Gutierrez (2015) has conducted study on the use of picture series technique to develop EFL narrative writing among a group of ninth grade at institucion Educativa Simon Arujo. The picture series were implemented to experimental group and the result showed that the use of picture series improved the overall growth of writing skills, especially in the areas of transition or logical sequence and idea exposure.

Based on the previous study above, the writer proved that using picture series helped the students in the writing process that is planning, drafting, editing and final draft. Then, the students' will be shown sequence picture. Then, they will write a text using pictures as the clue. Besides that, using picture series was effective for helping students to improve writing ability in teaching and learning process of writing narrative text.

B. Review of Related Theories

1. General Concept of Writing

a. Definition of writing

According to Harmer (2002, p.22), writing is a way to produce language and express idea, feeling, and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the contains of genres, and then these elements have to be presented in learning activities.

The use of grammar and vocabulary correctly are very required in writing to show how well the students mastery in writing. The students must think about the process and the use of language also. They will be interested in writing if the kind of writing is suitable with their age, interest and language ability. The students will be able and enjoying to writing about topics that are familiar with them, such as writing about themselves, their activities, their families, their hobbies, or their best friend.

From definition above, we can be conclude that writing is way producing language and expressing feelings, ideas, and opinions in the form of symbol, letters, or words on a piece of paper by using a pencil or pen. Writing requires students to use grammar and vocabulary correctly to express what they want to say

clearly. Students writing shows how well they are mastering the language (Harmer, 2004).

Brown states that writing is a thinking process of ideas. Feeling and experiences in the written form.(Brown, 2003).

Widdowson states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper (Widdowson, 2012).

Richards and Renandya (2002) also stated that there are three stages in writing process, as follows:

- 1) Planning, this stage encourages students to write.
- 2) Drafting, this stage focuses on the fluency of writing and is not pre occupied with grammatical accuracy of the draft.
- 3) Revising, this stage encourages the students to revise through collaborative writing.

Writing is a process organizing the feeling, opinions, and idea into written form. It is a complex activity with the control language students of the sentences level (structure, vocabulary, grammatical, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text). What we want write should have something meaning to convey.

b. Writing Process

According to Harmer (2004, p.23), writing process is a framework for writing well and easy. Generally, the writing process consist of four stages; they are :

1) Prewriting

In prewriting step, we think about topic and organize the ideas. Prewriting is the thinking, reading, talking, and writing about topic before writing a first draft. Prewriting is a way of warming up brain before writing. There are several ways to warm up before writing.

2) Brainstorming

Is a quick, way to generate a lot of ideas on a subject. The purpose is to make a list as many ideas as possible without worrying about how to use them. They can include words.

3) Clustering

Is another prewriting technique. It is a visual way of showing how ideas are connected using circles and lines. In other words, clustering is an activity of drawing the ideas. This is actually writing the first draft of the piece. After thinking about topic and doing necessary prewriting, the next step in the writing process is writing paragraph. When write the first draft

of the paragraph, the ideas generated from prewriting use as a guide.

4) Revising

It is almost impossible to write a perfect paragraph on the first time. After completing the first draft, a writer must look for ways to improve it. This step is called revising. When revising paragraph, we can do following:

- a) Add new ideas to support the topic.
- b) Cross out sentences that do not support the topic.
- c) Change the order of the sentences.

From the writing process above, the writer concludes that writing is a process of creating, organizing, writing and revising. In the first step of the process is creating ideas. In the second step is organizing the ideas. In the third step is writing a rough draft. In the final step is editing and rough draft and making revisions.

So from writing process above, the materials which they use is clustering writing, because practice which they use related the pictures which show and ideas to improve become a text, pas trough the pictures series (Harmer, 2004).

c. Kinds of Writing

According to Brown (2004, p.220), the kinds of writing are:

1) Imitative

To produce writing language, the learner must attain skills in the fundamental basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

2) Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3) Responsive

Here assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.

4) Extensive writing

This is writers focus on achieving a purpose, organizing and developing ideas logically using details to support on illustrate ideas, demonstrating syntatic and lexical variety. Based on the types of writing, the procedure text that I made belonged to the extensive writing section, because implies successful management of all the processes and strategies of writing for all purpose, up to the length of an essay a term paper, a major research project report or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically using details to support on illustrate ideas, demonstrating syntactic and lexical variety (Brown, 2004).

2. General Concept of Narrative Text

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable when learning writing, teachers must be select interesting writing text to teach writing.

The writer chooses “Narrative Texts”, as the writing material. Meyers (2005, p. 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it.

The action, details, and dialogue put the readers in these seem and make it happen for them.

Rebecca (2003), Narrative text is a text, which relates a series of logically, and chronologically related events that are experienced or caused by factors. Furthermore, she states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

In Curriculum 2004, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, the writer can conclude that narrative story is a story tells us about something interesting that has purpose to entertain for the readers. They are using narrative text when they tell are friend about something incident, a joke or experience interesting happen to them, and they are telling someone that a joke.

Anderson (1997, p.14) states that a good narrative uses word to paint a picture in our mind of:

- a. what characters look like (their experience),
- b. where the action is taking place (the setting),
- c. how things are happening (the action).

The characteristics of narrative texts among others:

- a. It tells us about a story of event or events.
- b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

The language features from Anderson (1997, p.15) usually found in narrative texts are:

- a. specific characters
- b. time words that connect to tell when they occur
- c. verbs to show the action that occur in the story
- d. Descriptive words to portray the character and setting.

3. Generic Structures of Narrative Text

Neo (2005, p. 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

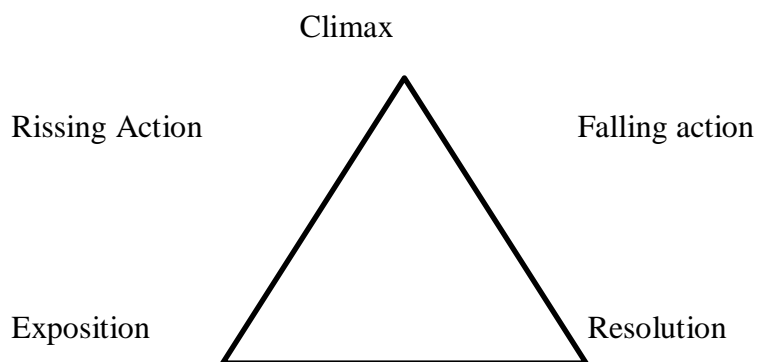


Figure 3.1 Freytag Triangle

That picture is the Freytag triangle. The ideas of the Freytag triangle is to serve as acid of blue print or map which can be used to guide us systematically ignore writing. According to (Neo, 2005, p.2) the Freytag consists of the following ideas:

- a. the composition, it establishes the characters and situation.
- b. Rising action, it refers to a series of complication leads to the climax.
- c. The climax is the critical moment when problem/ conflict demand something to be done about them.
- d. Fellinging action is the moment away from the highest peak of excitement.
- e. The reolution consists of the result or outcome.

In writing the narrative text, students' often find some difficult. The students' usually feel difficult to organize their ideas. Furthermore, many students' make some mistakes and faced difficult to build and developed their imagination. From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

Generic structure of Narrative Text :

1) Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place. (It is about opening paragraph where the characters of the story are introduced).

2) Complication/ rising action

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

3) Resolution/ falling action

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

4) Reorientation

It is an optional closure of event. It means that when we are writing a narrative story, we can both include and not include it. (moral lesson from the story).

The writer explained Narrative text by using this example:

The Ant and the Dove

Orientation

One day, there are ants who are looking for water to drink. Finally, the ant saw a lake, the ant wanted to drink the lake water.

Complication

But what happened was unexpected, the ant fell into the lake. And with the effort of the ant trying to keep their bodies floating on the water, but over time the ant feels tired and resigns to the situation. Ants pray to God to be given help, ants pray “God please help me”.

Finally, there is a dove who comes to help the ant. The dove gave a leaf, the ant climbed the leaf and the ant could stay afloat and head to the edge of the lake.

Resolution

Finally, the ant can survive and arrive at the edge of the lake. the ant said “Thank you dove, you helped me” the dove answered “Your are welcome, be careful”the dove left the ant.

4. Types of Narrative Text

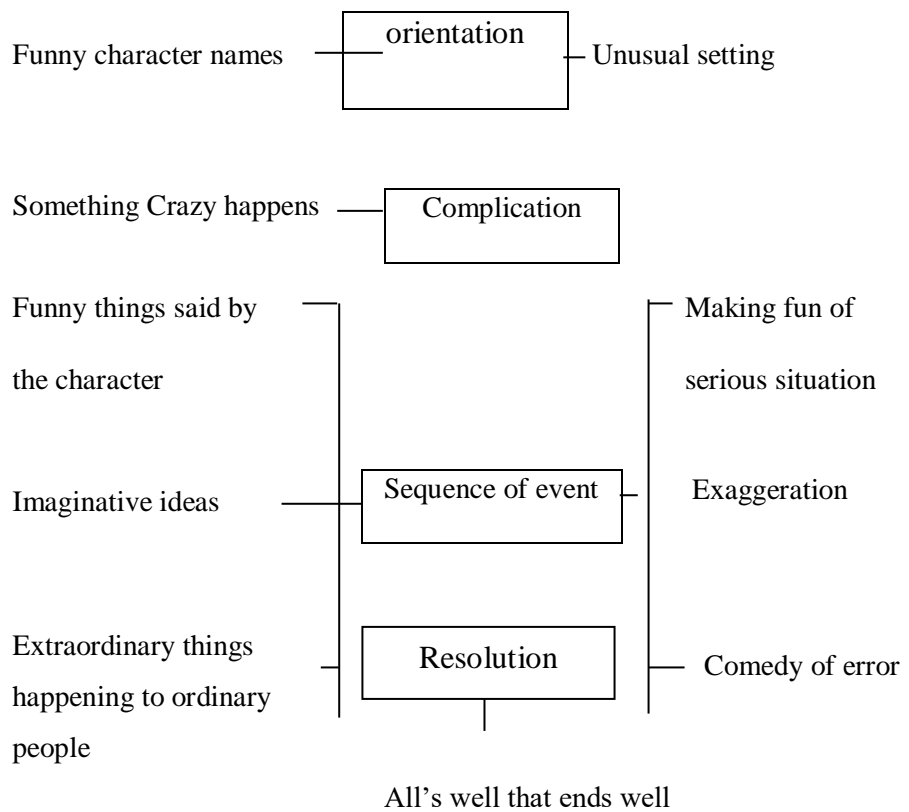
There are some types of narrative text, which have a difference in the purpose of each type. According Anderson (1997, p.18), the types of narrative text include : humor, romance, crime, real-life fiction, historical fiction, fantasy, mystery, science fiction, diary – novel, adventure, etc.

In this final project, the writer would show the purpose and generic structures of some types of narrative above according Anderson (1997, p.18):

a. Humor

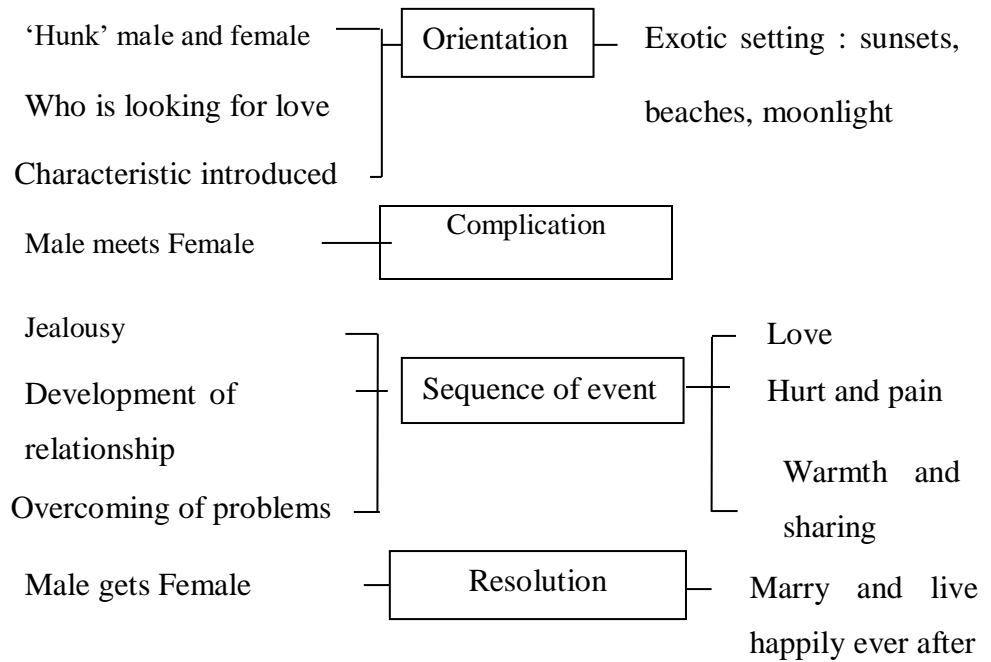
The purpose of humorous narrative is one that aims to make the audience laugh as a part of telling a story.

Generic structure :

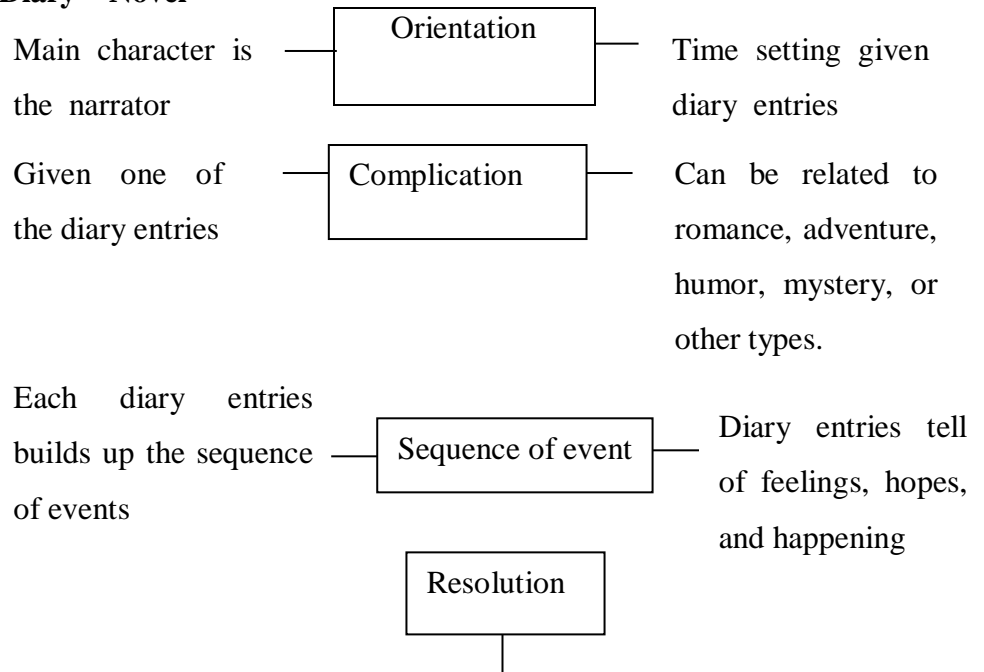


b. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

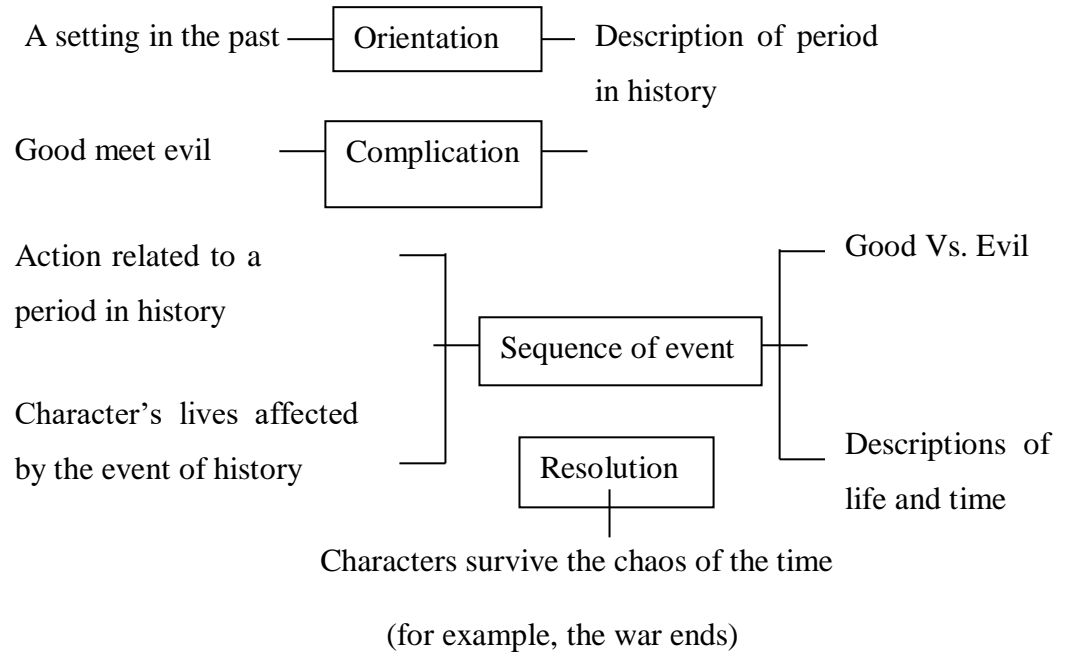


c. Diary – Novel

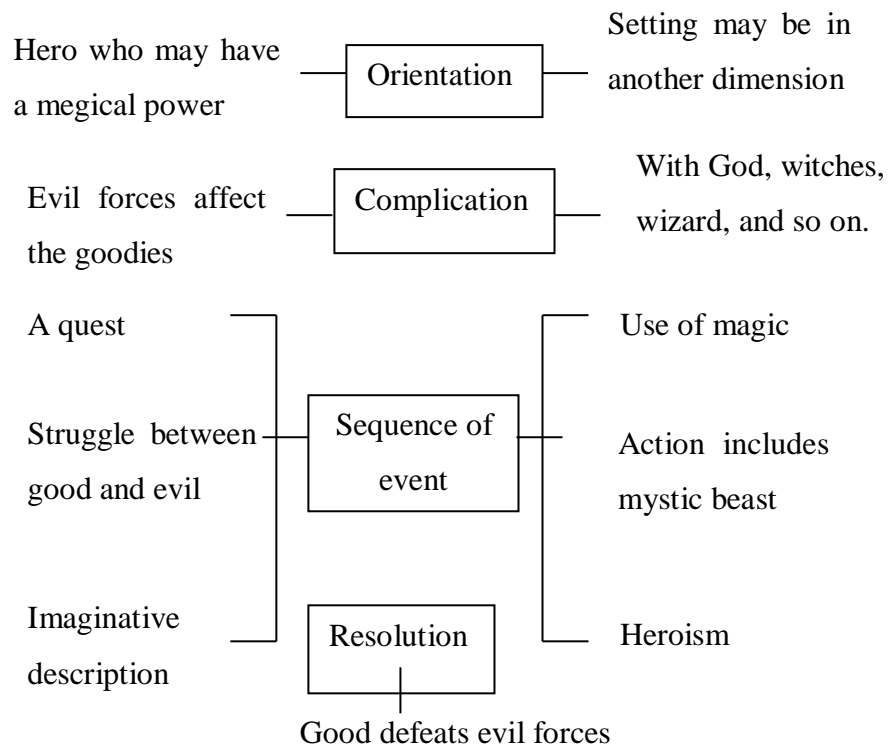


The narrator tells what happens to solves the complication

d. **Historical fiction**



e. **Fantasy**



5. General Concept of Media : Picture as Media to teach Writing Narrative Text

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students disappointed, pissed off and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching-learning process is needed to attract students' attention and to make teaching-learning activities more interesting and also effective.

The use of media in teaching-learning process is not a new thing. Many teachers know that media will be helpful. Media give a new something for students, but not all of teachers knowing how to implement it correctly, so sometimes media disturb learning process instead of helping students in learning process. This situation causes a problem. The use of media is questioning whether it really helps teaching-learning activities or not. Based on assumption, the writer wants to find out the fact of the use of media in teaching-learning process or not.

Media is anything that can be used to deliver messages from the sender and receiver. It can stimulate the thoughts, feelings, interests and concerns in such as a way that learning occurs. (Sadiman, 2005).

Matter (2008) stated that using media has several benefits to enhance teaching and learning, such as engages students, aids students retention of knowledge, motivates interest in the subject matter and illustrate the relevance of many concept. Media can be used to stimulate students' interest and develop knowledge of the material being taught.

The students are many kinds of media which can be used by the teachers in the learning process, but the teacher should be selective when choosing. This paper discusses about kinds of instructional media for Teaching English. This case using their pictured, definition and how to use in English Teaching (Masterman, 1999).

1) Charts

A charts is a combination of pictorial, graphics, numerical, or vertical material which presents a clear visual summary. Edgar Dale defines charts as a visual symbol summarizing, comparing, contrasting or performing other helpful services in explaining subject-matter”.

2) Poster

A poster is a pictorial device designed to attract attention and communication a story, a fact, an idea, or an image rapidly and clearly. Gods Dictionary of Education: A poster is a “placard, usually pictorial or decorative utilizing an emotional appeal to

convey a message aimed at reinforcing an attitude or urging a course of action.

3) Map

A map is a flat drawing or representation of an area, such as a village, which shows the location of natural and man-made features and resources.

4) Flashcards

Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly use to teach reading.

5) Slides

Among the various types of materials available still projector, slides and film strips are the foremost visual aids. They are of great value in teaching. Slide projector or Dias cope.

6) Graph

Graph is defined as a visual representation of numerical data. Graph is fundamentally a tool for expressing number relationship, which is much easier to visualize than can be done if the statement were made only in words and figures. It offers a judicious technique for analyzing, comparing and prophesying of facts which are vital to an intelligent study of a problem.

7) Film Strips

It is an improvement upon slide projector (magic lantern). The device may be used as a slide projector or as a film strip projector.

8) Flipchart

A flipchart is a series of sheets paper, fastened together at the top. When a sheet has been used, it can be “flipped” over the top so that the next sheet can be used.

9) Newsletter

A newsletter is an informal printed report, which is distributed to members of a particular group in order to share information. A newsletter can be useful to promote good public relations, offering evidence that the school, college or other organization is working hard to achieve its targets.

10) White Board

A whiteboard has a smooth shiny white surface, which can be written : on with special pens and wiped clean with a dry cloth.

11) Work Sheet

A worksheet lists questions or activities for students or trainees to work through. Pre-prepared worksheet can be used successfully with group with differing abilities or language abilities because each person can work at their own pace.

Therefore, the picture series is one of the alternative media that can be used by the teacher for the students in the learning process, because the picture series is media that contains enough information and ideas, so that students easily do a task, or work, using a pictures series. Students will also be more interested in and pay attention to doing a task, so the situation in the class is more interesting and there is also interaction between teacher and student.

6. General Concept of Picture Series

Technique is an activity that use to change students characteristics, may be from not knowing to knowing. Teaching English in Indonesia commonly get trouble in interaction between teacher and student. The technique that teacher uses also influence the student's ability. The teachers have to change their old technique to make students interest in learning activities.

Pictures are visual aids to attract students' attention, and for giving motivate them to learn. In addition, using series of picture means that the students try to connect the plot in the picture to be a link of story.

Brown (2004) stated that picture can be used in many stages of the instructional process, to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information, and to evaluate student's progress and achievement. Furthermore, he

suggests some ways of using pictures for ensuring maximum students benefit from using them. Using pictures can be an effective technique for any proficiencies level or language ability. To teach writing where the students share personal experiences that somehow relate to what is happening in a picture they have been given and drawn.

One of visual instructional media that is going to be used in this research is picture. Pictures are aids that can help the teachers in the teaching learning process. Callahan (1992, p.479) suggests the teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students.

Picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, painted on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object. Picture and diagrams serving as stimuli for description of objects, people, place and processes may all be used to advantage in a test – as well as those involving the writing of directions , instruction, classification, comparisons and narratives.

7. Ways to Improve Writing Ability Through Vocabulary Buildings

The students with poor vocabulary need to build their vocabulary. Improving vocabulary after we have known the source of vocabulary, we must improve our vocabulary. There is an efficient way to improve vocabulary (Edward, 2006, p.71). They are:

a. Be aware of words

Many people with poor vocabularies do not pay attention to the words around them. The first step to better vocabulary is start paying attention the word.

b. Reading

Reading can help to find new and interesting words. Reading magazines, books and newspapers can help foreign language learners enrich their vocabularies so that when they are writing on a paper the ideas will be easier to write. Identify the words that you don't know and write them down.

c. Use dictionaries

Use the dictionary to look up the meaning of the words that you find while reading for pleasure and for school. The dictionary is filled with information about words and the use of words (Mullen, 1963, p. 2229). It can be a basic reference tool when the learning using words in doing the task.

d. Use index cards to study

Learner should write the new word on an index card. Then write the definition and a sentence using the word on the back of the card. Carry these card wherever the learner go.

e. Review vocabulary words regularly

Keep the index cards, and study them although just a few spareminutes. The words that have written in index card must be bring everywhere. So the learner can read the words although just a fewminutes.

f. Try vocabulary-building books

Some students have great success with vocabulary-building books or website. These can be an excellent help if the learner enjoy doing the excercise.

g. Use the words

Two other activities that will help build the learner vocabulary are using the words in conversation and doing crossword puzzles. The use of words in daily conversation can help the student in using the word spontaneously in speaking ability. In addition, the students can practice their vocabulary be doing crossword puzzle. It can make student to remember the vocabulary that they have had. In additional, he added vocabulary can be defined as “the words we must know to communicate effectively : words in speaking (expressive vocabulary) and words in listening (receptive

vocabulary)” an extensive body of research exists on teaching and learning vocabulary.

Foreign language vocabulary knowledge is the distinction between productive and receptive vocabulary knowledge types. Receptive vocabulary is understood as a passive ability which involves the perception of words, and the understanding of their meaning in listening and reading. While productive vocabulary refers to an active ability that covers word production so as to match the speakers’ intention in writing and speaking (Nation, 2001, p. 5).

Based on the definitions above, the writer concludes that vocabulary is a set of words used to express the ideas about in spoken and written languages which must be mastered in order to be active in written or spoken language.

C. Hypothesis

Pursuant to above theory study, hence hypothesis raised in this research shall be as follows:

H_1 : There is significant difference between the students’ ability of writing narrative text after being taught using picture series and before being taught using picture series.

H_0 : There is no significant difference between the students’ ability of writing narrative text before using picture series and after using picture series being taught.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discusses the research methods uses in the research. The discussion includes designs of the research, population and sample, instrument of the research, method of the data collection, and method of data analysis.

A. Design of Research

Design of the research of this study is quantitative research (pre-experimental theory research). According to Apuke (2017, p.410), in conducting, the study, the writer gave pre-test and post-test at experimental class in order to know what extent the students' writing ability in narrative. Comparing the result of pre-test and post-test in class, the writer knowsthat the effectivity and significant diferences of using pictured series as a method in improving students' ability in writing narrative texts.

B. Subject of the Study

The subject of the study is important case that the writer used as a reference. In this part consists of population, sample and technique of sampling.

1. Population

The population of a study defined as the whole of the subject of the study (Arikunto, 2006, p.130). So the population was all individuals from the Eighthgrade students of SMP Muhammadiyah02 Kalikalong, Tayu, Pati. The population of this study consist two classes, with a total 20 students in each class.

2. Sample

Arikunto (2006, p.131) states, the sample was a part of population researched. Related to this case, the writer took two classes of SMP Muhammadiyah, Kalikalong, Tayu, Pati.

3. Technique of Sampling

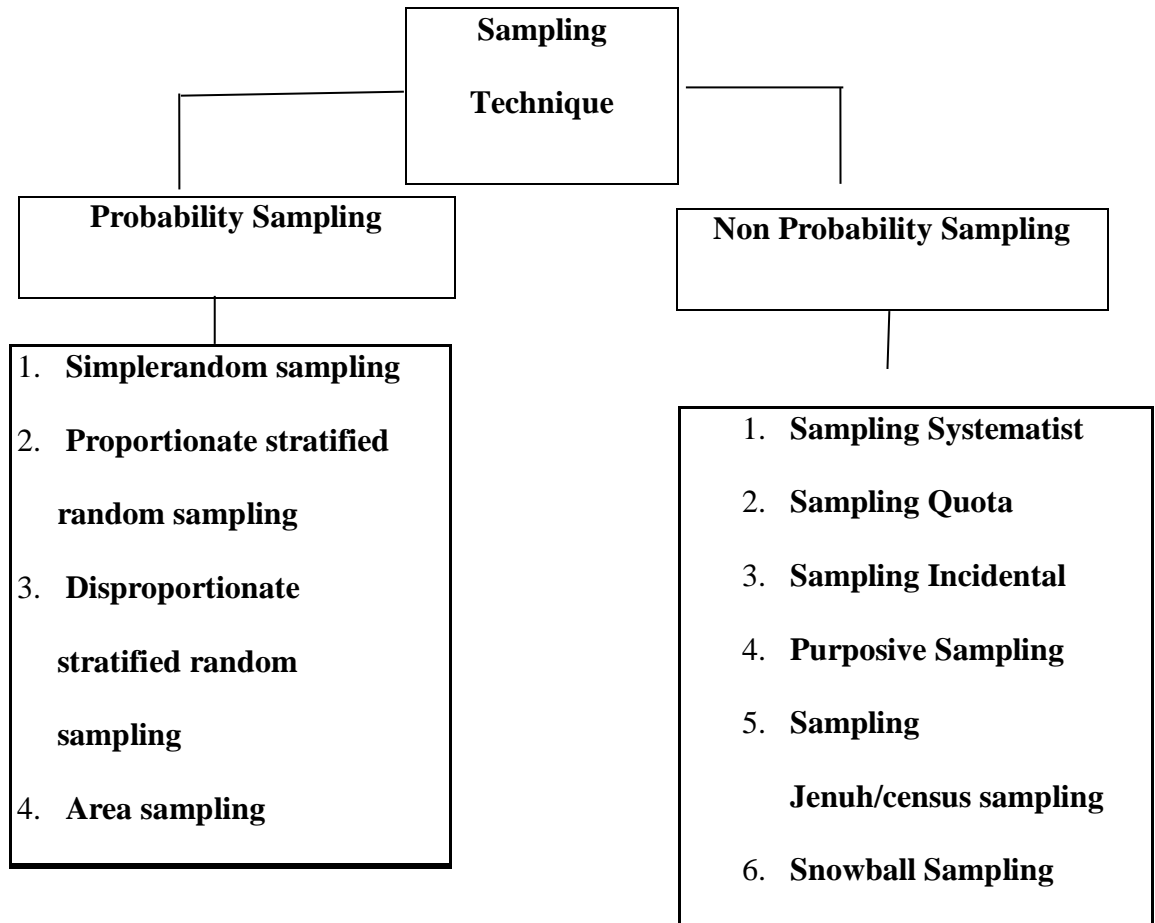
According to Hadi (1990) sampling adalah cara yang digunakan untuk mengambil sampel, (sampling is the ways of doing to get sample (p.75).

Cihon (2008, p.8) stated that sampling technique is the way of taking sample. Furthermore, he explained that to determine a sample which is going to be used in a study, there are many kinds of various sampling techniques. The following figure shows the kinds of sampling techniques.

In this study, the writer chose the purposive sampling as the best method obtain the techniques of sampling.

The following figure shows the kinds of sampling techniques.

Figure 3.2 *kinds of sampling Technique*



(Cihon,2008, p.8)

In this study, the writer chose the purposive sampling also known as subjective or judgement sampling as the best method. According to Sugiyono (2008) purposive sampling adalah teknik pengambilan sampel dengan menentukan kriteria-kriteria tertentu, (is a sampling technique by determining or specific criteria. Class VIIIA and VIIIB were chosen as the sample of the study. From some of the sample group, the writer can determine which were inclusion group 'criteria that are fulfilled by each

members that can be taken as a sample' (kriteria yang terpenuhi oleh setiap anggota yang dapat di ambil sebagai sampel) and exclusion group 'members who cannot be sample' (anggota yang tidak dapat di ambil sampel).

C. Instrument of the research

Blaiki (2006, p.126) stated that instrument is the tool used by the writer for collecting the data during the process of the research. The writer wanted to used a test as the instrument of data collection. There was two kinds of test used in this study. They are as follows :

1. Pre-test

Pre-test is a test given to the students to measure their ability. They test will be used by the writer to answer the research problems before they are taught using "pictured series" method.

2. Post-test

The post-test were given to the students to measure their ability in writing narrative texts after they were taught by using "pictured series" method.

The two test was given for experimental class. The purpose of the test is to know the students' writing ability in narrative after using "pictured series" as the method. The writer used a test in the form of writing texts.

D. Technique of Data Collection

The data collection is the crucial part in a study. In this study, in collecting the data, the writer used some method of data collection. After collecting the data, the writer used the statistical computation that used to analyze the data from two groups named controlling group and experimental group. Here are the steps in analyzing the data :

1. Method of collecting data

The method that is used in collecting the data is a test. In the beginning of the study, the writer is gone to do pre-test to experimental class. It is to supposed to know what extent students' writing ability in narrative before using pictured series. In the end of the study, the writer presented post-test to experimental class. It supposes to know what extent students' writing ability in narrative after pictured series.

2. Procedure of collecting the data

The steps of collecting the data are as follows :

- a. The writer came to SMP Muhammadiyah Kalikalong, Tayu, Pati to ask for permission to do the research at the school.
- b. The writer made or prepare the instrument.
- c. The writer gave pre-test to the students before they are taught using "pictured series" method.
- d. The writer gave post-test to the students after they are taught using "pictured series" method.

- e. The writer analyzed the data to find the result of the research.

E. Method of Analyzing Data

After collecting the data the writer analyzed the result to know the students' writing ability before and after using picture series. The writer used some statistic to find out the result of the test and to answer the statement of the problem. The method data analysis is an important part of this study due to get the result of the data analysis. The writer used four steps to analyzed the result of test. First, she gave the test to the students'. Second, she uses score the test. Third, she analyzed the result of the test. Fourth, she given conclusion by using statistical formula. In analyzing the data which is collected through the test, she used the quantitaive data analysis.

After finish collecting the data through a test to the students, sheanalyzed the data.

1. Selecting and scoring the test result of pre-test and post-test

In the beginning steps of data analysis, the writer made a table. For each column consist of the students' code and give score for each writing element, there are organization, content, grammar, vocabulary, and mechanic.

Brown (2004, pp.244-245) lists the five categories on the table below. In this study, the writer used the five categories proposed by Brown (2004, pp.244-245) to assess the students' writing both in pretest and posttest.

Table 3.1
Technique of scoring

No.	The writing Element	Score	Category	Criteria
1.	Organizations : Generic Structure of narrative text, that is orientation, complication, resolution, evaluation, and re-orientation.	20-18	Excellent	Appropriate title, effective introductory paragraph, topic is stated, lead to the body; transitional expressions used.
		17-15	Good	Adequate title; introduction; and conclusion, body of essay is acceptable, but some evidence may be lacking.
		14-12	Adequate	Mediocre or scant introduction; problems with the order of ideas in body the generalization may not be fully supported by the evidence given.

		11-6	Inadequate	Shaky or minimally recognizable introduction; organization can be barely be seen; conclusion weak.
		5-1	Failing	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence.
2.	Logical Development of ideas : Content	20-18	Excellent	Essay addresses are the assigned topic:the ideas are concrete and thoroughly developed material: essay reflects thought.
		17-15	Good	Essay addresses the issues but misses some points: ideas could be more fully developed : some extraneous material present.
		14-12	Adequate	Development of ideas not complete or essay is somewhat of the topic; paragraphs aren't divided exactly right.

		11-6	Inadequate	Incomplete ideas; essay does not reflect careful thinking or was hurried written.
		5-1	Failing	Essay complete inadequate and does not reflect college level work; so apparent effort to consider the topic carefully.
3.	Grammar: Language features of narrative text, that is use past tense, adverb of time, conjunction, specific character.	20-18	Excellent	Native like fluency in English grammar; correct use of relative clause, preposition, modals, articles, verb, etc.
		17-15	Good	Advance proficiency in English grammar; some grammar problems do not influence communication.
		14-12	Adequate	Ideas are getting through the reader but grammar problems are apparent and have negative effect on communication.

		11-6	Inadequate	Numerous serious grammar problem interfere with communication of the writers idea.
		5-1	Failing	Severe grammar problems interfere greatly with the message, reader cannot understand.
4.	Punctuation, Spelling, and Mechanics.	20-18	Excellent	Correct use of English writing convention; left and right margin all needed capitals, paragraph intended, punctuation and spelling, very neat.
		17-15	Good	Some problem with writing conventions or punctuation; occasional spelling errors; left margin correct, paper is neat.
		14-12	Adequate	Uses general; writing convention but has errors; spelling problems distract

				reader; punctuation error.
		11-6	Inadequate	Serious problems with format of paper, errors in the sentences punctuation and final punctuation, unacceptable to educated readers.
		5-1	Failing	Complete disregard for English convention; paper illegible; no margin, and severe spelling problems.
5.	Style and Quality of Expression	20-18	Excellent	Precise vocabulary usage; use of parallel structures; concise; register good.
		17-15	Good	Attempts variety; good vocabulary; not wordy OK; style fairly concise.
		14-12	Adequate	Some vocabulary misused; lacks awareness of register may be too wordy.
		11-6	Inadequate	Poor expression of ideas; problems in

				vocabulary; lacks variety of structure.
		5-1	Failing	Inappropriate use of vocabulary; no concept of register or sentence variety.

2. Formulating the Students Achievement

After going the result of the test, the writer formulated the students' achievement result to get the data. It is uses to determine the position of the students in achieving the give materials. The achievement level can be formula as follows:

Table 3.2

The level of Achievement

Score	Category	Grade
90 – 100	Excellent	A
80 – 89	Good	B
70 – 79	Adequate	C
60 – 69	Inadequate	D
Below 60	Failing	E

(Brown, 2004, p.288)

Based on the level of achievement, the writer found the percentage of students' writing ability in narrative text through picture series method.

The formula which used as follows:

1. Scoring Test

$$S = \frac{\sum x}{N} \times 100$$

Where :

S = score

€X = number of correct item

N = number of item

After findings out the percentage of students' writing ability narrative text, the writer found whether students are successful or not.

2. The writer wanted to know the result of pre-test the students' improvement in writing narrative.

Before they are taught using picture series as a method in improving students' ability in writing narrative text.

To know the mean of students' pre-test result, the writer will used the formula:

$$My = \frac{\sum y}{y}$$

Where:

My : mean of the pre-test (Control group)

$\sum y$: the total score of the standard deviation of pre test

Ny : number of sample of pre-test (Control group)

3. The writer wants to know the result of post-test the students' improvement in writing narrative

After they were taught using pictured series as a method in improving students' ability in writing narrative texts. To know the

mean of the students' post-test result, the writer will use the formula:

$$M_x = \frac{\sum x}{N_x}$$

Where :

M_x : mean of the post test

$\sum x$: the total score of the standard deviation of posttest

N_x : number of sample of post test

4. To know if there is significant differences or not, the writer will use the following formula:

$$t = \frac{\sum Md}{\frac{\sqrt{\sum x^2 - d}}{N(N-1)}}$$

in which :

t = the t-obtained

Md = mean from the difficulties between pre-test and post test

$\sum^2 d$ = the total of deviation quadrate

Where :

$$Md = \frac{\sum d}{N}$$

$$\text{And } \sum x^2 d = \sum d^2 = \frac{\sum d^2}{N}$$

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer describes the findings and discussion of the study. The students are using picture series as media in learning writing narrative text. The details the information dealing with research findings and discussion are given below.

A. Research Findings

In research findings, the writer wants to know whether any significant difference of the students' writing ability in narrative text taught before and after picture series. The subject of this study was the VIII grade students of SMP Muhammadiyah 2 Kalikalong, Tayu academic year 2021/2022 and the number of sample are 20 students from VIII^A as inclusion group and 20 students from VIII^B as exclusion group. To get score of the students' achievement in improving writing ability taught by using picture series, the writer conducted pre-test and post-test.

The writing categorized the students score based on Brown (2004, p.288-294) can be seen on the table below:

Table 4.1

The Level of Achievement

Score	Category	Grade
90 – 100	Excellent	A

80 – 89	Good	B
70 – 79	Adequate	C
60 – 69	Inadequate	D
Below 60	Failing	E

(Brown, 2004, p.288)

1. Students' Writing Narrative Text Ability of the Eighth Grade at SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 being taught without Pictured Series

This thesis consists of two groups, they are control group and experimental group, each group consists of 20 students. Control group given pre-test and post-test without taught by using pictured series, while experimental group given pre-test and post-test after taught by using pictured series. The objective was to find out is there any differences between the students ability in writing narrative text after and before teaching by pictured series.

To answer the research question in the previous chapter, the writer administrated tests, which are given twice to the students. Firstly, pre-test is given before the treatment. Secondly, post-test was given after the treatment the result of the students in content area of writing paragraph whose indicator unity, and completeness on pre-test and post-test were presented in the table below:

Table 4.1**Frequency of the Students' Pre-test Score in Control Group**

No	Score	Category	Grade	F	F%
1	90 – 100	Excellent	A	-	-
2	80 – 89	Good	B	-	-
3	70 – 79	Adequate	C	2	10%
4	60 – 69	Inadequate	D	2	10%
5	Below 60	Failing	E	16	80%

From the calculation above, the writer got the result of students' writing narrative text ability of the eighth grade at SMP Muhammadiyah 02 Kalikalong in academic year 2021 before being taught using pictured series. It can be seen that there were 2 students who get adequate grade and also there were 2 students who got inadequate or 10%, and there is 80% or 16 students from the total of students who failing. It means that almost the students in control class who are before taught using picture series have no mastered ability in writing narrative text. The following table shows the frequency of the students' post-test score in control group:

Table 4.2 Frequency of the Students' Post-test Score in Control Group

No	Score	Category	Grade	F	F%
1	90 – 100	Excellent	A	1	5%

2	80 – 89	Good	B	6	30%
3	70 – 79	Adequate	C	11	55%
4	60 – 69	Inadequate	D	2	10%
5	Below 60	Failing	E	-	-

Table 4.2 shows that the result of the post-test is increased than pre-test, it is written that there is 1 students who get A or 5% from all, 6 students get B or 30% and 11 or 55% students get C and 2 or 10% students get D. It can be concluded that after taught without using pictured series the writing ability of students is increased but not significance. Only 7 students who get A and B.

Having get the percentage of the frequencies, the writer analyze the mean of the students' pre-test and post-test score in writing narrative text. The following table shows the mean of the score of pre-test and post-test score in writing narrative text.

Table 4.3 The Mean of Students in Control Group

No	Subject	Pre-test	Post-test
1	S-1	36	70
2	S-2	66	80
3	S-3	46	70
4	S-4	64	75
5	S-5	48	70
6	S-6	70	80

7	S-7	56	70
8	S-8	37	70
9	S-9	70	75
10	S-10	40	65
11	S-11	41	75
12	S-12	50	70
13	S-13	18	75
14	S-14	41	70
15	S-15	23	85
16	S-16	52	90
17	S-17	57	80
18	S-18	41	75
19	S-19	42	85
20	S-20	39	80
	Jumlah	937	1495

The mean obtained by adding all of the scores in the distribution, and divided by the number of the students. The calculation of the mean of the students' ability in writing narrative texts before being taught by using pictured series used the following formula:

The mean score of pre-test for control group:

$$M_1 = \frac{\sum x^1}{N}$$

$$= 937:20 = 46.85$$

The mean score of post-test for control group:

$$M_2 = \frac{\sum X^2}{N}$$

$$= 1495:20 = 74,75$$

The average of students' achievement in writing texts narrative before being taught using pictured series in pre-tests was 46,85 and for post-test was 74,75. The figure is then consulate the following table.

Table 4.4

The level of Achievement

Score	Category	Grade
90 – 100	Excellent	A
80 – 89	Good	B
70 – 79	Adequate	C
60 – 69	Inadequate	D
Below 60	Failing	E

(Brown, 2004, p.288)

The average score of the students' achievement in control for pre-test is 46,85 and for post-test is 74,75. It means that the students, achievement in writing narrative text in pre-test was Failing and in Adequate grade for post-test.

2. Students' Writing Narrative Text Ability of the Eighth Grade at SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 being taught with Pictured Series

In this thesis, the students who are taught using video named experimental group. Having get the data, the writer analyzed them. The data were obtain from the result of students' pre-test and post-test. The result then are calculate from the frequency, the mean of the students', pre-test and post-test score, the gain score of pre-test post-test, the quadrate deviation, and t-obtain which is consultant t-table.

In this study, the students who are taught using picture series named experimental group. Descriptive analysis of the data of students in experimental can be shown as follow:

Table 4.5 Frequency of the Students' Pre-test Score in Experiment Group

No	Score	Category	Grade	F	F%
1	90 – 100	Excellent	A	-	-
2	80 – 89	Good	B	-	-
3	70 – 79	Adequate	C	-	-
4	60 – 69	Inadequate	D	3	15%
5	Below 60	Failing	E	17	85%

The table above informed that the students' ability in writing narrative text before taught using pictured series is not effective, it is shown by the number of the students who failing in writing text were 17 or

85% and 3 students or 15% got D. But the significance different of the students' ability in writing narrative text showed after they are taught using pictured series, the following table will show the frequency of students post test score:

Table 4.6 Frequency of the Students' Post-test Score in Experiment Group

No	Score	Category	Grade	F	F%
1	90 – 100	Excellent	A	17	85%
2	80 – 89	Good	B	1	5%
3	70 – 79	Adequate	C	2	10%
4	60 – 69	Inadequate	D	-	-
5	Below 60	Failing	E	-	-

From the table 4.5 it is shows that there were 17 students or 85% get A, 1 student or 5% get B and only 2 students or 10% get C. Having get the percentage of the frequencies, the researcher analyzed the mean of the students' pre-test and post-test score in writing narrative text. The following table shows the mean of the score of pre-test and post-test score in writing narrative text.

Table 4.7 The Mean of Students in Experimental Group

No	Subject	Pre-test	Post-test
1	S-1	31	100
2	S-2	43	90
3	S-3	64	100
4	S-4	42	100
5	S-5	26	100
6	S-6	37	100
7	S-7	35	70
8	S-8	35	100
9	S-9	13	90
10	S-10	24	90
11	S-11	38	100
12	S-12	31	100
13	S-13	10	100
14	S-14	10	100
15	S-15	10	80
16	S-16	66	100
17	S-17	64	100
18	S-18	23	70
19	S-19	10	100
20	S-20	10	100
	Jumlah	622	1890

The mean obtained by adding all of the scores in the distribution, and divided by the number of the students. The calculation of the mean of

the students' ability in writing narrative texts before being taught by using pictured series used the following formula:

The mean score of pre-test for experiment group:

$$M_1 = \frac{\sum X^1}{N}$$

$$= 622:20 = 31,1$$

The mean score of post-test for experiment group:

$$M_2 = \frac{\sum X^2}{N}$$

$$= 1890:20 = 94,5$$

The average of students' achievement in writing texts narrative before being taught using pictured series in pre-tests was 31,1 and for post-test was 94,5. The figure is then consultate the following table.

Table 4.8 The level of Achievement

Score	Category	Grade
90 – 100	Excellent	A
80 – 89	Good	B
70 – 79	Adequate	C
60 – 69	Inadequate	D
Below 60	Failing	E

(Brown, 2004, p.288)

The average score of the students' achievement in experimental group before taught using pictured series or pre-test is 31,1 and the students' ability in writing narrative text after taught using pictured series or post-test is 94,5. It means that the students, achievement in writing narrative text in pre-test was Failing and in Excellent grade for post-test.

3. The Significant Differences on the Students' Writing Narrative Text Ability Between the Eighth Grade at SMP Muhammadiyah 02 Kalikalong in Academic Year 2021/2022 being taught with and without Pictured Series

From the research finding of control group and experimental group, the writer found the difference of students' achievement before and after being taught using pictured series. The writer used the following formula to know the difference:

$$t = \frac{\sum Md}{\frac{\sqrt{\sum x^2 - d}}{N(N-1)}}$$

in which :

t = the t-obtained

Md = mean from the difficulties between pre-test and post test

\sum^2d = the total of deviation quadrate

Where :

$$Md = \frac{\sum d}{N}$$

$$\text{And } \sum x^2 d = \sum d^2 = \frac{\sum d^2}{N}$$

Table 4.9

The Significant Differences on the Students' Writing Narrative Text
Ability before and after being taught using picture series

No	Subject	Pre-test	Post-test	Gain (d)	d^2
1	S-1	31	100	69	4761
2	S-2	43	90	47	2209
3	S-3	64	100	36	1296
4	S-4	42	100	58	3364
5	S-5	26	100	74	5476
6	S-6	37	100	63	3696
7	S-7	35	70	35	1225
8	S-8	35	100	65	4225
9	S-9	13	90	77	5929
10	S-10	24	90	66	4356
11	S-11	38	100	62	3844
12	S-12	31	100	69	4761
13	S-13	10	100	90	8100
14	S-14	10	100	90	8100
15	S-15	10	80	70	4900
16	S-16	66	100	34	1156
17	S-17	64	100	36	1296
18	S-18	23	70	47	2209
19	S-19	10	100	90	8100
20	S-20	10	100	90	8100
	Jumlah	622	1890	1268	87376
		M = 31,1	M = 94,5	$\sum d^2 = 1607824$	

$$Md = \frac{\sum d}{N}$$

$$= 1268 : 20 = 63,4$$

$$\sum x^2 d = \sum d^2 - \frac{\sum d^2}{N}$$

$$= 16078244 - (1268)^2 : 20$$

$$= 16078244 - 16078244 : 20$$

$$= 16078244 - 803,91 = 16077,44$$

$$t = \frac{63,4}{\frac{-\sqrt{16077,44}}{20(20-1)}}$$

$$= 16077,44$$

$$t = \frac{\sum Md}{\frac{-\sqrt{\sum x^2 - d}}{N(N-1)}}$$

$$t = \frac{63,4}{\frac{-\sqrt{16077,44}}{20(20-1)}}$$

$$= 63,4 : 6,50 = 9,75$$

From the statistical calculation above, it can be seen the result of mean of difference of pre-test and post-test score. The score of pre-test is 622, and the post-test score is 1890. While the gain score is 1268, and the square/quadrature score is 87376.

To get the result of t-test, firstly the writer found the mean of gain of pre-test and post-test. The result of *Md* is 63,4. Secondly, the writer found the score of square gain. The result is 16077,44. Thirdly, the writer found t-test of the research, and the result is 9,75, then the writer consulted the t-obtained to the t-table. It is found out that the critical value at 5% and the t-table was 2,08. So, t-obtained is higher than

t-table. It means there were significant differences between the students' ability in writing narrative text being taught with and without pictured series.

B. Discussion

This study concerned to the use of pictures series in increasing students' writing narrative text ability between the eighth grade at SMP Muhammadiyah 02 Kalikalong in academic year 2021.

Picture series is one of the media that is support the process of brainstorming during the process of writing as visual aids that stimulate to provide inspirations to express something. Picture series contains the series of picture forming a story (Metiawati, 2014).

Teaching writing through the use of picture series is effective to be applied in writing skill (Nina Puspitaloka, 2016; Ismawati, 2014; Pratiwi, 2016; Apsari, 2017; Dwi Ariningsih, 2010). The result of the study from Nurkamri (2014) that Picture Series can be used as cues for the retelling a story and picture series guided them to write and compose each pharagraph.

Picture series can be used in various teaching learning activities especially teaching writing in narrative text. By using picture series, students are able to develops their ideas so that it cases students to built concept of the story will be written by them.

The research finding that the students' writing ability by using Picture Series as Media showed the improvement of the students'

writing skill in the term of content and language use. From the improvement showed the process in pre-test and post-test. The result of the students writing in pre-test was low, especially in finding the content and language use. It showed that the students could not express their ideas and their understandable. It was before using Picture Series as Media in writing activity.

Based on the problem above, the writer gave the treatment by using Picture Series as Media, so that the students could show the improvement in post-test. In pre-test, writer only gave the essay text to know their prior knowledge before using Picture Series as Media.

At the beginning, their writing skill was very bad. Almost of them were confused and spent much time to write. They are difficulty in writing well and they have difficulty in expressing their idea to complete their writing's content. After students were given a pre-test, the writer gave the treatment by using Picture Series as Media. As the result, students become active and enjoy in writing activity. They would be easy to do writing activity. Most of their utterance were correct and no need to write for a long time.

The students' ability in writing narrative text for the control group that not taught using pictured series is not effective, it is shown by the result of the pre-test the researcher gets the result of students' writing narrative text ability of the eighth grade at SMP Muhammadiyah 02 Kalikalong in academic year 2021/2022 being taught without pictured

series. It can be seen that there are 2 students who get adequate grade and also there are 2 students who get inadequate or 10%, and there is 80% or 16 students from the total of students who failing. It means that almost the students in control class who are being taught without picture series have no mastered ability in writing narrative text.

While the result of post-test shown that the result of the post-test is increased than pre-test, it is written that there is 1 students who get A or 5% from all, 6 students get B or 30% and 11 or 55% students get C and 2 or 10% students get D. It can be concluded that taught with pictured series the writing ability of students is increased but not significance. Only 7 students who get A and B.

The average score of the students' achievement in control for pre-test is 46,85 and for post-test is 74,75. It means that the students, achievement in writing narrative text in pre-test was Failing and in Adequate grade for post-test. The result of the students writing in pre-test was low, especially in finding the content and language use. It showed that the students could not express their ideas and their understandable. It was before using Picture Series as Media in writing activity.

Based on the problem above, the writer gave the treatment by using Picture Series as Media, so that the students could show the improvement in post-test. In pre-test, writer only gave the essay text to know their prior knowledge before using Picture Series as Media.

At the beginning, their writing skill was very bad. Almost of them were confused and spent much time to write. They are difficulty in writing well and they have difficulty in expressing their idea to complete their writing's content. After students were given a pre-test, the writer gave the treatment by using Picture Series as Media. As the result, students become active and enjoy in writing activity. They would be easy to do writing activity. Most of their utterance were correct and no need to write for a long time. The result of students' mean score after presenting in teaching writing skill by using Picture Series as Media is better than without the treatment is given to the students. without giving the treatment, the students' writing skill in content and language use are fair. Giving with the treatment, their writing skill is significantly improve and categorized as good.

Based on this computation, it explains that the students of SMP Muhammadiyah 02 Kalikalong in academic year 2021 have a better improvement in writing both for content in terms of unity and completeness and language use in terms of tenses by using Picture Series. This finding is also supported by the score analysis which showed in experimental group by the students' mean score in pretest and posttest which improved.

The findings indicate that the use of Series of Picture at the first SMP Muhammadiyah 02 Kalikalong is effective in teaching and learning to improve the students' ability in writing narrative text

especially in content and language use of writing. As shown that there were 17 students or 85% get A, 1 student or 5% get B and only 2 students or 10% get C. Having get the percentage of the frequencies, the researcher analyzed the mean of the students' pre-test and post-test score in writing narrative text. The average of students' achievement in writing texts narrative without being taught using pictured series in pre-tests was 31,1 and for post-test was 94,5.

From the research finding of control group and experimental group, the researcher found the difference of students' achievement without or with being taught using pictured series. From the statistical calculation above, it can be seen the result of mean of difference of pre-test and post-test score. The score of pre-test is 622, and the post-test score is 1890. While the gain score is 1268, and the square/quadrature score is 87376.

To get the result of t-test, firstly the researcher found the mean of gain of pre-test and post-test. The result of M_{dis} is 63,4. Secondly, the researcher found the score of square gain. The result is 16077,44. Thirdly, the researcher found t-test of the research, and the result is 9,75, then the researcher consulted the t-obtained to the t-table. It is found out that the critical value at 5% and the t-table was 2,08. So, t-obtained is higher than t-table. It means there were significant differences between the students' ability in writing narrative text without and with being taught pictured series. While Syaputri

(2016) found that there were significant difference between the class control and experimental class, the result showed that the t-value was 6.544 higher than the t-table 1746.

It was supported by some opinion of some researcher before. Brown (1983) states that pictures may improve the students' visual literacy. For example, pictures may help them to comprehend various abstractions. There are some valuable uses for pictures such as stimulating students' interest and helping readers to understand and remember the content of accompanying verbal materials. So, Picture series is one of the instructional media to overcome the writing problems especially in writing narrative text. Picture series is a creative idea to develop concepts of the story written by the students. Previously, they are difficult to integrate sentences in making a composition because they are lack of ideas. By using picture series students can build concepts and raise the ideas of the story they write.

Furthermore, Gutierrez (2015) has conducted study on the use of picture series technique to develop EFL narrative writing among a group of ninth grade at institucion Educativa Simon Arujo. The picture series were implemented to experimental group and the result showed that the use of picture series improved the overall growth of writing skills, especially in the areas of transition or logical sequence and idea exposure.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research findings and discussion in chapter IV, the writer concluded:

1. The students' writing ability of the Eighth grade students of SMP Muhammadiyah 02 Kalikalong in Academic Year 2020 being taught without Pictured Series is 74,75. It means that the students, achievement in writing narrative text in adequate grade.
2. Students' writing ability of the Eighth Grade students of SMP Muhammadiyah 02 Kalikalong in Academic Year 2021 being taught using Pictured Series is 94,5. It means that the students, achievement in writing narrative text in Excellent grade.
3. There is any significant difference on the students' writing ability of the Eighth Grade students' of SMP Muhammadiyah 02 Kalikalong in Academic Year 2021 before and after being taught using Pictured Series. It is found out that the critical value at 5% and the t-table was 2,08. So, t-obtained is higher than t-table. It means there were significant differences between the students' ability in writing narrative text being taught with and without Pictured Series.

B. Suggestion

As the result of conducting picture series as a media in teaching narrative text, the writer would like to give four suggestions as follows:

1. It is suggested to the English teachers to use picture series as one of effective media in the teaching and learning process especially in teaching writing ability
2. It is suggested to the next researchers that they can use picture series to improve the students' writing ability about the other component or variable of writing, because the researcher only observes a small part of the component of writing including content and language use.
3. The result of this research can also be used as an additional reference or further research with different discussion for the next study.

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DAFTAR HADIR SISA SMP MUHAMMADIYAH 2. Kalikalong, Pati
TAHUN 2021/2022

KELAS : VIII B

No	Nama	BULAN APRIL																																			
		L	P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
1	Ahmad Elang Pratama	L																																			
2	Ahmad Rizky Setyawan	L																																			
3	Agustin Niara	P																																			
4	Agus Rohman	L																																			
5	Ari Andika Saputra	L																																			
6	Adi Firmansyah	L																																			
7	Arya Bayu	L																																			
8	Arida Fitra Ramadhani	P																																			
9	Bella Saputri	L																																			
10	Dimas Khoiril	P																																			
11	Dewanti Saraswati	P																																			
12	Deska Isa	L																																			
13	Eko Sulistiyawan	L																																			
14	Frian Ahmad Sholeh	L																																			
15	Hamik Cristiasah	P																																			
16	Hafidz Dzikry	L																																			
17	Khoiril Anam	L																																			
18	Khoiril Adib S	L																																			
19	Nurul Hidayah	P																																			
20	Yudha Arsinto	L																																			
	JUMLAH																																			36	

RPP**RENCANA PELAKSANAAN PEMBELAJARAN 1**

Satuan Pendidikan : SMP Muhammadiyah 2 Kalikalong

Mata pelajaran : Bahasa Inggris

Kelas / Semester : VIII

Ketrampilan : Menulis (writing)

Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. Kompetensi Inti

1. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item (story telling) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1.2. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item (story telling) dalam konteks kehidupan sehari-hari.

C. Indikator

Siswa dapat :

1. Membuat teks naratif
2. Mengidentifikasi generic structure of narrative text
3. Mengidentifikasi kata kerja bentuk lampau dalam teks naratif.
4. Menyusun dan menulis sebuah teks naratif acak sesuai dengan struktur organisasi yang tepat.

D. Tujuan Pembelajaran

Pada akhir pertemuan ,siswa dapat menyusun dan menulis teks naratif.

E. Materi Pembelajaran

Soal pre-test

F. Media Pembelajaran

1. Media : Picture Series
2. Alat/Bahan : laptop/komputer, power point
3. Sumber : LKS, Buku paket Bahasa Inggris, Internet.

G. Langkah-langkahKegiatanPembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none"> a. Persiapan psikis dan fisik dengan mebukapelajaran, dengan mengucapkan salam dan berdoa bersama (sesuai kepercayaan dan agama masing - masing). b. Di lanjutkan dengan absensi. c. Menginformasikan tujuan yang akan di capai selama pembelajaran (rasa ingintahu). d. Menyampaikan secara singkat tugas (pretest) yang akan di berikan. 	15 menit
Inti	Siswa memulai menyusun dan membuat teksnaratif (pretest)	60 menit

Penutup	<p>a. Setelah melaksanakan pretest secara tertulis, peserta didik mengumpulkan tugasnya.</p> <p>b. Guru memberikan kisi-kisimateri yang akan di pelajari selanjutnya.</p> <p>c. Mengakhiri pembelajaran dengan mengajak peserta didik berdoa bersama sesuai agama dan kepercayaan masing - masing.</p>	15 menit
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H. Penilaian

Create a procedure text based on the video given by the teacher!"

Technik penilaian : tertulis

Bentuk instrument : Picture Series dan tertulis

Contoh instrument : " *Create a narrative text based on the picture series given by the teacher!"*

Pedoman Penilaian

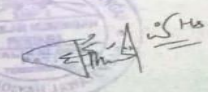
The writer categorized the students score based on Brown (2004:288,294) can be seen on the table below:

Table 4.1

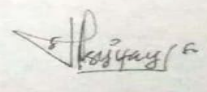
Score	Category	Grade
90 – 100	Excellent	A
80 – 89	Good	B
70 – 79	Adequate	C
60 – 69	Inadequate	D
Below 60	Failing	E

(Brown, 2004:288,294)

Mengetahui,
Kepala Sekolah


Endang Wahyuningsih, S.Pd

Kalikalong, 28 Maret 2022
Peneliti Mata Pelajaran


Dinda Siti Syifa Afani YF

RPP**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMP Muhammadiyah 2 Kalikalong

Mata pelajaran : Bahasa Inggris

Kelas / Semester : VIII

Ketrampilan : Menulis (writing)

Alokasi Waktu : 2x45menit

Pertemuanke : 1 – 7

A. KompetensiInti

- KI 1 :Menghargai dan menghayatiajajaran agama yang di anutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi dan gotong-royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkanpengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
2.	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1. Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok. 2.2.2 Mengakui ketika membuat kesalahan 2.2.3. Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa di ingatkan orang lain
3.	3.7. Menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social teks naratif dengan menyatakan dan menanyakan tentang generic structure of narrative text.	3.7.1 Menentukan tujuan komunikatif teks 3.7.2 Mengidentifikasi struktur teks

4.	4.7 Menangkap makna teks naratif, generic structure tertulis, berbentuk cerita pendek dan sederhana.	4.7.1. Mengidentifikasi teks naratif secara tertulis. 4.7.2. Mengidentifikasi informasi rinci yang terdapat dalam teks naratif secara tertulis.
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C. Tujuan Pembelajaran

Setelah diperlihatkan sebuah teks naratif siswa mampu:

1. Mengidentifikasi tujuan komunikatif teks naratif
2. Mengidentifikasi struktur teks naratif
3. Mengidentifikasi unsur kebahasaan teks naratif
4. Mengidentifikasi informasi tertentu yang terdapat dalam teks naratif
5. Mengidentifikasi informasi rinci yang terdapat dalam teks naratif
6. Mengidentifikasi informasi tersirat yang terdapat dalam teks naratif
7. Mengidentifikasi gambaran umum yang terdapat dalam teks naratif

D. Materi Pembelajaran

Terlampir

E. Metode Pembelajaran

(Communicative Language Teaching: Text-based Approach)

The Four-Stage Technique

1. Building Knowledge of Field
2. Modelling of Text
3. Joint Construction of Text
4. Independent Construction of Text

F. Media Pembelajaran

1. Media : Picture Series
2. Alat/ Bahan : laptop/komputer, powerpoint
3. Sumber : LKS, buku Paket bahasa Inggris kelas 8, buku teks wajib, Internet.

G. Langkah – Langkah Pembelajaran

Pendahuluan 15'	
Salam tegursapa	
Siswa	Guru
<ol style="list-style-type: none"> 1. Siswa menjawab salam. 2. Siswa mendengarkan saat guru memeriksa daftar kehadiran. 3. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi. 4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya. 5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran. 6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan. 	<ol style="list-style-type: none"> 1. Guru member salam (<i>greeting</i>). 2. Guru memeriksa kehadiran siswa. 3. Guru member apersepsi dan motivasi. 4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 5. Guru menyampaikan tujuan pembelajaran. 6. Guru menyampaikan cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Siswa	Guru
<ol style="list-style-type: none"> 1. Siswa membaca/mendengarkan berbagai macam contoh gambar 	<ol style="list-style-type: none"> 1. Guru memberikan/ menyediakan berbagai macam contoh gambar teks naratif berupa storytelling

<p>naratif teks,cerita pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>2. Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks naratif.</p> <p>3. Siswa mengamati beberapa gambar yang disediakan oleh guru.</p> <p>4. Siswa mendengarkan materi yang disediakan dan diucapkan oleh guru.</p> <p>5. Siswa memulai menulis teks naratif.</p>	<p>fable sederhana, sesuai dengan konteks penggunaannya.</p> <p>2. Guru menjelaskan tentang fungsi sosial, generic structure , unsur kebahasaan, maupun format penyampaian/penulisan teks naratif.</p> <p>3. Guru memberikan beberapa gambar dan contoh teks naratif beserta generic structure nya.</p> <p>4. Guru memberikan gambaran tentang storytelling yang telah disediakan.</p> <p>5. Guru memberikan kesempatan siswa memulai menulis teks naratif.</p>
Questioning	
Siswa	Guru
<p>1. Siswa memperhatikan seri gambar yang disediakan oleh guru.</p> <p>2. Siswa bertanya tentang perbedaan/ ciri-ciri/ macamnya teks naratif.</p>	<p>1. Guru memutar video tentang storytelling dan menunjukkan seri bergambar untuk ditebak siswa dengan menyampaikan pertanyaan.</p> <p>2. Guru menunjuk siswa untuk bertanya tentang perbedaan/ ciri-ciri/ macamnya teks naratif.</p>
Exploring	
Siswa	Guru
<p>1. Siswa menerima gambar yang diberikan guru.</p>	<p>1. Guru memberikan kertas seri bergambar kepada siswa.</p>

<ol style="list-style-type: none"> 2. Siswa mempelajari seri bergambar yang telah disediakan oleh guru. 3. Siswa mengamati sebuah gambar cerita. 4. Siswa menjawab pertanyaan yang sudah disediakan; pertanyaan : informasi tertentu , informasi rinci , informasi tersirat , gambaran umum Siswa kembali mengamati gambar untuk keduanya 5. Siswa mengecek kembali jawaban dari pertanyaan yang sudah disediakan. 	<ol style="list-style-type: none"> 2. Guru menyuruh siswa untuk mempelajari seri gambar yang disediakan. 3. Guru memutar video dan seri gambar tentang cerita-cerita teks naratif. 4. Guru menyuruh siswa untuk menjawab pertanyaan yang sudah disediakan; pertanyaan : informasi tertentu , informasi rinci informasi tersirat, gambaran umum Guru memutar kembali video dan menunjukkan serigambar kepada siswa untuk kedua kalinya. 5. Guru menyuruh siswa untuk mengecek kembali jawaban dari pertanyaan yang sudah disediakan.
Associating	
Siswa	Guru
<ol style="list-style-type: none"> 1. Siswa membentuk kelompok kecil beranggotakan 4 siswa. 2. Siswa membuat teks naratif sesuai yang telah disediakan. 3. Siswa menonton video maupun seri gambar.Siswa berlatih untuk menentukan generic structure of narrative text dengan cara berdiskusi. 	<ol style="list-style-type: none"> 1. Guru membagi siswa dalam kelompok kecil beranggotakan 4 siswa. 2. Guru menyuruh siswa untuk memulai membuat teks naratif sesuai gambar yang telah disediakan. 3. Guru memutar video dan seri gambar.Guru menyuruh siswa untuk berdiskusi dan menentukan generic structure of narrative text.

Communicating	
Siswa	Guru
Siswa menceritakan kembali cerita yang mereka tulis/buat dari teks naratif sesuai seri gambar yang mereka dapat.	Guru menyuruh siswa untuk menceritakan kembali teks naratif yang mereka buat/tulis.
Penutup 15'	
Refleksi	
Siswa	Guru
<ol style="list-style-type: none"> 1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari. 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Siswa menjawab salam perpisahan. 	<ol style="list-style-type: none"> 1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. 2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Guru mengucapkan salam perpisahan.

H. PENILAIAN

Create a procedure text based on the video given by the teacher!"

Teknik penilaian : tertulis

Bentuk instrument: Picture Series dan tertulis

Contoh instrument: “ *Create a narrative text based on the picture series given by the teacher!*”.

Pedoman Penilaian

The writer categorized the students score based on Brown (2004:288,294) can be seen on the table below:

Table 4.1

Score	Category	Grade
90 – 100	Excellent	A
80 – 89	Good	B
70 – 79	Adequate	C
60 – 69	Inadequate	D
Below 60	Failing	E

(Brown, 2004:288,294)

Mengetahui,
Kepala Sekolah



Endang Wahyuningsih, S.Pd

Kalikalong, 28 Maret 2022
Peneliti Mata Pelajaran



Dinda Siti Syifa Afani YF

RPP
RENCANA PELAKSANAAN PEMBELAJARAN
(posttest)

Satuan Pendidikan : SMP Muhammadiyah 2 Kalikalong
Mata pelajaran : Bahasa Inggris
Kelas / Semester : VIII
Ketrampilan : Menuliskan naratif
Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. KOMPETENSI INTI

KI.1 Menghargai dan menghayati agama yang di anutnya.

KI.2 Mengungkapkan makna dalam teks tulis fungsional pendek dan esei

Sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang di wujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menerapkan struktur teks naratif untuk melaksanakan fungsi sosial.

4. Menyusun teks naratif dan generic structure of narrative text.

C. TUJUAN PEMBELAJARAN

Siswa dapat:

1. Menjawab beberapa comprehension question berdasarkan teks.
2. Menulis dan membuat teks naratif beserta generic structure berdasarkan pilihan yang telah di sediakan.
3. Pada akhir pembelajaran, siswa diharapkan dapat menulis sebuah teks naratif.

D. MATERI PEMBELAJARAN

TERLAMPIR

E. PENDEKATAN DAN METODE PEMBELAJARAN

1. Pendekatan : Saintifik Approach
2. Model : Cooperative Learning
3. Metode : Individu

F. MEDIA PEMBELAJARAN

Media : Picture Series

Alat/Bahan : Laptop, LCD

Sumber belajar : LKS, buku teks wajib, Buku Paket kelas 8

G. LANGKAH - LANGKAH KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka kelas dengan salam	15 menit

	<p>b. Mengawali pelajaran dengan berdoa bersama.</p> <p>c. Di lanjutkan dengan absensi kehadiran para siswa.</p> <p>d. Menyampaikan secara singkat garis besar tujuan pembelajaran yang akan di sampaikan dan pembelajaran.</p>	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ➤ Siswa membaca beberapa contoh teks naratif dan struktur teksnya. ➤ Dengan bimbingan dan arahan guru, siswa mengidentifikasi struktur teks naratif dan menjawab soal. ➤ Siswa memahami gambar dan soal yang disediakan oleh guru. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan teks naratif untuk tujuan post-test.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> ➤ Siswa membaca contoh-contoh lain naratif teks dan struktur teks naratif. ➤ Siswa memulai membuat teks naratif dan struktur teks naratif (posttest). 	60 menit

	<p>➤ Siswa melaksanakan post-test secara tertulis</p> <p>Mengasosiasi</p> <p>Dalam kerja mandiri, para siswa memulai untuk post-test, membuat dan menganalisis struktur naratif teks.</p> <p>Mengomunikasikan</p> <p>Siswa mengumpulkan tugas tertulisnya.</p>	
Penutup	<p>a. Peserta didik dan guru bersama –sama menyimpulkan tugas yang telah di pelajari.</p> <p>b. Mengakhiri pembelajaran dengan mengajak peserta didik berdoa bersama sesuai agama dan kepercayaan masing - masing.</p>	15 menit

H. PENILAIAN

Create a procedure text based on the video given by the teacher!”

Tehnik penilaian : tertulis

Bentuk instrument : Picture Series dan tertulis

Contoh instrument : “ *Create a narrative text based on the picture series given by the teacher!”*

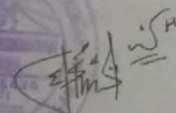
The writer categorized the students score based on Brown (2004:288-294) can be seen on the table below:

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(Brown, 2004:288,294)

Mengetahui,
Kepala Sekolah


Endang Wahyuningsih, S.Pd

Kalikalong, 28 Maret 2022
Peneliti Mata Pelajaran

Dinda Siti Syifa Afani YF

Materi Pembelajaran :

Narrative text using picture series

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems. *cerita dengan komplikasi atau peristiwa yang memiliki permasalahan dan mencoba untuk menemukan resolusi untuk memecahkan masalah.

The feature of Narrative Text :

- **Menggunakan simple past tense**
- **Menggunakan conjunction (kata hubung)**
- **Using action verbs (kata kerja material)**
- **Banyak menggunakan kata keterangan waktu**

Generic Structure of Narrative Text :

- **Orientation** : bagian awal dari teks yang berisi awal pengenalan tokoh, tempat serta waktu terjadinya cerita.
- **Complication** : permasalahan dalam cerita. (paragraph yang menceritakan awal timbulnya permasalahan hingga titik puncak permasalahan.
- **Resolution** : penyelesaian dalam cerita terdapat moral value, sad/happy ending.
- **Re-Orientation** : kalimat penutup yang menceritakan kondisi terakhir sang tokoh dalam cerita atau pesan moral cerita.

(*LKS dan Buku Paket Guru pengampu

Cinderella



Once upon a time, there was a kind girl named Cinderella. There was a kind girl, named Cinderella. All of the animals loved her, especially two mice named Gus and Jaq. They'd do anything for the girl they called Cinderelly.

Cinderella lived with her stepmother and her two stepsisters, Anastasia and Drizella. They were very mean to Cinderella, making her work all day cleaning, sewing, sweeping, washing clothes, plate and cooking. She tried her best to make them happy. Cinderella's stepmother, and step sisters was cold, cruel, and jealous of Cinderella's charm and beauty.



One day, a messenger arrived with a special invitation. There was going to be a royal ball at the palace! The King wanted his son to find a bride. Every young woman in the kingdom was invited—including Cinderella! Cinderella was very excited about it



Her step mother didn't want Cinderella to go to the ballroom. She wanted the Prince to meet Anastasia and Drizella. Maybe he would marry one of them! Her step mother kept Cinderella busy with chores that would take her all night to finish.



While Cinderella was working, the mice and birds fixed her dress. They added ribbons and beads that the two stepsisters had thrown away. Working together, the animals turned a simple dress into a fabulous gown!



Cinderella was overjoyed when she saw the dress. Now she could go to the ballroom. "Oh, thank you so much!" Cinderella said to Gus, Jaq, and the birds. When the stepsisters saw their old ribbons and beads on Cinderella's dress, they flew into a rage. They ripped the dress and pulled off the beads. Lady Tremaine didn't stop them. Cinderella's dream of going to the ball was through.



Cinderella ran away to the garden to cry. Suddenly, her fairy godmother appeared. With a wave of her wand, she turned a pumpkin into an elegant coach. Cinderella could now go to the ball, but her dress was still ruined. "Bibbidi-bobbidi-boo!" said the Fairy Godmother, waving her wand again. Cinderella was now wearing a beautiful gown and sparkling glass shoes. But all of this came with a warning: When the clock struck midnight, the magic spell would wear off!



At the ball, Prince Charming couldn't take his eyes off Cinderella. The orchestra played, and the Prince began to dance with the wonderful girl whose name he still didn't know. For Cinderella, the night was a dream come true.



Before too long, the clock began to strike midnight. "Good-bye!" Cinderella said, hurrying away. "Come back!" called the Prince. "I don't even know your name!" As Cinderella fled, one of her glass shoes came off.



The Prince sent the Grand Duke to find the girl who fit the glass shoe. Lady Tremaine locked Cinderella in the attic, but Cinderella's mouse friends freed her. Then Lady Tremaine tripped the Grand Duke, and the glass shoe shattered, but Cinderella had the other in her pocket. And it fit!



Cinderella and the Prince were soon married. Everyone rejoiced, including Cinderella's mouse friends, who wore special outfits to the wedding. Filled with joy, Prince Charming and Cinderella lived happily ever after.

Generic structure of Cinderella

Orientation :

once upon a time, there was a young girl, named Cinderella. She lived with her step mother and two step sisters were conceited and bad tempered because they are so jealous with Cinderella. They treated Cinderella very badly. Her step mother made Cinderella do the hardest working th house.

Complication :

- One day, a messenger arrived with a special invitation from the king wanted his son to find a bride. Every young woman in the kingdom was invited.
- The two step sisters received and invitation to the ballroom from the king.
- Cinderella crying because she couldn't invitation to the ballroom.
- Fairy GodMother came to help Cinderella, she changed a pumpkin into an elegant coach. ."Bibbidi-bobbidi-boo!" said the Fairy Godmother, waving her wand again. Cinderella was now wearing a beautiful gown and sparkling glass shoes. But all of this came with a warning: When the clock struck midnight, the magic spell would wear of!
- In her hurry, one of her glass shoes was left behind.
- The king's son proclaimed that he would marry the girl whose feet fitted the glass shoes.
- Her step sisters tried on the shoe, and locked Cinderella in the attic, but Cinderella's mouse friends freed her. Then her step mother tripped the Grand Duke, and the glass shoe shattered, but Cinderella had the other in her pocket. And it fit!

Resolution :

In the end, Cinderella and the Prince were soon married. Everyone rejoiced, including Cinderella's mouse friends, who wore special outfits to the wedding. Filled with joy, Prince Charming and Cinderella lived happily ever after.

Characters :

- Cinderella : good character.
- Step mother : bad character
- Two step sisters : bad characters, very thin – skinned
- Fairy Godmother : good character, benefactor

Moral Value :

Never give up! You have always keep trying, and we can to be strong for face all the trials of life. Because, happier happiness will come on time.

Instrument Pembelajaran :**Snow White****Malin Kundan****Mouse deer and Crocodile**

Bawang Merah dan Bawang



Danau Toba



Timun mas



Keong Mas



Ande-ande Lumut



Cinderella



Rapunzel**Sleeping Beauty**

***Choose one title from choices of title above to make story. Do in pairs or groups!**

Soal Post-test

Name : Anandhita

Group Class : Inclusion/ experiment class

studentsNumb : I - 01

ACTIVITY I Lets Learn to Construct Texts

MalinKundang



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and his mother. His mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother.

MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy

and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.

Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “MalinKundang has become rich and now he is here”.

An old woman ran to the beach to meet the new rich merchant. She was MalinKundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness, angry, and hopeless.

Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn’t apologize. MalinKundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Work in pairs and answer the questions:

1. What is the moral of this story?
2. Why is Malin Kundang's mother was angry?
3. Who are the main Characters?

4. Who are the characters in the story?
5. Do you think the story has happy ending or sad ending? Why?
6. How MalinKundang's mom cursed him? Tell it.
7. Who is the main actor's of this story?

ACTIVITY 2 Lets Learn to Construct of Narrative text

Make a Narrative text by including its generic structures (Orientatation, Complication, and Resolution) according your get a picture!

Answer activity 1 :

1. Moral of this story : as a children, we must respect with our parents, especially our mother.
2. Because, Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"
3. the main of characters is Malin Kundang.
4. Malin Kundang, his mother, his wife and a merchants ship.
5. Sad ending, because he became rich, did not recognize his mother, its made his mother angry, and was cursed Malin Kundang to be a stone.
6. Malin Kundang mom said "I course you become stone!"
7. Main actors is Malin Kundang.

Answer activity 2

Bawang Merah dan Bawang Putih

Orientation :

Once upon a time there lived Bawang putih and her step mother and step sister as Bawang Merah. Bawang putih was a good child, while Bawang merah was lazy child and her step mother was a arrogant person.

Complication :

One day, Bawang putih washed her stepmother and step sister's cloth, but the cloth was away in the river, Bawang putih continued down the river until finally met and old woman would return the cloth on the condition that Bawang putih had to help her work. Bawang putih helped an old woman, and the old woman gave two gifts to choose: a small pumkin or a large pumkin. Then, Bawang putih took a small pumkin, and back to home. Coming home with a small pumkin, her step mother grabbed the pumkin and slammed it angrily. It turn out that the pumkin gold, gems and diamond. a step mother told did, Bawang putih told them. and step mother told bawang merah to do as Bawang putih did.

Resolution :

After do what Bawang Putih did, Bawang merah chose a big pumkin and immediately back home, when they are opened, the pumkin does not contain gold,gems such as Bawang putih, but snakes, and other animals.

Soal Post-test

Name : Ahmad Ramadhan

Group Class : Inclusion Class/ experiment class

Students Numb : I - 02

ACTIVITY 1 Lets Learn to Construct Texts

MalinKundang



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and his mother. His mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother.

MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy

and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.

Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “MalinKundang has become rich and now he is here”.

An old woman ran to the beach to meet the new rich merchant. She was MalinKundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness, angry, and hopeless.

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Work in pairs and answer the questions:

1. What is the moral of this story?
2. Why is Malin Kundang's mother was angry?
3. Who are the main Characters?
4. Who are the characters in the story?

5. Do you think the story has happy ending or sad ending? Why?
6. How MalinKundang's mom cursed him? Tell it.
7. Who is the main actor's of this story?

ACTIVITY 2 Lets Learn to Construct of Narrative text

Make a Narrative text by including its generic structures (Orientatation, Complication, Resolution, and Re-Orientation) according your get a picture!

Answers :

Activity1

1. Don't be disobedient to our parents, especially mother.
2. Because, Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"
3. Malin Kundang is the main characters.
4. Malin Kundang, his mother, his wife and a merchants ship.
5. Sad ending, because Malin kundang disobedient with his mother and her mother cursed him to be stone.
6. Mali kundang mother said " I Course You become Stone!"
7. Malin Kundang is the main actors.

Activity 2 : Snow White and the seven Dwarfs

Orientation :

Once upon a time, there was a beautiful princess named Snow White. She was kind, gentle and a friendly to all animals. One day, Snow White met a charming prince, as they sang a song of love together, her evil step mother, the queen watched them.

Complication :

The Queen was a jealous of Snow White's beauty that she ordered her huntsman to kill the young princess. But the huntsman couldn't bring himself to hurt Snow White. He told her to run far away so the Queen would never find her. Snow white ran deep into the woods. She was lost and scared but soon found herself in front of a cottage. The princess knocked, but no one was home, she slowly stepped inside. The cottage was a mess! With the help of her forest friends, Snow White clean every nook and cranny. "maybe whoever lives here will let me stay", said snow White. Upstairs, Snow White found seven little beds. She thought they belonged to children, tired after cleaning, Snow White fell asleep on the beds. Meanwhile, the seven Dwarfs were heading home from a long day of working in a jewel mine. They were anxious to get home to their cottage in the woods. The seven Dwarfs were surprised when they found a princess inside their home. When Snow White awoke, she was charmed by the seven Dwarfs : Dopey, Sneezy, Happy, Grumpy, Doc, Bashful, and Sleepy. the seven Dwarfs wanted to protect the beautiful princess from the evil queen, so they invited Snow White to live with them. to celebrate, the new friends sang and danced the night away. Back at the castle, the Queen know that Snow White was still alive. Enraged, she made a magic potion to change her appearance. Her plan was to trick the princess. After the seven Dwarfs had set off for work the next day, the Queen, disguised as an old peddler woman, offered Snow White a beautiful red apple. Snow White took one bite of the apple and fell into a deep sleep. The Queen had poisoned her! And when the seven Dwarfs came home, they chased the Queen to the top of a

stormy mountain. Suddenly, lightning hit the mountain, and the Queen fell, never to be seen again, but Snow White was still deep sleep. the seven Dwarfs watch over her day and night.

Resolution :

Finally, Snow White's prince charming arrived, he had been searching everywhere for the beautiful princess he had sung with so long ago. The prince awakened Snow White with love's first kiss. The spell was broken! Snow White and the prince returned to the kingdom with the seven Dwarfs and lived happily ever after.

Soal Post-test

Name : Ajeng Mayningrum

Group Class : Inclusion Class/ experiment class

studentsNumb : I - 03

ACTIVITY I Lets Learn to Construct Texts

MalinKundang



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and his mother. His mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother.

MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy

and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.

Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “MalinKundang has become rich and now he is here”.

An old woman ran to the beach to meet the new rich merchant. She was MalinKundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness, angry, and hopeless.

Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn’t apologize. MalinKundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Work in pairs and answer the questions:

1. What is the moral of this story?
2. Why is Malin Kundang's mother was angry?
3. Who are the main Characters?
4. Who are the characters in the story?

5. Do you think the story has happy ending or sad ending? Why?
6. How MalinKundang's mom cursed him? Tell it.
7. Who is the main actor's of this story?

ACTIVITY 2 Lets Learn to Construct of Narrative text

Make a Narrative text by including its generic structures (Orientatation, Complication, Resolution, and Re-Orientation) according your get a picture!

Answers :

Activity1

1. Don't be disobedient to our parents, especially mother.
2. Because, Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"
3. Malin Kundang is the main characters.
4. Malin Kundang, his mother, his wife and a merchants ship.
5. Sad ending, because Malin kundang disobedient with his mother and his mother cursed him to be stone.
6. Malin kundang mother said " I Course You become Stone!"
7. Malin Kundang is the main actors.

Activity 2 : Sangkuriang

Orientation :

Once upon a time, there was a kingdom in PrianganLand, lived a happy family. They were a father in from dog, his named is Tumang. A mother which was called Dayang Sumbi, and a child which was called Sangkuriang.

Complication :

One day, Dayang Sumbi asked her son to go to hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then, he thought to shot his own dog. Then, he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer lever, but Tumang's, her own dog. So, she was very angry, and hit Sangkuriang's head. Incident, Sangkuriang got wounded and scar then cast away from their home.

Many years ago, Sangkuriang and had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon, she realized that she felt in love with her own son. She couldn't marry with him but how to say with him.

Resolution :

Then, she found the way the reasons. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake with a dawn just moments away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry with her. He was very angry and kicked the boad. It felt over and became the mountain of Tangkuban Perahu.

Soal Post-test

Name : Ahamad Elang Pratama

Group Class : Exclusion/ control class

studentsNumb : E - 01

ACTIVITY 1 Lets Learn to Construct Texts

MalinKundang



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and his mother. His mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother.

MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.

Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “MalinKundang has become rich and now he is here”.

An old woman ran to the beach to meet the new rich merchant. She was MalinKundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness, angry, and hopeless.

Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn’t apologize. MalinKundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Work in pairs and answer the questions:

8. What is the moral of this story?
9. Why is Malin Kundang's mother was angry?
10. Who are the main Characters?
11. Who are the characters in the story?

12. Do you think the story has happy ending or sad ending? Why?

13. How MalinKundang's mom cursed him? Tell it.

14. Who is the main actor's of this story?

ACTIVITY 2 Lets Learn to Construct of Narrative text

Make a Narrative text by including its generic structures (Orientatation, Complication, and Resolution) according your get a picture!

Answer activity 1 :

1. Be devoted to our parents, especially our mother.
2. Because, Malin Kundang said that "he never had mother lie her, a dirty and ugly woman.
3. Malin Kundang
4. Malin Kundang, his mother and his wife.
5. Sad ending , because Malin to be stone because he disobedient with his mother.
6. Malin Kundang mother said "I Course You to be A Stone!"
7. Malin Kundang is main actors.

Activity 2 : Snow White and the seven Dwarfs

Orientation :

Once upon a time, there was a beautiful princess named Snow White. She was kind, gentle and a friendly to all animals. One day, Snow White met a charming prince, as they sang a song of love together, her evil step mother, the queen watched them.

Complication :

The Queen was a jealous of Snow White's beauty that she ordered her huntsman to kill the young princess. But the huntsman couldn't bring himself to hurt Snow White. He told her to run far away so the Queen would never find her. Snow white ran deep into the woods. She was lost and scared but soon found herself in front of a cottage. The princess knocked, but no one was home, she slowly stepped inside. The cottage was a mess! With the help of her forest friends, Snow White clean every nook and cranny. "maybe whoever lives here will let me stay", said snow White. Upstairs, Snow White found seven little beds. She thought they belonged to children, tired after cleaning, Snow White fell asleep on the beds. Meanwhile, the seven Dwarfs were heading home from a long day of working in a jewel mine. They were anxious to get home to their cottage in the woods. The seven Dwarfs were surprised when they found a princess inside their home. When Snow White awoke, she was charmed by the seven Dwarfs : Dopey, Sneezy, Happy, Grumpy, Doc, Bashful, and Sleepy. the seven Dwarfs wanted to protect the beautiful princess from the evil queen, so they invited Snow White to live with them. to celebrate, the new friends sang and danced the night away. Back at the castle, the Queen know that Snow White was still alive. Enraged, she made a magic potion to change her appearance. Her plan was to trick the princess. After the seven Dwarfs had set off for work the next day, the Queen, disguised as an old peddler woman, offered Snow White a beautiful red apple. Snow White took one bite of the apple and fell into a deep sleep. The Queen had poisoned her! And when the seven Dwarfs came home, they chased the Queen to the top of a

stormy mountain. Suddenly, lightning hit the mountain, and the Queen fell, never to be seen again, but Snow White was still deep sleep. the seven Dwarfs watch over her day and night.

Resolution :

Finally, Snow White's prince charming arrived, he had been searching everywhere for the beautiful princess he had sung with so long ago. The prince awakened Snow White with love's first kiss. The spell was broken! Snow White and the prince returned to the kingdom with the seven Dwarfs and lived happily ever after.

Soal Post-test

Name : Ahmad Rizky Setyawan

Group Class : Exclusion/ control class

studentsNumb : E - 02

ACTIVITY 1 Lets Learn to Construct Texts

MalinKundang



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and his mother. His mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother.

MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy

and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.

Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “MalinKundang has become rich and now he is here”.

An old woman ran to the beach to meet the new rich merchant. She was MalinKundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness, angry, and hopeless.

Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn’t apologize. MalinKundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Work in pairs and answer the questions:

1. What is the moral of this story?
2. Why is Malin Kundang's mother was angry?
3. Who are the main Characters?
4. Who are the characters in the story?

5. Do you think the story has happy ending or sad ending? Why?
6. How MalinKundang's mom cursed him? Tell it.
7. Who is the main actor's of this story?

ACTIVITY 2 Lets Learn to Construct of Narrative text

Make a Narrative text by including its generic structures (Orientatation, Complication, and Resolution) according your get a picture!

Answer activity 1 :

1. Don't be disobedient with our parents.
2. Because Malin Kundang said if he never had a mother like her, dirty and ugly woman"
3. Malin Kundang
4. Malin Kundang, his wife and his mother.
5. Sad, because his mother cursed him to be stone.
6. Malin Kundang mother said "I Course You Malin!"
7. Malin Kundang

Activity 2 :

Mouse deer and Crocodile

Orientation :

Once upon time there were a smart mouse deer and a crocodile. The smart mouse deer lived near a river. The mouse deer used to go to the river to drink.

Complication :

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. He

thought hard and got bright idea. He said out loud. "I will put in my leg and find out whether the water is warm or not" Of course the mouse deer did not do what he said. He did not put his leg but the mouse deer took a wood stick and put one end into the water. Blurr...! Surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse deer laughed and said "Stupid crocodile! Can't you see the difference between a wood stick and a leg?" Then the mouse deer ran to another side of the river and drink some water. On the following day, the mouse deer was hungry. He wanted to eat some grass on the side of the river so he had to to cross the dangerous river which was full of crocodiles.

Resolution :

Again he thought hard and found another smart idea and said loudly "Crocodiles come up!" then some crocodiles rose from the water. They looked happy and saw their sharp teeth and said "Hello, Mouse Deer. Do you come to be my lunch? We are hungry" The mouse deer just smiled and replied. "Sorry, Crocodiles, not today, I come to you to bring an invitation from the king. You are invited to the party. The king ordered me to count all crocodiles in this river so he knew how to prepare enough meal for you."All the crocodiles felt happy and said "Really...? Tell us what to do," said a crocodile. "You have to line up from this side of the river to the other side," said the mouse deer. Not long after that the crocodile got all his friends and family. He ordered to lined up across the river.

The mouse deer then jumped on the Crocodile's back. "One," the mouse deer counted. He jumped onto the next crocodile, "Two." And he jumped again on the next crocodile, "Three." he kept jumping until he arrived on the other

side of the river. “Just enough,” said the mouse deer. “I have counted all of you”

He laughed and ran to the field of grass and say thanks for them.

Soal Post-test

Name : Agustin Niara

Group Class : Exclusion Class/ control

studentsNumb : E - 03

ACTIVITY 1 Lets Learn to Construct Texts

MalinKundang



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and his mother. His mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother.

MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy

and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.

Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “MalinKundang has become rich and now he is here”.

An old woman ran to the beach to meet the new rich merchant. She was MalinKundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness, angry, and hopeless.

Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn’t apologize. MalinKundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Work in pairs and answer the questions:

1. What is the moral of this story?
2. Why is Malin Kundang's mother was angry?
3. Who are the main Characters?

4. Who are the characters in the story?
5. Do you think the story has happy ending or sad ending? Why?
6. How MalinKundang's mom cursed him? Tell it.
7. Who is the main actor's of this story?

ACTIVITY 2 Lets Learn to Construct of Narrative text

Make a Narrative text by including its generic structures (Orientatation, Complication, and Resolution) according your get a picture!

Answer Activity 1 :

1. Don't be disobedient with our parents, especially our mother.
2. Because Malin Kundang said "enough, old woman! I never had mother like you, dirty and ugly woman".
3. Malin Kundang the main characters.
4. Malin Kundang, his mother and his wife.
5. Sad ending, because his mother cursed him to be a Stone.
6. Malin Kundang mother said "I Course You to be Stone!"
7. Malin Kundan the main actors.

Activity 2 : Bawang Merah dan Bawang Putih

Orientation :

Once upon a time there lived Bawang putih and her step mother and step sister as Bawang Merah. Bawang putih was a good child, while Bawang merah was lazy child and her step mother was a arrogant person.

Complication :

One day, Bawang putih washed her stepmother and step sister's cloth, but the cloth was away in the river, Bawang putih continued down the river until finally met an old woman who would return the cloth on the condition that Bawang putih had to help her work. Bawang putih helped an old woman, and the old woman gave two gifts to choose: a small pumpkin or a large pumpkin. Then, Bawang putih took a small pumpkin, and back to home. Coming home with a small pumpkin, her step mother grabbed the pumpkin and slammed it angrily. It turned out that the pumpkin contained gold, gems and diamonds. The step mother told Bawang putih to do as Bawang putih did, and the step mother told Bawang merah to do as Bawang putih did.

Resolution :

After doing what Bawang Putih did, Bawang merah chose a big pumpkin and immediately went back home, when they were opened, the pumpkin did not contain gold, gems such as Bawang putih, but snakes, and other animals.



UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi

- > Pendidikan Bahasa dan Sastra Indonesia
- > Pendidikan Bahasa Inggris
- > Pendidikan Bahasa dan Sastra Daerah

Alamat:

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 Telepon (024) 8316377 – Faksimile (024) 8448217
 Semarang - 50128

Nomor : 28/IP/FPBS/III/2022
 Lampiran : 1 (satu) berkas
 Perihal : **Permohonan izin penelitian**

Semarang, 31 Maret 2022

Yth. Kepala SMP Muhammadiyah 02 Kalikalong Pati
 di Pati

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Dinda Siti Syifa Afani Yufhanda
 N P M : 16420099
 Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Use Of Pictured Series As Media In Teaching Student's Writing Narrative
 Text Of The Eighth Grade At SMP Muhammadiyah 02 Kalikalong In Academic
 Year 2021/2022

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
 memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dekan,

Dr. Asropah, M.Pd.
 NPP 936601104



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Dinda Siti Syifa Afani Yufhanda
 NPM : 16420099
 FAK/PRODI : FPBS / PENDIDIKAN BAHASA INGGRIS
 DOSEN PEMBIMBING I : Siti Musarokah, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING
1.	5/12 - 2019	Acc judul	
2.	15/10 - 2021	Proposal	
3.	10/1 - 2022	Revisi proposal	
4.	4/2 - 2022	Revisi proposal	
5.	23/2 - 2022	Revisi proposal	
6.	9/3 - 2022	Acc proposal	
7.	20/3 - 2022	Instrument	
8.	30/3 - 2022	Acc Instrument	
9.	10/6 - 2022	Chapter I - <u>iii</u>	
10.	22/6 - 2022	Revisi Chapter I -	
11.	3/8 - 2022	Chapter IV - V	



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 NPM : 16420099
 FAK/PRODI : FPBS / PENDIDIKAN BAHASA INGGRIS
 DOSEN PEMBIMBING I : Siti Musarokah, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING
12.	5/8-2022	Revisi Chapter IV-V Kelengkapan & Artikel	
13.	13/8-2022	Artikel Ace ujian	
14.			
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KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Dinda Siti Syifa Afani Yufhandia
 NPM : 16420099
 FAK/PRODI : FPBS / PENDIDIKAN BAHASA INGGRIS
 DOSEN PEMBIMBING 2 : Dr. Rahmawati Sukmaningrum, M.Pd

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING
1.	5/2 - 2019	Judul	
2.	23/10 - 2021	Proposal - Revisi	
3.	28/12 - 2021	Proposal - Approved	
4.	8/6 - 2022	Ch 1-3 - Revisi	
5.	20/6 - 2022	Ch 1-3 - Acc	
6.	26/6 - 2022	Instrument	
7.	2/7 - 2022	Ch 4 - 5 - Revisi	
8.	5/7 - 2022	Ch 4 - 5 - Revisi	
9.	8/7 - 2022	Ch 4 - 5 - ACC	
10.	8/7 - 2022	Kelengkapan - OK	
11.	12/8 - 2022	Article - Revisi	



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Dinda Siti Syifa Afani Yufhanda
NPM : 16420099
FAK/PRODI : FPBS / PENDIDIKAN BAHASA INGGRIS
DOSEN PEMBIMBING 2 : Dr. Rahmawati Sukmaningrum, M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING
12.	19/8 - 2022	Naskah siap diuji	
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YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
 FAKULTAS PENDIDIKAN BAHASA DAN SENI
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 Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
 Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Kamis 10 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Siti Musarokah, S.Pd., M.Hum.
Jabatan : Anggota (Penguji I)
4. Nama : Rahmawati Sukmaningrum, S.Pd.,M.Pd
Jabatan : Anggota (Penguji II)
5. Nama : Faiza Hawa, S.Pd, M.Hum
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Dinda Siti Syifa Afani Yufhanda	Fakultas	: FPBS
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		Program Pendidikan	: Strata 1

Judul Skripsi :

PICTURED SERIES AS MEDIA IN IMPROVING STUDENTS' WRITING NARRATIVE TEXT OF THE EIGHTH GRADE AT SMP MUHAMMADYAH 2 KALIKALONG-TAYU, PATI IN ACADEMIC YEAR 2021/2022

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

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Sekretaris,

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