IMPROVING STUDENTS’ WRITING SKILLS OF NARRATIVE TEXTS USING PICTURE SERIES

(A Classroom Action Research to the Eighth Grade Students of SMP Ta’mirul Islam Surakarta in Academic Year 2015/2016)

THESIS

Submitted as A Partial fulfillment of the requirements

For the degree of Undergraduate in English Educational Program

By:
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ENGLISH EDUCATION STUDY PROGRAM
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA
2017
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Assalamu’alaikumWr. Wb

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Wassalamu’alaikumWr. Wb

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DEDICATION

This thesis is dedicated to:

➢ My beloved parents Mr. Suwarno and Mrs. Parjiati who always pray and support me.
➢ My beloved brother Muh. Taufiq Sofi’i and Muh. Ismail Syaifudin.
➢ All my beloved friends Ana Ainun Nikmatin, Andika Api Asmara Ditya, Afri Safrianingsih and Annisa Restyanti Arifin.
➢ All of people who always support me.
“We cannot solve problems by using the same kind of thinking we used created them.”

(Albert Einstein)

“Without peace, all other dreams vanish and are reduced to ashes.”

(Jawaharal Nehru)

"Someone can be smart as high as the sky but when he does not write he will disappear from the environment and the history.”

(Pramoedya Ananta Toer)

“Do not listen to what people say; just do what you want to do.”

(Anonymous)

“If you believe in miracle, the miracle will come to you.”

(Anonymous)
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I hereby sincerely state that the thesis titled “Improving Students’ Writing Skills of Narrative Texts Using Picture Series (A Classroom Action Research to the Eight Grade Students of SMP Ta’mirul Islam Surakarta in Academic Year of 2015/2016)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, January 31st 2017

Stated by,

[Signature]

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ACKNOWLEDGMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Improving Students’ Writing Skills of Narrative Texts Using Picture Series (A Classroom Action Research to the Eighth Grade Students of SMP Ta’mirul Islam Surakarta in Academic Year 2015/2016).” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Mudhofir, M. Pd., as the Rector of the States of Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M. Hum., as the Dean of Islamic Education and Teacher Training Faculty.
3. Dr. Imroatus Sholikhah, M. Pd., as the Head of English Education Department.
4. Muhamad Zainal Muttaqien, S.S., M.Hum., as the Advisor, giving advice, and guidance to the researcher until this thesis finished.
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9. Her beloved parents who always give me support and pray for the best. Her beloved brother who always give support and helps.

10. Her beloved friends who has accompanied, helped, and supported this research.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, January 12th 2017

The researcher

Agustina Dwi Ayu Anggraini
ABSTRACT


Advisor : Muhammad Zainal Muttaqien, S.S., M.Hum.
Keyword : Writing, Narrative Text, Picture Series.

The objective of this research were to improve the students' skills in writing narrative texts, the implementation of teaching writing and the students’ responses on the teaching writing skill of narrative text by using picture series for the eight grade of SMP Ta’mirul Islam Surakarta in the academic year of 2015/2016.

The research was action research. The members of the research consisted of the researcher, and the students of Grade VIIIB. The research was carried out in two cycles. The steps involved planning, action, observation, and reflection. The data of the research were qualitative in nature supported by quantitative data. The qualitative data obtained by observing the teaching and learning process and interviewing the English teacher and the students of VIIIB. The qualitative data were in the form of field notes and interview transcripts that were analyzed based on the qualitative data analysis. The pre-test and post-test were conducted to gain the quantitative data. A gain score of pre-test and the post-test was used to analyze the quantitative data that were in the form of students' writing scores.

The findings showed that picture series effectively improved the students’ skills in writing narrative texts. The improvements covered: 1) the students consider writing as an easy and interesting lesson, indicated by their enthusiasm to write, 2) students generated and organized their ideas more easily in a good order. The implementation of picture series is able to improve the students’ writing skill of narrative text. It can be seen from the field notes of teaching learning process and interview. The students response is they enjoyed the writing class. The researcher found that the students’ writing skills were improved. It can be seen from their main scores of pre-test and post-test. There was an improvement the pre-test mean score (46,38), the first post-test mean score (68,52) and the second post-test mean score (77,00). It can be concluded that the use of picture series could improve the students’ writing skills of narrative texts.
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A. Background of the Study

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007: 265) states that we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves. Among those four skills, writing is the most difficult skill to learn and to master, because
writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing.

Based on *Kurikulum Tingkatan Satuan Pendidikan 2016*, learning in the junior high school, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. Jeremy Harmer (2004:4-5) states that process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing.

The facts above frequently happen in many schools. Based on the observation in a school in Surakarta, that is SMP Ta’mirul Islam at class VIII, based on the teacher’s information that the students were rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not
have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example a narrative text. There is no media, in teaching learning writing process. Teachers has no time to search for the suitable media for teaching-learning process. The teacher just used the tradisional way to teach. Therefore, some media were needed to bring out their ideas. Some media here could be picture series. Of course each medium has its advantages and disadvantages. One medium might be appropriate for teaching a certain skill and it might be unappropriate for teaching other skills.

![Image of a student's writing on Cinderella]

Figur. 1. Example of Students Writing

In teaching narrative texts, picture series are better to be used as media. (Erika YuliaPuspitaari:2014). The result of her research indicated that the use of picture series effectively improved the students’ ability in writing narrative texts. Picture series are more interesting because they are color pictures, so students
will see the situation in the pictures. Picture series have some advantages in
teaching writing, one of them that pictures have several functions in the
teaching and learning processes. That picture series are very important in
helping students to retell experiences or understand something since they can
represent place, object, people, etc. Picture series help students to understand a
more general context, which may be made of pictures, the teachers’ actions, the
students’ actions, sound effect and words. This overall context of new language
will have meaning to the students.

Starting from the problems arising in teaching English writing and the
students achievements of writing which are unsatisfactory, the researcher decides
to conduct a research entitled Improving Students’ Writing Skill of Narrative
Text Using Picture Series (A Classroom Action Research to the Eighth Grade
Students of SMP Ta’mirul Islam Surakarta in Academic Year 2015/2016). This
teaching learning method uses integrated teaching with focus on teaching
writing of narrative text by using picture series. The researcher’s purpose is that
the students are able to make a good composition of narrative text better than
before.

B. Problem Statement

Based on the background statement above, the researcher can be
formulated the problem as follows:
1. How is the implementation of teaching writing using picture series to the eighth grade students of SMP Ta’mirul Islam Surakarta in Academic Year 2015/2016?

2. Can teaching writing using picture series improve the students’ skill in writing narrative text to the eighth grade students of SMP Ta’mirul Islam Surakarta in Academic year 2015/2016?

3. How are the students’ responses on the teaching writing skill of narrative text using picture series?

C. Objective of The Study

In line with the problem statement above, the objectives of the study are as follows:

1. To know the implementation of teaching writing using picture series to the eighth grade students of SMP Ta’mirul Islam Surakarta in Academic Year 2015/2016.

2. To find out whether teaching writing using picture series improve the students’ skill in writing narrative text in the seventh grade students of SMP Ta’mirul Islam Surakarta in Academic year 2015/2016.

3. To know the responses of the students’ about teaching writing skill of narrative text using picture series.
D. Limitation of The Study

This research limited the problems in the media used to improve students’ ability in writing. The media used were picture series. This picture series related composite pictures linked to from a series of sequences. The researcher use picture series with color pictures like story of Jack and The Beanstalk, Cinderrella. The writing products were limited in the writing narrative texts. This observation is only conducted to the eighth grade students of SMP Ta’mirul Islam Surakarta especially in class VIII B.

E. Benefits of the Study

The researcher hope the result of the study will give benefits for the students, teachers, schools, readers and writer.

1. Theoretical benefits
   a. The researcher paper result can be useful input in English teaching learning process especially for teaching writing.
   b. The finding of the research can be used as the references for those who want to conduct a research in English teaching learning.

2. Practical benefits

   Practically, this research gives some benefits for the teacher, students, headmaster, and the researcher.
a. To the Teachers

The result of this research is expected to be a useful input for the English teachers to improve the students’ writing skill.

b. To the Students

The result of this research is expected to be a useful input for the students to encourage them to improve their skills in writing narrative text.

c. To the Headmasters

The result of this research is expected to be a useful input for the headmaster to make a policy related to the English teaching and learning process in the classroom especially in increasing the students’ writing skill.

d. To the Researcher

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

The following terms are the core key words dealing with the research:

1. Writing is a process of expressing ideas or thoughts in words should be done at our leisure (Sutanto Leo, dkk, 2007:1).

2. A Narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. (Mark Anderson, 1957: 8).

3. A picture series is a numbers of related composite pictures linked to from a series of sequences. Hence, it is main function is to tell a story or sequence of events (Yunus, 1981: 49).
CHAPTER II

REVIEW ON RELATED THEORIES

A. Writing

1. The Definition of Writing

In studying English as a foreign language, writing is one of the productive language skills. It is like speaking. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is a written text. Spratt, Pulvernes, and Williams (2005:26) states that writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols. According to them, writing is an activity to communicate one’s idea by using letters, words, phrases, and clauses to from a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols. Writing as a process of expressing ideas or thoughts in words should be done at our leisure (Sutanto, 2007:1).
According to (Harmer, 2004:11) writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. From the ideas above, the the researcher concludes that writing is a complex process for conveying or delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can understand. It is complex because we have to consider the grammar, spelling accurately, punctuation meaningfully, linking ideas and information across sentences to develop a topic, etc. It means that the writer has to organize the sentences unto a coherent text whole which is as possible and complete in it, so that we are able to communicate successfully with the readers through the medium of writing.

2. **The Purposes of Writing**

When teaching ‘writing for writing’ we need to make sure that our students’ have some writing aims. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose. The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at
least when they are performing tasks which they are likely to have to do in their out-of-class life. The choice of writing tasks will depend, therefore, on why students are studying English. There are three main categories of learning which are worth considering, namely:

a. English as a Second Language (ESL) – this term is normally used to describe students who are living in the target language community and who need English to function in that community on a day-to-day basis. Recent immigrants and refugees, for example, will have specific writing needs such as the ability to fill in a range of forms, or write particular kinds of letters (depending upon their exact needs and circumstances), alongside the need for general English development.

b. English for Specific Purpose (ESP) – many students study English for a particular (or specific) purpose. People who are going to work as nurses in Britain or the USA, for example, will study medical English. Those who are going to study at an English-medium university need to concentrate on English for Academic Purpose (EAP). Business students will concentrate on the language of management and commerce, and so on.
c. English as a Foreign Language (EFL) – this is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target-language country. Their needs are often not nearly so easy to pin down as the two categories we have mentioned above (Jeremy Harmer, 2004:39).

3. The Process of Writing

The writing process that is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc.). But in all of these cases it is suggested that the process has four main elements;

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed notes. For other a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do
all their planning in their heads. When planning, writers have to think about their main issue. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to includes. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language – whether, for examples, it is formal or informal in tone. Thirdly, Writers have to consider the content structure of the piece – that is, how best to sequence the fact, ideas, or arguments which they have decided to include.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn’t.
perhaps the order of the information is not clear. Perhaps the way
something is written is ambiguous or confusing. They may then
move paragraphs around or write a new introduction. They may use
a different form of words for a particular sentences. More skilled
writers tend to look at issue of general meaning and overall
structure before concretating on detailed features such as individual
words and grammatical accuracy. The latter two are, of course,
important and are often dealt with later in the process. Reflecting
and revising are often helped by other readers (or editors) who
comment and make suggestions. Another reader’s reaction to a
piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they
consider to be necessary, they produce their final version. This may
look considerably different from both the original plan and the first
draft, because things have changed in the editing process. But the
writer is now ready to send the written text to its intended audience
(Harmer, 2004:4-5).

B. Teaching Writing

1. Principles for Teaching Writing
The following are a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can be adapted to the many different learning situations (David, 2003:92-96).

a. Understand the students’ reasons for writing

The greatest dissatisfaction with writing instruction comes when the teacher’s goals do not match the student’s, or when the teacher’s goals do not match those of the school or institution in which the student work. It is important to understand both and to convey goals to students in ways that make sense to them.

b. Provide many opportunities for students to write

Writing almost always improves with practice. Writing is a part of physical activities that requires practice. Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of useful writing should be practiced in class. So the teacher should provide many opportunities for students to write in order to the students will become more comfortable with the act of writing.

c. Make feedback helpful and meaningful
Students need feedback on their writing. If the teacher write comments on students’ papers, make sure that the students understand the vocabulary or symbols used. Take time to discuss them in class. The teacher should be cautious about the tone of comments. The comments or feedbacks should be helpful and meaningful for the students’ writing.

d. Clarify for yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. Students can help to form a rubric as well. Take class time to ask them what they value in writing. Ask them what features make writing enjoyable to read and what features distract from that enjoyable. This kind of discussion has two benefits: it not only gives students a voice in the evaluation of their own work, it also provides a common vocabulary with which the entire class can discuss their writing and the writing of others.

2. **Teaching Writing for Junior High School**

   Understanding the students’ characteristics is important for the teacher because it is the key in the success of learning any subjects. The students’ characteristics influence the teaching and learning process. So,
the relationship between the teacher and the students in the teaching and learning process in class is very strong. Before the teacher handles the teaching and learning process, the teacher has to know the students’ characteristics, their habit in school or daily life, and their ability in academic field. They are needed for the teacher to know the development of the students’ ability.

In the teaching and learning process of writing, the teachers are expected to have creativity in delivering the lesson, because writing is one of the four skills with difficulties in structure, contexts, and content. Teachers of middle grades students need to be knowledgeable of the varied developmental characteristics of young adolescents so that they can design instruction and classroom management strategies that address these ongoing changes and support on these characteristics.

To improve the creativity in the English teaching and learning process of writing, Feez and Joyce (1998:123) state that there are some strategies in writing, namely:

a. Using a model.

b. Writing down words spelled aloud.

c. Using appropriate sentence structure to represent intended meaning.

d. Seeking assistance from others.
e. Approximating the spelling of unfamiliar words.

f. Using a range of spelling strategies (including visual memory, word patterns, morphemic knowledge, phonetic knowledge, mnemonics, fluent and fast script.)

g. Using dictionaries to check spelling.

h. Using a fluent and consistent script.

i. Accurately copying written language.

Those strategies above can be applied by the teacher as a step in delivering the writing lesson by considering the students’ characteristics.

3. **Writing Assessment Scoring Rubric**

Tabel. 1. Jacobs et al.’s Scoring Rubric on Writing

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

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Excellent to Very Good</th>
<th>20-18</th>
<th>Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good to Average</td>
<td>17-14</td>
<td></td>
<td>Adequate range, occasional errors of</td>
</tr>
<tr>
<td>Language use</td>
<td>Excellent to Very Good</td>
<td>Good to Average</td>
<td>Fair to Poor</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>words/idiom form, choice, usage, but meaning not obscured.</strong></td>
<td>25-22</td>
<td>21-18</td>
<td>17-11</td>
</tr>
<tr>
<td><strong>Fair to Poor</strong></td>
<td>13-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Limited range, frequent errors of words/idiom form choices/usage, meaning confused or obscured.</strong></td>
<td>9-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very Poor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate.</strong></td>
<td>9-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language use</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-----------</td>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>frequent error of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run on, deletions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>10-5</td>
<td>Very Poor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Virtually no mastery of sentence construction rules, dominated by errors does not communicate, not enough to evaluate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent to Very Good</td>
<td>5</td>
<td>Excellent to Very Good</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, Paragraphing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good to Average</td>
<td>4</td>
<td>Good to Average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not Obscured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair to Poor</td>
<td>3</td>
<td>Fair to Poor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>2</td>
<td>Very Poor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No mastery of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Text

1. Definition of Text

According to Feez and Joyce (1998: 4), a text is any stretch of language which is held together cohesively through meaning. Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole. The definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning procedure text, we have to know the definition a text first, whether it belongs to a text or not. Anderson and Anderson (1997:1) state that texts are divided into two main categories. They are:

a. Literacy texts

It is constructed to appeal the emotion and imagination. There are three main text types in this category: narrative, poetic and dramatic.
b. Factual texts

It presents information or ideas, aim to show and tell or persuade the audience. Factual texts include recount, response, explanation, discussion, information report, exposition and procedure.

Basically, the texts are categorized in two main parts in which each text has different meaning and function. So, we can use the texts above based on our need.

2. Texts type in English

a. Descriptive Text

According to Anderson and Anderson (1997: 26) a description text describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Description differs from an information report because it describes a specific subject rather than a general group. The example of descriptions texts includes descriptions of a particular building, description of a specific animal, descriptions of a particular places, and descriptions of a specific person.

b. Procedure Text
Procedure text is one of the texts in genre based approach. Procedure text is a piece of writing that tells us information of making or doing something through several steps or directions. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment. (Anderson and Anderson, 1997 : 26 )

c. **Recount Text**

Recount text is a text that retells the past event. Its purpose is to provide a description and when it occurred with sequence of events. There are some features of a recount. Anderson (2002: 29) describes the generic structure of a recount text. The explanation is presented below:

Constructing a recount, a recount text has three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the events in the order in which they happened. And the last is reorientation. It consists of a conclusion. Grammatical features of a recount, a recount usually includes the following grammatical features:

1) Proper nouns to identify those involved in the text.
2) Descriptive words to give details about who, what, when, where, and how.

3) The use of the past tense to retell the events.

4) Words that show the order of the events.

d. Narrative Text

A narrative text is a text which tells a story (Anderson and Anderson, 1997: 8). Narrative text is an imagination or a complicated event which directs to a crisis that find a solution at last (Departemen Pendidikan, 2013:33). According to Bach and Browning (1988:60), narrative is a continuous account of an event or a series of events. Based on that explanation, it is stated that the point of narrative text is its series of events. The purpose of narrative texts is to entertain and to inform the reader or listener.

According to Anderson and Anderson (1997: 37), there are five steps for constructing a narrative text, like the following:

1) Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
2) Complication: sets off a chain of events that influences what will happen in the story.

3) Sequence of events: where the characters react to the complication.

4) Resolution: in which the characters finally sort out the complication.

5) Coda: provides a comment or moral based on what has been learned from the story (optional).

D. Teaching of Media

Every classroom all over the world is equipped with some learning resources to support the teaching and learning in the class. Teachers need some media to help them to teach the students effectively. Meanwhile, the students need the media to understand the concept that they learn easily. Those various media can be classified into some kinds. Some of those are classified as sophisticated media which involve the use of sophisticated technology. Some of them are classified into more classic or old-fashioned media. There are some benefits that teachers and students get in using media in teaching and learning process. This idea is supported by Smaldino et al. (2005:12, 13) who states that media can be used for supplemental support of the instructor given by the
teachers. Moreover, they can also be used in formal education situations where a teacher is not available or is working with other students. In conclusion, media plays the important role of teaching and learning since they bring many benefits to the class.

1. Kinds of Teaching Media

There are various media that the teachers use in order to teach more effectively. According to Smaldino et al. (2005:9) there are six media that can be used in teaching and learning activity. Those are explained as follows:

a. Media is alphanumeric characters that are displayed in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.

b. Audio: refers to the learning media that cover everything that we can hear. It can be in the form of a person’s voice, music, mechanical sounds, and noises.

c. Visual media: visuals media are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoons, and so on.

d. Motion media: they are media that show motion including videotape, animations, and so on.
e. Manipulative: three dimensional media which can be touched and handled by the students.

f. People: this includes teachers, students, or subject-matter experts.

This is in line with Harmer (2007:177) who suggests four media which can be used in the classroom. Those are realia, pictures, cards, and Cuisenaire rods. Realia is the real objects or the replica of them. The benefit of using realia is it is quite useful and intrinsically interesting. Moreover, realia also provides a good starting point for a variety of language work and communication activities. The second is picture. Teachers have always used pictures or graphics whether they are drawn, taken from books, newspapers and magazines, or photographed to facilitate learning. The third is card. Cards as a media can be used for various activities such as matching and ordering, selecting, and card games. The last is Cuisenaire rods which are actually a set of small blocks of wood or plastics of different length. They can also be used for many activities such as to show stresses, preposition, and so on.

2. **Picture Series as Picture Media in Teaching Writing**

Picture series is a kind of media which belongs to picture category. Yunus (1981:49-53) classifies pictures into three types they are composite picture, picture series and individual picture. These pictures
can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981: 49).

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

Wright (1989:17) suggests that there are some roles for pictures in writing. First, pictures can motivate the students and make them want to pay attention and want to take part. Second, pictures are useful since they contribute to the context in which the language is being used. Third, pictures can be described in an objective way, or interpreted, or responded to subjectively. Fourth, pictures can cue responses to questions or cue substitutions through controlled practices. The last, pictures can stimulate, and provide information to be referred to in discussion or storytelling.
Furthermore, picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not costly, and relatively easy to get. Those benefits are also supported by Smaldino et al. (2005:9) who suggests that the use of picture series will make the students interested in writing English. Furthermore, Wright (1989:2) also states that picture series contribute to interest and motivation, a sense of the context of the language, and a specific important point or stimulus.

Visual media were used in teaching and learning process as the tools to improve students’ ability in learning English. Visual media have a contribution to help students comprehending the explanation from the teacher easily. The visual media used by the teacher can be in many forms: videos, slides, pictures or illustrations. Besides, the use of visual media creates natural situation to attract students’ attention in the teaching learning process. In this case, the researcher decided to choose picture as the media.

Harmer (2004:69) proposes several activities of story tasks that the students can have. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence, and a headline or
caption. However, there will be two of them which will be used in the research.

1. A series of pictures of random objects

Students will be shown some pictures containing some random objects like a house, a shoe, a man, a tree or so. Then, the students are assigned to write a text based on the pictures they have. The text later can relate one picture to others.

2. A series of pictures in sequence

The students will be shown sequence pictures. Then, they will write a text using pictures as the clue.

Additionally, Yunus (1981:49) describes picture series as numbers of linked pictures which form series of sequences in order to tell a sequence of events or a story. The use of picture series can help the students to write types of texts that require sequences like narrative, procedure, recount or spoof. There are some factors supporting the use of picture series:

a. Sequential pictures help the students to generate ideas about what they are going to write as students are sometimes confused about what they will write firstly. Picture series provide information of which one comes first and which comes next.
b. Picture series can draw students’ attention out to be involved in the writing process.

c. Picture series also provides clearer description about what happened.

d. Picture series also represent the details of events.

In this research, the researcher focuses on the use of picture series. The sequences of picture that show several actions is called a picture series. Picture series consist of three or more pictures. It helps the students develop ideas to write a text. According to Wright (1989:201) sequences of picture can be kept as they are and used to contextualize a story or a description of a process. Yunus states that “A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.” The researcher modified the picture series to teach writing a narrative text for eighth grade students of junior high school.

E. Previous study

There were some relevant studies related to the use of picture series to improve students’ writing ability in narrative texts. An action research study was written by Erika Yulia Puspitasari (2014) entitled The Use of Picture Series
to Improving the Writing Skills of Tenth Grade Students of SMA N 1 Srandakan in Writing Narrative Texts in the Academic Year of 2013/2014. The similarity of both studies is to improve students writing skill in narrative text using picture series. Another research was written by Intan Wahyu (2014) entitled Improving The Writing Skills of Recount Text by Using Picture Series for The Eighth Grade Students of SMP Muhammadiyah 2 Kalasan in the Academic Year of 2013/2014. The differences of this study from using kind of text.

The researcher 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 to improve students’ writing ability in teaching and learning process of writing narrative text.

F. Rationale

The students’ ability in writing a narrative text is low. There are some problems which are found by the researcher in SMP Ta’mirul Islam Surakarta. One of the problem is the teacher never use interesting media in teaching and learning process. The teacher also does not give clear explanations about the contents of narrative text. As the result, students have low motivation in writing
class. They cannot construct good texts related to coherence and unity. Besides, they cannot develop ideas in writing as well.

As stated above, media has the primary roles in teaching and learning process of writing. It is because media are potential as teaching aids to develop students writing skills in terms of narrative text. It can stimulates students in developing ideas when they are creating a story. A picture is one of media which helps students in learning English especially in writing class.

Based on the facts above, this research applied the principle in picture series as a teaching learning media in writing narrative text. It has some advantages in the teaching and learning writing. First, using of picture series can stimulate students in developing ideas in a chronological order when the teacher asks them to write a narrative text. Second, the students skills in writing increase because the pictures are interesting aids to attract the students’ attention in the writing class.

G. Hypothesis

Picture series can improve students’ writing skill of narrative text for the eighth grade students of SMP Ta’mirul Islam Surakarta in academic year 2015/2016.
CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

This research has an aim to improve the students’ writing skills in narrative texts. So, this research can be categorized into classroom action research study. According to Bassey in Koshy (2005:8), action research is a research in which the purpose is to evaluate and then to change something in order to improve the educational practice. Action research is also a form of inquiry undertaken by participants in social situations in order to improve both social and educational practice, as well as the understanding of these practices and the situations in which practice is carried out (Carr and Kemmis in Burns 1999:30). The essential characteristics of action research can be summarised as follows (Burns, 1999: 30).

1. Action research is contextual, small-scale and localized. It identifies and investigates issues within a specific situation.

2. It is evaluative and reflective as it aims to bring about change and improvement in practice.

3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.
4. Change in practice are based on the collection of information or data which provides the impetus for change.

This research was conducted in a particular setting, that is, in a classroom situation. In order to be able to improve the writing skills in narrative text of eighth grade students, there were some steps to be followed. There are many different models of action research from many experts. The researcher used Kemmis and McTaggart’s model. Those steps are namely planning, action, observation, and reflection (Kemmis and McTaggart in Burns 1999:32). The figure of those steps is represented as below:

Figure 2: The Spiral Model by Kemmis and McTaggart
B. Setting of the Study

The place of this research was SMP Ta’mirul Islam Surakarta which was located on Jl. Sri Rejeki Dalam No.7, Laweyan, Surakarta. This school had 12 class rooms, one teachers’ office, one principal’s office, one administration office, and laboratory. This school also had many other supporting facilities, for example, library, mosque, counseling room, canteens, toilets, and parking areas. This school also provided various extracurricular activities such as scout, football club, rohis club, and so on. These facilities could support and give a great contribution to the teaching and learning process. Related to the English subject, the school also provided appropriate time. This could be seen from the time allocation given that was 4 x 20 minutes per week. The English teacher taught the class twice a week with the time of 2 x 20 minutes for each meeting. The research was done in the first semester of the academic year 2015/2016. The whole process of the research lasted for two months, starting at the beginning of August until the end of September 2016. The observation was done on Monday, August 1st 2016. Then, the action was conducted twice a week, starting from August-September 2016. It was conducted every Tuesday at 08.20-09.40 a.m. and every Saturday at 07.00-08.30 a.m. based on the school schedule given to the researcher. Finally, the post test was done in September 30th 2016.
C. **Subject of the Research**

The subject of the research was the eight grade students of SMP Ta’mirul Islam Surakarta. The eight grade was divided into four classes. They were class VIII A up to VIII D. In this research, the researcher chose VIII B, that consisted of 21 students, 10 boys and 11 girls.

D. **Data Collection**

This part describes the types of data, techniques of data collection, research instruments, and data analysis used in the research.

1. **Type of Data**

This research had two types of data. The data of this research were categorized as qualitative data and they were also supported by quantitative data. The qualitative data were in the form of words or descriptions of the teaching and learning process. These data were gained through some means such as interviews, tests, and observations. The researcher used some instruments such as field notes, interview guidelines, observation, camera. These qualitative data will be analyzed by researcher using technique, which are suggested by McKeman (1996) in Burn (2010: 156) states that there are five stages in analyzing the data: Assembling the data, Coding the data, Comparing the data, Building the data, Reporting the outcomes. In addition, this research
also used quantitative data. The quantitative data were in the form of students’ scores. These supporting data were gained through conducting some tests. The quantitative data was analyzed by using descriptive statistic. It compared between the main scores of pre-test (before implementing picture series) and post-test (after implementing picture series). The improvement could be seen from the score in post test which was higher than the score in the pre-test.

2. Techniques of Data Collection

To gain both of qualitative and quantitative data, the researcher used three techniques of collecting data. To collect qualitative data, interview and observation were conducted. Meanwhile, to collect quantitative data testing technique was used. These techniques can be explained as the followings:

a. Interview

The researcher interviewed the English teacher about the process of the teaching and learning. This interview was also used to get the deeper information about the characteristics of the class in which the researcher carried out the research. In addition, some interviews with some of the students of VIII B class were also conducted in order to get the information about their learning experiences and their comments about the teaching learning process. During the interview, the researcher made some notes to highlight some important points. This kind of interview
was conducted in every cycle in order to get the important information that the researcher needed to make a decision on her research.

b. Classroom observation

This observation was conducted in order to see the real situation of the teaching and learning in the classroom. The points that were observed were the students and their behaviors during the process.

c. Testing and evaluating students’ writing

The last technique was by testing the students’ abilities in writing by conducting some tests called pretest and posttest. The results of the students’ writing in those two tests were then assessed by the researcher. The results of those tests became one of the indicators to decide the next plan and to draw a conclusion of the research.

3. Research Instrument

To conduct the research, the researcher used some research instruments. All the research instruments supported each other. These research instruments can be explained as the followings:

a. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other promotes for the purpose of gathering information from
respondents. Burns (1999:129) states that questionnaire is easier and less
time consuming to minister than interview and the responses of the
larges numbers of informants can be gathered. The question was to know
the student’s response about the using picture series in teaching narrative
text. In this part, the researcher gives the question’s paper for the students
of class VIII B and asks them to answer it.

b. Field note

Field note was a kind of note in which the researcher wrote some of the
findings during the observation. This could be the students’ behavior
during the teaching and learning or the problems during the ongoing
research. This instrument could be used to support the data of the
research.

c. Students’ writing

By using the students’ writing, writing ability of the students could be
analyzed. This instrument was also the key point to see whether the effort
to improve the students writing skills was successful or not.

4. Data Analysis

After getting all of the data needed in the research, the researcher
analyzed the data. There are five stages that were followed in data analysis.
Those are elaborated as follow:
a. Assembling the Data

Firstly, all of the data gained through interview, observation, and students’ writing were assembled. The purpose of this step was to see the patterns of the collected data.

b. Coding the Data

In this stage, once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically. The large amounts of the data were reduced into more manageable categories. The purpose of coding the data was to be able to identify the patterns more specifically.

c. Comparing the Data

At the stage, once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques (Burns: 1999). So, in this step, the researcher compared the data in order to identify the relationship and connection between different sources of data.

d. Building Interpretations

In this stage, the meanings of the data were interpreted by involving the creative thinking. The researcher also reflected the data several times to
e. Reporting the Outcomes

The last stage is to present the report of the research. The researcher made a report contained the major processes of the research and showed the findings with the supporting data.

E. Validity and Reliability of the Research

In order to get the validity of the data, the researcher used five validities suggested by Burns (1999:161). Those validities are explained as the followings:

1. Democratic validity

   Democratic validity means allowing the participants of the research to give their ideas or comments about the research. To get democratic validity, an interview with the English teacher and the students was conducted to get their views, opinions, or comments about the ongoing research.

2. Outcome validity

   Burns (1999), states that outcome validity refers to the action that leads to successful outcomes within the research context. It is because the most effective outcomes will help the resolution of the problem. Thus, the action
of the research was improving the students’ writing skill through picture series.

3. Process validity

Process validity relates to the dependability and competency of the research. To get the process validity, the researcher collected the data by doing observation, taking note during the observation, and recording the interview process. In this case, the actions were believable.

F. Steps of the Study

Based on Kemmis and McTaggart in Burn (1999:32) action research occurs through a dynamic and complementary process. Which are consisting of five essential moments: reconnaissance, planning, action, observation, and reflection. The steps stated can be illustrated as follows:

1. Reconnaissance

The first step was reconnaissance. In this stage, the researcher identified the problems which occurred in the classroom where the research was conducted. To identify the problem, an interview with the English teacher about the obstacles which happened during the teaching and learning process was conducted. Some observations during the teaching and learning process were also carried out.
2. Planning

In this stage, the results of the observation and interview were used as reference. Based on that data, the researcher started to prepare all of the actions and the materials for teaching writing on narrative text by using picture series. The preparation covered preparing the lesson plan, preparing the materials, preparing the media, and also preparing the scoring rubric and other instruments.

3. Action

After making some plans, picture series were implemented as the main media to teach writing for a certain period of time. The research was done in two cycles. Every cycle was done in 3 meetings. In every meeting, the researcher implemented the use of picture series to guide the students to be able to write the text. Furthermore, different techniques and activities were also applied to teach the students in order to make the teaching and learning interesting. Those activities were sequencing jumbled pictures, jumbled paragraphs, and filling in the blank.

4. Observation

During the action, the researcher observed the teaching and learning process including the students’ writing. The things to be focused on this
stage were observing the effectiveness of using picture series, the students’ behavior in the class, and their writing products.

5. Reflection

The researcher made a reflection and evaluated the actions that were carried out. The focus was on the implementation of picture series in teaching writing whether it was successful or not. If it had not been successful yet, another cycle should be continued.

Finally, by analyzing the data from the qualitative and quantitative data, the researcher can make a conclusion whether picture series can improve students' writing skill or not. The researcher uses the formula by Sumanto in Taubah (2011: 30) as follows:

The mean score can be calculated with the formula as follows:

\[
x = \frac{\sum x}{N} \quad y = \frac{\sum y}{N}
\]

X: Mean of pre-test score

Y: Mean of post-test score

N: Number of subject

\(\sum x\): The sum of pre-test score

\(\sum y\): The sum of post-test score
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

The research findings is obtained from the beginning until the last of teaching and learning process. In this classroom action research, the researcher is an active participant as a teacher and an observer. The researcher conducts the action research into two steps. First, the researcher does the observation and interview. Then, the second, the researcher conducts the action research. The whole process of this study can be seen in the following table:

Table 2. Process of the Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Activities</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>August</td>
<td>Observation</td>
<td>Identifying the problems during the teaching-learning process.</td>
</tr>
<tr>
<td>2.</td>
<td>August</td>
<td>Interview</td>
<td>Identifying and confirming teacher and the students’ difficulties in the teaching-learning process.</td>
</tr>
<tr>
<td>3.</td>
<td>September, 5th</td>
<td>Planning</td>
<td>Choosing the teaching materials, preparing materials, lesson plans, worksheets, students’ attendance list, and everything related to the researcher.</td>
</tr>
<tr>
<td>4.</td>
<td>September, 6th</td>
<td>1st Meeting</td>
<td>Conducting pre-test to identify the students’ abilities in writing narrative text.</td>
</tr>
<tr>
<td>5.</td>
<td>September, 10th</td>
<td>2nd Meeting</td>
<td>The researcher implemented pre-writing activity treatment, brainstorming, vocabularies, social function, part of</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Cont</td>
<td>Orgz</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1.</td>
<td>Alisa Nur Fadillah</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Dania Asima Istihbar</td>
<td>13</td>
<td>9</td>
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<tr>
<td>3.</td>
<td>Fayra Diza Berlian</td>
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<td>15</td>
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<tr>
<td>4.</td>
<td>Syarifah Mar’atus S.</td>
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<td>5.</td>
<td>Hana Rahmaningtyas H</td>
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<td>Frida Ayu Salma Antari</td>
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<tr>
<td>7.</td>
<td>Erika Hendratama Putri</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>Ismi Wafda Maulidya</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>9.</td>
<td>Amanda Zerlinda</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>10.</td>
<td>Rima Nurlabansa</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>11.</td>
<td>Haidar Daffa Aulia</td>
<td>21</td>
<td>12</td>
</tr>
</tbody>
</table>

Conducting the post test to know the progress of students writing abilities in writing narrative text after implementing the treatments.

The researcher implemented the 2nd treatment, and explained the example of narrative text using pictures series.

Conducting the post test to know the progress of students writing ability in writing narrative text after implementing the 2nd treatment.

Scoring the result of pre test 1, post test 1, and post test 2.

The researcher gave the pre-test to know the students’ writing skills in narrative text. The more detailed result of the pre test score can be seen from the following table:
The result of the pre-test shows that the writing skills of the students were still low. Students writing scores of pre-test were between 38 – 58. It is still lower than the minimum standard score. The minimum standard score of English is 70. None student who got score more than 60. It means that all of the students got scores under the minimum standard. The highest score in pre-test was 58, and the lowest score was 38. So, the result of pre-test above shows that the students writing skills were needed to be improved. The researcher decided to improve it using picture series.

B. Research Implementation

Based on explanation above, the researcher started to give the treatment into two cycles, every cycle consists of some series of steps namely identifying the problems, planning the action, implementing the action, observing the action, and reflecting the result of the observation.
1. Cycle 1

   a. Planning

      Based on the result of pre research and pre test, the researcher arranged the plan for the treatment. The researcher prepared everything that was needed in the treatment such as lesson plan, teaching material, and other material that supported the action. The researcher used picture series as a technique for improving students writing skills in narrative task. The researcher used three-phase technique, comprising opening, main activity and closing.

      The researcher took the material from the Internet and English book for the students (English on the Sky). The material was associated with competence standard (SK) and basic competence (KD). The materials of narrative text include the example, the function, the generic structures, language features of narrative text and soon.

   b. Implementing the Action

      In this action, the researcher played a role as a teacher. The teacher did the teaching-learning process in three phases; pre-activity, main-activity, and post activity. The pre-activity phase covered all the thing done as the opening such as greeting, checking
the student’s attendance, and giving motivation for students to learn English and practice more. Then, the researcher did the brainstorming or give some questions to simulate students participation in the lesson. The duration of each cycle was 40 minutes long. Each meeting can be described as follows:

a) First Meeting

The first meeting was conducted on Tuesday, September 6th 2016. There were 21 students in the VIII B class, consisting of 10 male and 11 female students. Pre-test was given in the first meeting to know the student's writing skills before giving the treatment.

(1) Opening

The researcher was only given about 40 minutes for each meeting by the teacher. The opening session was given 5 minutes to started with greeting and checking the attendance.

(2) Main Activity

Before main activity, the researcher asked the students whether they knew or not about narrative before, and the students answered knew. After that, the researcher
conducted pre-test to the students. The researcher wanted to know the students’ abilities in writing narrative text by doing the pre-test before doing the treatment. The researcher gave an answer sheet to every student. The answer sheet of pre-test contained of making a simple narrative story entitled *The Lion and The Mouse*.

(3) Closing

In this session, the researcher asked the students whether they had difficulties or not. The students faced difficulty when they made a narrative story. The researcher asked the students to prepare the materials for the next meeting. Then, the researcher closed the meeting and suggested the students to study hard. Finally, the researcher closed the class by saying *salam*.

b) Second Meeting

The second meeting was held on Saturday, 10\textsuperscript{th} 2016.

The meeting started at 07.00 p.m.

(1) Opening
In the opening session, the researcher expressed the greeting to the students and asked their condition. Then, the researcher checked the attendance and asked who did not come that day.

(2) Main Activity

After opening session, the researcher gave a sheet material about narrative text and explained to the students about its components such as generic structure, language features, and key features. After that, the researcher discussed pre-test yesterday’s. Then, the researcher gave them a picture series entitled “Jack and The Beanstalk” with jumbled picture then the students arranged the picture after that the researcher and the students explain together about the picture. They were so enthusiastic on identifying them. They were also very attracted to the picture series because it was the first time they got this medium in their writing class.

(3) Closing

After giving the treatment, the researcher reviewed again the material and remembered the students to study
hard at home. The researcher said 1st post test would be conducted in next meeting and asked the students to study hard at home. The researcher closed teaching and learning process by saying salam.
c) Third Meeting

The third meeting was held on Tuesday, September 13th 2016. The meeting started at 08.20 p.m.

(1) Opening

The researcher started the class by expressed greeting and checking the students’ attendance and asked who did not came that day.

(2) Main Activity

After giving a pre-test and treatment to know the students writing skill in narrative. The researcher gave a post-test to know whether the technique could improve students writing skill or not. The researcher gave a task for students to make a narrative story based on picture
series. The title of the story is *Jack and The Beanstalk* and the students should make a text at least three paragraphs. Every paragraph at least consisted of three sentences. The story should also including generic structure of narrative text such as orientation, complication, and resolution. Besides, the researcher gave a vocabulary to make it easier for students to write. The researcher also reminded the students to give more attention about the composition of writing such as; vocabulary, grammar, spelling and punctuation. After finishing their task, the researcher asked the students to submit their task. After that the researcher asked the students to explain the other of the stories and almost all of the students had understood.

(3) Closing

After giving a post-test the researcher reviewed again the materials and also reminded the students to study hard at home. The researcher also gave motivation to the students. Finally, the researcher closed teaching and learning process by saying *salam*. 
c. Observing

To observe the result of the first cycle, the researcher used some techniques, such as; tests, interviews, and observation. The researcher conducted the 1st post-test on Tuesday, September 13th 2016. The researcher conducted the 1st post-test to measure how far the students’ improvement after they got the implementation of picture series. The more detailed result of 1st post-test scores can be seen from the following table:

Table 4. The Result of 1st Post-Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Cont</th>
<th>Orgz</th>
<th>Vocab</th>
<th>Grmr</th>
<th>Mech</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alisa Nur Fadillah</td>
<td>22</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>5</td>
<td>64</td>
</tr>
<tr>
<td>2.</td>
<td>Dania Asima Istihbar</td>
<td>21</td>
<td>13</td>
<td>11</td>
<td>13</td>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>3.</td>
<td>Fayra Diza Berlian</td>
<td>25</td>
<td>15</td>
<td>13</td>
<td>11</td>
<td>5</td>
<td>69</td>
</tr>
<tr>
<td>4.</td>
<td>Syarifah Mar’atus S.</td>
<td>23</td>
<td>15</td>
<td>13</td>
<td>12</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>Hana Rahmaningtyas H.</td>
<td>23</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>6</td>
<td>69</td>
</tr>
<tr>
<td>6.</td>
<td>Frida Ayu Salma Antari</td>
<td>22</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>5</td>
<td>62</td>
</tr>
<tr>
<td>7.</td>
<td>Erika Hendratama Putri</td>
<td>25</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>5</td>
<td>71</td>
</tr>
<tr>
<td>8.</td>
<td>Ismi Wafda Maulidya</td>
<td>24</td>
<td>15</td>
<td>15</td>
<td>12</td>
<td>5</td>
<td>71</td>
</tr>
<tr>
<td>9.</td>
<td>Amanda Zerlinda</td>
<td>23</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>10.</td>
<td>Rima Nurlabansa</td>
<td>23</td>
<td>13</td>
<td>15</td>
<td>12</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>11.</td>
<td>Haidar Daffa Aulia</td>
<td>24</td>
<td>14</td>
<td>13</td>
<td>14</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>12.</td>
<td>Salsa Amalia Husna</td>
<td>23</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>13.</td>
<td>M. Fawwas Yumna F.</td>
<td>22</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>5</td>
<td>65</td>
</tr>
<tr>
<td>14.</td>
<td>M. Habib Hari Moekti</td>
<td>23</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>69</td>
</tr>
<tr>
<td>15.</td>
<td>M. Majid Ataillah</td>
<td>22</td>
<td>13</td>
<td>14</td>
<td>11</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>16.</td>
<td>Faqih Alamsyahari</td>
<td>24</td>
<td>15</td>
<td>16</td>
<td>13</td>
<td>6</td>
<td>66</td>
</tr>
<tr>
<td>17.</td>
<td>Andi Setiawan</td>
<td>24</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>5</td>
<td>74</td>
</tr>
<tr>
<td>18.</td>
<td>M. Taufik Awarisga</td>
<td>23</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>7</td>
<td>72</td>
</tr>
<tr>
<td>19.</td>
<td>Yusuf Maulana</td>
<td>23</td>
<td>14</td>
<td>15</td>
<td>12</td>
<td>8</td>
<td>72</td>
</tr>
<tr>
<td>20.</td>
<td>Faiq Fajar Satri Tama</td>
<td>22</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>68</td>
</tr>
</tbody>
</table>
Making observation is important to know the students’ improvement in learning writing. It was done during the implementation of the action research. From the observation, the researcher got result that the activities of teaching and learning writing using picture series generally ran well. Although was needed revisions to the mistakes of writing product but the students’ writing abilities had improved. First, the improvement of their content of final product on writing, second, the improvements in their vocabulary, third, the improvement in grammatical language use, fourth, the improvement in organization of the text and also in the mechanics.

The improvement of the students’ writing skill can be seen from the comparison of writing compositions of the students as follow:

Table 5. Mean Score of Writing Composition 1.

<table>
<thead>
<tr>
<th>No.</th>
<th>The Writing composition</th>
<th>Pre-Test</th>
<th>Post-Test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td></td>
<td>1439</td>
<td>68,52</td>
</tr>
</tbody>
</table>
d. Reflecting

The researcher concluded that implementing picture series could improve the students’ writing skill based on comparison between pre test and 1st post test. During the observation in teaching and learning process, the researcher did not only teach the students writing skill but also the researcher gave a motivation. They got motivation to be better in writing class, and they had braveness to make narrative story. However, the researcher and the teacher still found some problems in class, as follow:

(1) Although most of students were active, some of them were still passive. Some students did not write anything about the material given by the researcher.

(2) There were not good cooperation in between the students. Some students did not do the exercises well in the writing class. They only copied from others or from book.
(3) There were many students who made noises, and the class was not conducive.

Based on the result of the reflection above, the researcher decided to make second cycle in order to make better results and better improvements in students’ writing skill.

2. Cycle 2

a. Revising the plan

From the first cycle, it was found that some students still found difficulties in writing narrative texts. The researcher would make second cycle and revise the plan to solve the problems that was found from the result in cycle one.

In this cycle, the researcher taught the same topic of narrative text as a text in the first cycle, but she taught by using a different story. Here, the students would study the narrative text using pictures. It was the same as the activity done in the first cycle. The researcher gave the students a famous story entitled Cinderella, that had been taught to the students in previous time. Its purpose was to make the students easier to understand the story and to write the story by their own words.
b. Implementing the Action

The researcher implemented the action of second cycle into two meetings. Here is the description of the action implemented in second cycle. In implementing the action of the second cycle, the researcher conducted the action on 17th September 2016.

a) First Meeting (Second Cycle)

The first meeting in second cycle was conducted on Saturday, 17th September 2013. The researcher gave the same materials from the 1st cycle. The researcher also gave some questions to the students about the material. It was done in order to know the students’ understanding about the material. Most of students still remembered it.

(1) Opening

In the first meeting in second cycle started with greeting and checking the attendance. Besides, the researcher asked the students to open their materials about narrative text that were given in previous cycle.

(2) Main Activity
In this phase the researcher reviewed again about the materials of narrative text, such as; the purpose of narrative text, generic structure of narrative text, language features, and time conjunction. Besides, the researcher also discussed the first post-test in the first cycle. Based on the discussions and the result of post test in 1st cycle, some students were still having problem in writing compositions.

(3) Closing

In this last session, the researcher gave conclusion of the materials to the students. The second post test would be conducted in the next meeting. So, the researcher suggested the students to study hard. Finally the researcher closed the class by saying salam.

b) Second Meeting (Second Cycle)

The second meeting of the second cycle was conducted on Tuesday, 20th September 2016. The second post-test had the purpose to know the improvement of the students’ writing of narrative text. The researcher then gave the students the 2nd post test.
(1) Opening

The researcher started the second meeting as post test by greeting and checking the attendance. After that, the researcher prepared all the materials that would be used such as; question sheets, and answer sheets.

(2) Main Activity

In this phase the researcher gave a picture series entitled Cinderella, the same as the 1st post test the researcher asked the students to make a story based on the picture series. The students should make a text at least three paragraphs. Every paragraph at least consists of three sentences. The story should also included generic structure of narrative text such as orientation, complication, and resolution. Besides, the researcher gave vocabularies that were related to the stories to make it easier for students to write. The researcher asked the students to write a narrative story based on the picture series.

(3) Closing
After the students finished their task, the researcher said if that day was the last day of the researcher’s class. The researcher said “thanks” to the students for cooperation. Besides, the researcher also gave a motivation to the students and closed the class by saying salam.
c. Observing

Based on the observation in the teaching-learning process in the second cycle, the researcher found that the use of picture series to improve writing skill ran well. It could be seen from the students’ activeness during the lesson. The class could be controlled although sometimes they were noisy during the lesson. Generally, the improvement of those aspects could be seen from the result of 2nd post-test score. The mean score of 2nd post-test increased from the mean score of the 1st post-test. Besides, the improvement of the score, there were some improvements on students’ writing composition. The improvements were in the skills of recognizing in content, text organization, language use, vocabulary, and mechanics. The result of second post test can be seen as follows:
Table 6. The Result of 2\textsuperscript{nd} Post Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Cont</th>
<th>Orgz</th>
<th>Vocab</th>
<th>Grmr</th>
<th>Mech</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alisa Nur Fadillah</td>
<td>24</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>6</td>
<td>73</td>
</tr>
<tr>
<td>2.</td>
<td>Dania Asima Istihbar</td>
<td>25</td>
<td>15</td>
<td>13</td>
<td>15</td>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>Fayra Diza Berlian</td>
<td>24</td>
<td>17</td>
<td>15</td>
<td>14</td>
<td>6</td>
<td>76</td>
</tr>
<tr>
<td>4.</td>
<td>Syarifah Mar’atus S.</td>
<td>24</td>
<td>17</td>
<td>15</td>
<td>14</td>
<td>6</td>
<td>76</td>
</tr>
<tr>
<td>5.</td>
<td>Hana Rahmaningtyas H.</td>
<td>23</td>
<td>17</td>
<td>16</td>
<td>14</td>
<td>7</td>
<td>77</td>
</tr>
<tr>
<td>6.</td>
<td>Frida Ayu Salma Antari</td>
<td>24</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td>7.</td>
<td>Erika Hendratama Putri</td>
<td>26</td>
<td>17</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td>79</td>
</tr>
<tr>
<td>8.</td>
<td>Ismi Wafida Maulidya</td>
<td>24</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>6</td>
<td>79</td>
</tr>
<tr>
<td>9.</td>
<td>Amanda Zerlinda</td>
<td>24</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>6</td>
<td>77</td>
</tr>
<tr>
<td>10.</td>
<td>Rima Nurlabansa</td>
<td>25</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>7</td>
<td>80</td>
</tr>
<tr>
<td>11.</td>
<td>Haidar Daffa Aulia</td>
<td>26</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>7</td>
<td>80</td>
</tr>
<tr>
<td>12.</td>
<td>Salsa Amalia Husna</td>
<td>24</td>
<td>15</td>
<td>14</td>
<td>15</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>13.</td>
<td>M. Fawwas Yumna F.</td>
<td>23</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>6</td>
<td>73</td>
</tr>
<tr>
<td>14.</td>
<td>M. Habib Hari Moekti</td>
<td>24</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td>15.</td>
<td>M. Majid Athaillah</td>
<td>23</td>
<td>15</td>
<td>16</td>
<td>14</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>16.</td>
<td>Faqih Alamsyahari</td>
<td>25</td>
<td>17</td>
<td>18</td>
<td>15</td>
<td>6</td>
<td>81</td>
</tr>
<tr>
<td>17.</td>
<td>Andi Setiawan</td>
<td>25</td>
<td>17</td>
<td>17</td>
<td>16</td>
<td>6</td>
<td>81</td>
</tr>
<tr>
<td>18.</td>
<td>M. Taufik Awarisga</td>
<td>24</td>
<td>17</td>
<td>16</td>
<td>16</td>
<td>7</td>
<td>80</td>
</tr>
<tr>
<td>19.</td>
<td>Yusuf Maulana</td>
<td>24</td>
<td>16</td>
<td>17</td>
<td>14</td>
<td>7</td>
<td>78</td>
</tr>
<tr>
<td>20.</td>
<td>Faqih Fajar Satri Tama</td>
<td>24</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>7</td>
<td>77</td>
</tr>
<tr>
<td>21.</td>
<td>M. Hamdan Yuwari</td>
<td>23</td>
<td>15</td>
<td>16</td>
<td>16</td>
<td>7</td>
<td>77</td>
</tr>
</tbody>
</table>

Total Score 1617

Mean Score = \( \frac{1617}{21} \) 77

The improvement of the students’ writing skills can be seen from the comparison of writing compositions scores of the students as follow:

Table 7. Mean Scores of Writing Composition 2.

<table>
<thead>
<tr>
<th>No.</th>
<th>The Writing composition</th>
<th>1\textsuperscript{st} Post-Test</th>
<th>2\textsuperscript{nd} Post-Test</th>
</tr>
</thead>
</table>
d. Reflecting

After giving a treatment in second cycle to resolve the problems of the first cycle, there were some improvements that can be explained as follows:

(a) The students’ motivation and self-confidence increased; it could be seen from the enthusiasms of the students when they made a narrative stories based on the picture series.

(b) The students’ attention increased, it could be seen when the researcher discussed the first post test the students did not make noises. Besides, when the researcher gave a second post-test, the students also paid attention and focused on their tasks.

(c) There was an improvement of the students’ writing skill. It was shown from the result of the second post-test that 77.00, it was higher than the mean score of the first post-test that was 68.52.
C. Discussion

In the discussion, the researcher presented the implementation of picture series in improving students’ writing skill in narrative text, the students’ responses on the teaching writing and the improvement of students’ writing skill after the implementation of picture series, for the eighth grade students at SMP Ta’mirul Islam Surakarta in academic year 2015/2016, especially at VIII B class.

The researcher also conducted interview with one of the students after the implementation of picture series technique to know their responses about the implementation of picture series. The result of the interview was that they enjoyed the writing class. The students also said their self-confidence built and increased and that pictures could help them to make a narrative text because the story would be more lively and the story’s description was clear.

Based on the findings of the research, the first improvement was related to the content. Picture series which were provided during the process of teaching and learning of writing could stimulate the students to generate the ideas. It could help them to brainstorm the important ideas that they had to write. By looking at the pictures, the students could organize the ideas that they had in mind into a good sequence. They could arrange them regarding to the generic structure of narrative text and in a chronological order. By providing
some exercises about grammar which were related to the text, the students could have better understanding about the concept of simple past tense. By looking at the pictures and looking up at the dictionary, the students could use more appropriate words in writing. They could choose the words based on the context that they needed to be used.

Based on the analysis of the mean score of the writing ability test, it can be concluded that the use of picture series in narrative text did improve the students’ writing skill. The improvement of the writing skill can be seen from the students’ writing composition. The improvements were in the skill of making content, choosing the appropriate words in vocabulary, and making sentence in correct structure of grammatical use. The result can be seen below:

Table 8. Mean Score of Writing Composition 3

<table>
<thead>
<tr>
<th>No.</th>
<th>The Writing composition</th>
<th>Pre-Test</th>
<th>1\textsuperscript{st} Post-Test</th>
<th>2\textsuperscript{nd} Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>15,71</td>
<td>23,04</td>
<td>24,19</td>
</tr>
<tr>
<td>2.</td>
<td>Text Organization</td>
<td>9,42</td>
<td>14,00</td>
<td>16,00</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>9,47</td>
<td>12,90</td>
<td>15,57</td>
</tr>
<tr>
<td>4.</td>
<td>Language Use/Grammar</td>
<td>7,42</td>
<td>11,71</td>
<td>14,80</td>
</tr>
<tr>
<td>5.</td>
<td>Mechanic</td>
<td>4,66</td>
<td>4,95</td>
<td>6,42</td>
</tr>
</tbody>
</table>

The improvement of the students’ writing score from the mean score of pre-test / post-test in 1\textsuperscript{st} cycle and 2\textsuperscript{nd} cycle can be seen below:
Table 9. The Mean of Students Writing Score.

<table>
<thead>
<tr>
<th>Pre Test</th>
<th>1st Post Test Score</th>
<th>2nd Post Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.38</td>
<td>68.52</td>
<td>77.00</td>
</tr>
</tbody>
</table>

Based on the data above, the followings are the researcher’s findings. The first is the improvement of students’ writing skill. Before the action the students’ writing skill were still low, but after the action the students’ writing skill improved. It can be seen that after the action research, the scores of the tests were improved from pre-test and post-test. The composition of writing such as content, text organization, vocabulary, language use and also mechanic improved. Besides, before the action researcher there were some problems in learning writing, such as; (1) in differentiating the tense, (2) building sentence structure, (3) applying spelling and punctuation as well as, (4) remembering the vocabularies and composing words into the sentences or paragraphs. After doing the action research, the students skill increased in vocabularies; the students also used the words in correct spelling and punctuation. Besides, the students could use the grammatical froms structure in making sentences. They could produce sentences in correct structure. And then, the students could arrange their ideas to put in writing forms.
Based on the analysis of the mean score of the writing tests, it can be concluded that the use of picture series in narrative text could improve the students writing skills. The researcher considered that most of the students could write narrative texts. It can be seen from the students’ test results. It indicates that they could produce a text, and identify the generic structure of narrative text. So, by considering the improvement, the researcher concludes that picture series technique has improved the eighth grade students’ writing skills of SMP Ta’mirul Islam Surakarta.
A. Conclusion

Based on the research findings, it was indicated that the writing ability of grade VIIIB students of SMP Ta’mirul Islam Surakarta improved after the implementation of picture series in writing narrative texts. The teaching writing using picture series could improve the students’ skills in writing narrative text. The response of the students’ about the implementation of picture series were they enjoyed in the writing class.

The research was conducted in two cycles. First cycle consisted of three meetings and the second cycle consisted two meetings. In every cycle, some research steps namely planning, action and observation, and reflection were included. In cycle I, the researcher implemented picture-series and some other actions, such as giving a model of narrative text and listing difficult words and giving rewards. Some picture based activities such as sequencing jumbled pictures and sequencing jumbled paragraphs were also implemented in order to make the learning situation not monotonous. Pair work and group work activities were also done. In addition, the students also wrote narrative texts individually. In cycle II, two sets of picture series were provided. The students got the opportunity to write two narrative texts based on the pictures. The
process of writing namely drafting, revising, and producing the final product were successfully done by the students. The researcher also conducted interview with one of the students after the implementation of picture series technique to know their responses about the implementation of picture series. The result of the interview was that they enjoyed the writing class. The students also said their self-confidence built and increased and that pictures could help them to make a narrative text because the story would be more lively and the story’s description was clear. The use of picture series accompanied by picture based activities, worksheets, and giving feedback brought some significant improvements to the students’ writings especially in the aspect of contents, organization, language use, vocabulary, and mechanics.

The students made a quite much improvement in the aspect of content. Picture series could help the students to stimulate the ideas about what they had to write. As the result, they could develop their ideas into long paragraphs. They also could write fluently. Furthermore, in the aspect of organization, picture series could help the students organize their ideas. By studying some series of pictures, the students could understand the sequence of the ideas. The students could arrange the ideas based on the generic structure of narrative text. As the result, the students’ writings were well written. Picture series could also improve the students’ vocabulary mastery. By looking at the
pictures, the students knew the vocabulary that they wanted to use and then they checked in the dictionary to find the words in English. The worksheets also provided some key words to help the students write. In addition, the students’ writing skills also improved in the aspect of language use. By the explanation and worksheet given by the teacher the students had a better mastery of the use of simple past tense in writing narrative texts. They could produce simple but meaningful sentences. In addition, during the whole class discussions the students corrected each other so they could realize their mistakes. The research findings also indicated that the students’ mean scores in writing increased cycle by cycle. The increase of the students writing skill was also supported by the result of the test scores. The mean scores of pre-test was only 46,38, it improved to 68,52 and in the final test, it increased 77,00. It can be concluded that the use of picture series in narrative text does improve the students’ writing skill.

B. Implication

1. The implementation of picture series could improve students’ skills in writing narrative texts. It is because the use of picture series in the materials and writing practice could generate students’ ideas. Picture series provided an image that the students could easily follow. By seeing
the series of picture, they could easily generate ideas into a chronological order. Besides, the pictures were colorful. Thus, the students loved it. It implied that the English teacher needs to use picture series in order to improve students’ skills in writing.

2. The implementation of picture series and other accompanying actions such as giving a model, listing the difficult words and giving rewards were effective to improve students’ writing skills. It could be seen from the improvements of students’ writing scores in the pre-test and post-test. The mean score were improved from 46,38 to 68,52 to 77,00. It implies that the teacher need to use picture series in teaching writing.

3. The implementation of picture series could promote the students positive attitude toward the teaching-learning process. Most of the students actively involved in the teaching and learning process. They became enthusiastic to do the writing task. They also enjoyed the learning process. The teaching strategies of using picture series increased the students’ enthusiasm in the teaching and learning process of writing. It implies that the teachers need to implement picture series in their teaching and learning process of writing. However, the teacher must be creative to design the activities with various media because it can attract students attention in learning writing.
C. Suggestion

After drawing the conclusions and telling the implications of the research, some suggestions for the English teacher, the students, and the next researchers on this subject can be proposed. Those suggestions are presented as follows:

1. For the English Teacher

It is suggested for the English teachers to use picture series in teaching writing narrative texts since the result of the research show that picture series were useful to help students in generating the ideas. The students could write the narrative texts in good order. Besides, the use of picture series also promoted the students’ positive behaviour during the teaching and learning process. The learning using picture series was able to enhance the students’ interests and preference to do writing activities.

2. For the Students

The students should manage themselves to always have positive attitudes towards English. They also should have motivation in learning for their own benefits. It is important for them to always practice writing so that they could improve their skills. In addition, they should always actively participate in the process of teaching and learning and do the tasks given
by the teacher. They should also manage themselves to work in pairs, in
groups, or individually.

3. For the Orther Researchers

This research is only a small study in improving students’ writing skill.
This study was done by implementing picture series as the technique in
teaching-learning process. It is expected for the other researchers that this
study can be used as additional reference in the future in order to create
better teaching learning process, especially for writing skill.
Aditama, Zaki. 2014. Improving Students Writing Skill in Narrative Text Through Picture Cued Task (A Classroom Action Research at the Eighth Grade Students of SMP Al-Islam 1 Surakarta in the Academic Year 2013/2014). English Education Study Program Islamic Education And Teacher Training Faculty The State Islamic of Surakarta.


Febrian, Eka. 2014. Improving Students’s Skills in Writing Procedure Text by Using Picture Series for The Seventh Grade Students of SMP N 3 Mertoyudan in the Academic Year of 2013/2014. English Education Department Faculty of Languages and Arts Yogyakarta state University.


Pardiyono. 2007. Pasti Bisa Teaching Genre Based Writing. Yogyakarta: ANDI.


Wahyu, Intan. 2014. *Improving The Writing Skills of Recount Text by Using Picture Series for The Eighth Grade Students of SMP Muhammadiyah 2 Kalasan in the Academic Year of 2013/2014*. English Education Department Faculty of Languages and Arts Yogyakarta state University.


Yulia, Erika. 2014. *The Use of Picture Series to Improving the Writing Skills of Tenth Grade Students of SMA N 1 Srandakan in Writing Narrative Texts in the Academic Year of 2013/2014*. English Education Department Faculty of Languages and Arts Yogyakarta state University.

APPENDICES
APPENDIX A
FIELD NOTES
FIELD NOTES

No. : FN.01
Hari,Tanggal : Sabtu, 20 Agustus 2016
Jam : 10.00 a.m.
Tempat : SMP Ta’mirul Islam Surakarta (Ruang Kepala sekolah)
Kegiatan : Meminta ijin penelitian
Responden : P : Peneliti
KS : Kepala Sekolah

P datang ke sekolah pada pukul 09.00 kemudian bertemu dengan SS. P mengutarakan bahwa P ingin bertemu dengan KS. SS menerima dan menyuruh P untuk menunggu di ruang tamu. SS menyuruh P untuk masuk ke ruangan KS. KS menyambut P dengan sangat baik. P kemudian menyampaikan maksud kedatangannya untuk meminta ijin melakukan penelitian di SMP Ta’mirul Islam Surakarta. P mengutarakan bahwa sebelumnya P ingin melakukan observasi terlebih dahulu. KS menjelaskan bahwa P dapat melaksanakan observasi dan penelitian di kelas VII dan VIII saja. Hal ini disebabkan kelas IX sedang mempersiapkan UN. KS memberitahukan prosedur penelitian yang harus P penuhi. KS memberikan izin untuk P melaksanakan penelitian. KS memperkenalkan P kepada GBI. P berterima kasih dan bERPamitan dengan KS.
FIELD NOTES

No. : FN.02
Hari,Tanggal : Senin, 22 Agustus 2016
Jam : 09.00 a.m.
Tempat : Ruang Kepala Sekolah, Ruang Guru
Kegiatan : Meminta ijin penelitian
Responden : P : Peneliti
            GBI : Guru Bahasa Inggris
            KS : Kepala Sekolah
            SS : Staf Sekolah

Setelah bel istirahat berbunyi, P bertemu dengan GBI di ruang guru. P kemudian berdiskusi dengan GBI tentang solusi yang tepat untuk menanggulangi masalah siswa dalam menulis. P menjelaskan tentang hasil observasi dan memaparkan masalah-masalah selama proses belajar mengajar P berterima kasih dan berpamitan pulang.
FIELD NOTES

No. : FN. 05
Hari, tanggal : Sabtu, 27 Agustus 2016
Jam : 07.00 a.m.
Tempat : SMP Ta’mirul Islam Surakarta
Kegiatan : Menyerahkan surat penelitian
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

P sampai di sekolah pukul 08.00 dan langsung meminta izin untuk bertemu dengan KS. KS mempersilahkan duduk. P menjelaskan kepada KS bahwa P akan melakukan penelitian di kelas VIII bedasarkan hasil observasi dan diskusi dengan GBI. P memberikan surat izin penelitian dari kampus dan memberikan proposal penelitian kepada KS. P mengucapkan terima kasih dan pamit kepada KS. Kemudian P bertemu dengan GBI di ruang guru. P menyerahkan RPP untuk Cycle 1 kepada GBI untuk diteliti. GBI memberitahukan bahwa P sudah bisa melakukan penelitian pada hari selasa. P menyampaikan bahwa sebelum memulai penelitian, P akan memberikan pre-test. GBI menyetujui hal tersebut. P mengucapkan terima kasih dan berpamitan dengan GBI.
FIELD NOTES

No. : FN. 06
Hari, tanggal : Selasa, 6 September 2016
Jam : 08.20 a.m
Tempat : Ruang kelas VIII B
Kegiatan : Pre-test (pertemuan pertama / cycle 1)
Responden : P : Peneliti
             S : Siswa

FIELD NOTES

No : FN. 07
Hari, tanggal : Sabtu, 10 September 2016
Jam : 07.00 a.m.
Tempat : Kelas VIII B
Kegiatan : Pertemuan kedua
Responden : P : Peneliti

FIELD NOTES

No : FN. 08
Hari, tanggal : Selasa, 13 September 2016
Jam : 08.20 a.m.
Tempat : Kelas VIII B
Kegiatan : Pertemuan ketiga (1st post-test)
Responden : P : Peneliti

FIELD NOTES

No : FN. 09  
Hari, tanggal : Sabtu, 17 September 2016  
Jam : 07.00 a.m.  
Tempat : Kelas VIII B  
Kegiatan : Pertemuan keempat ( cycle 2 )  
Responden : P : Peneliti  

FIELD NOTES

No : FN. 10
Hari, tanggal : Selasa, 20 September 2016
Jam : 08.20 a.m.
Tempat : Kelas VIII B
Kegiatan : Pertemuan kelima (2nd Post-test)
Responden : P : Peneliti

APPENDIX B

INTERVIEW TRANSCRIPTS
Hari, Tanggal : Rabu, 24 Agustus 2016  
Jam : 09.00 a.m  
Tempat : Ruang guru  
Kegiatan : Interview  
Responden : Miss. Tina Handayani, S.Pd.

Researcher : Assalamu’alaikum miss Tina, saya Agustina dan Dewi yang mau penelitian disini miss.

Teacher : Waalaikum salam mbak, oh iya mbak. Silakan duduk, gimana apa yang dapat saya bantu ?

Researcher : Iya miss Tina, begini miss, sebelum penelitian bertanya miss, tentang masalah-masalah dan kesulitan-kesulitan yang dihadapi siswa serta miss sebagai Guru Bahasa Inggris itu seperti apa ?


Researcher : Oh begitu ya miss, kalau secara umum bagaimana miss ? seperti yang kita tahu bahasa Inggris itu terdiri dari 4 skill, listening, reading, writing, dan speaking. Menurut miss secara umum kesulitan siswa di skill yang mana miss ?


Researcher : Maaf miss sebelumnya, dari kelas VIII yang ibu ampu kelas mana yang paling rendah kemampuan writingnya ?
Teacher : Sebenarnya hampir setiap kelas mempunyai masalah dalam writing tapi yang cukup terlihat itu kelas VIII B mbak, selain itu kalau dibanding kelas yang lain kelas VIII B jumlah siswanya hanya 21 orang.

Researcher : Oh begitu ya miss, kalau kesulitan-kesulitan seperti apa yang biasanya dihadapi oleh siswa-siswi di kelas VIII b ini miss ?

Teacher : Banyak mbak tapi kalau dalam writing itu ya, kemauan siswa dalam menulis itu sangat rendah jadi mereka mau menulis jawaban aja itu sudah Alhamdulilah meskipun masih banyak kekurangan.

Researcher : Kalau dalam vocab, tanda baca, sama grammarnya bagaimana miss ?


Researcher : Mengenai metode pengajajaran yang biasa miss gunakan itu itu seperti apa miss ?

Teacher : Kalau masalah metode yang digunakan itu berama-rama mbak, ada yang saya suruh nulis vocab setiap hari beberapa kaliyang harus mereka hafalkan, terkadang juga saya menulis sebuah kata dipapan tulis yang saya ajarkan mereka membaca dua tiga kali kemudian saya hapus kemudian saya suruh mereka mengulang. Kalau tidak ya saya suruh mengerjakan soal dalam buku pegangan siswa kemudian dipertemuan berikutnya dibahas bersama-sama. Saya juga sengaja memberi mereka tugas rumah atau PR tujuannya agar mereka belajar, setidaknya satu malam sebelum pelajaran mereka membuka buku untuk megerjakan PR.
Researcher : Kalau buku pegangannya itu terdiri dari apa aja miss?


Researcher : Kalau kurikulumnya sekolah ini menggunakan kurikulum apa miss?

Teacher : Kalau kurikulumnya masih menggunakan kurikulum KTSP, oh iya mbak nanti kalau didalam kelas caranya handel siswa-siswi biar gak rame sendiri itu dicari biangnya ramai dan disuruh maju atau disuruh mengerjakan tugas sendiri supaya teman-temannya yang lain gak ikut-ikutan dan KBMnya juga tidak terganggu.


Teacher : Waalaikum salam Mbak, hati-hati pulangnya dan semoga sukses ya mbak.

Researcher : Iya miss terimakasih.
PRE-RESEARCH INTERVIEW

Hari, Tanggal: Rabu, 24 Agustus 2016
Jam: 10.00 a.m
Tempat: Ruang guru
Kegiatan: Interview
Responden: Faqih Almasyahari

Researcher: Assalamu’alaikum Wr. Wb.
Interviewee: Waalaikum salam Wr. Wb.
Researcher: Lagi istirahat ya dek?
Interviewee: Iya mbak, baru keluar dari kelas. Ada apa ya mbak?
Researcher: Ini dek mumpung lagi istirahat mbak mau tannya-tanya sama kamu, boleh ya?
Interviewee: Oh mau nanya apa dulu mbak, boleh kok.
Researcher: Oh iya kenalin dulu, namaku Tina dari IAIN Surakarta
Interviewee: Mahasiswa to mbak?
Researcher: Iya dek, gak kelihatan ya kalau mahasiswa ya?
Interviewee: Hehe ngak kok mbak, kaya pernah denger IAIN, itu dimana sih mbak?
Researcher: Waduh gak tau to dek, itu lo dek deket Kopasus Kandang Menjangan, di daerah Kartasura.
Interviewee: Oh disitu to, tau kalau itu mbak.
Researcher: Kamu namanya siapa?
Interviewee: Faqih mbak. Lenkapnya Faqih Almasyahari.
Interviewee: Wah susah banget mbak, gak mudeng mumet mbak.
Researcher: Emangnya susahnya dimana dek?
Interviewee: Ya banyak mbak gak tau artinya.
Researcher: Ya kalau itu sih standar, semua temen kamu mesti juga kaya gitu, biasanya kalau pelajaran bahasa Inggris suruh ngapain?
Interviewee: Ngerjain soal di buku pegangan, sama disuruh hafalin kata-kata gitu, kadang juga suruh nulis pake bahasa Inggris.
Researcher : Susah gak nulis pake bahasa Inggris ?
Interviewee : Ya sama aja mbak susah, kadang udah nulis tapi masih salah kata-katane.
Researcher : Oh iya kamu kelas berapa ?
Interviewee : Kelas VIII B mbak.
Researcher : Guru bahasa Inggris mu Miss Tina Handayani yaa ?
Interviewee : Iya mbak, namanya sama dengan mbak hehe, kog tau mbak ?
Researcher : Tadi udah ketemu sama miss Tina katanya beliau juga ngajar di kelas VIII B. Kalau menurut kamu miss Tina ngajarnya gimana ?
Interviewee : Ya biasa sih mbak, suruh baca dibuku pegangan sambil dijelaskan, habis itu suruh ngerjain soal, kadang juga suruh hafalin kata-kata atau disuruh nulis.
Researcher : Oh gitu ya dek, makasih ya dek udah bantu mbak. Mulai besok mbak mau penelitian ngajar disini soalnya.
Interviewee : Oh ngajar di kelasku ya mbak ?
Researcher : Iya dek tadi udah ijin sama Miss. Tina, yaudah kamu lanjutin istirahatnya. Makasih banyak ya dek.
Interviewee : Iya mbak sama-sama.
Questionnaire

Berilah tanda silang (x) pada pilihan dibawah ini (a,b,c) yang sesuai dengan jawaban anda.

1. Apakah anda senang belajar bahasa Inggris?
   a. Ya  b. Cukup  c. Tidak
2. Apakah belajar bahasa Inggris mudah dan menyenangkan?
   a. Ya   b. Cukup  c. Tidak
3. Apakah anda tertarik dengan mata pelajaran bahasa Inggris?
   a. Ya    b. Cukup  c. Tidak
4. Apakah cara pengajaran bahasa Inggris dalam kelas menyenangkan?
   a. Ya   b. Cukup  c. Tidak
5. Apakah metode yang digunakan bervariasi dan effective?
   a. Ya  b. Cukup  c. Tidak
6. Apakah metode yang digunakan mempermudah dalam memahami materi?
   a. Ya  b. Cukup  c. Tidak
7. Apakah anda senang dengan metode yang digunakan guru anda?
   a. Ya  b. Cukup  c. Tidak
8. Apakah anda dapat membuat suatu karangan bahasa Inggris dengan mudah?
   a. Ya  b. Cukup  c. Tidak
9. Apakah anda menginginkan adanya metode baru dalam belajar bahasa Inggris?
   a. Ya  b. Cukup  c. Tidak
10. Apakah anda sudah yakin dengan kemampuan bahasa Inggris anda?
    a. Ya  b. Cukup  c. Tidak
Questionnaire

Berilah tanda silang (x) pada pilihan dibawah ini (a,b,c) yang sesuai dengan jawaban anda.

1. Apakah anda senang belajar bahasa Inggris?
   a. Ya   b. Cukup   x Tidak

2. Apakah belajar bahasa Inggris mudah dan menyenangkan?
   a. Ya   b. Cukup   x Tidak

3. Apakah anda tertarik dengan mata pelajaran bahasa Inggris?
   a. Ya   b. Cukup   x Tidak

4. Apakah cara pengajaran bahasa Inggris dalam kelas menyenangkan?
   a. Ya   b. Cukup   x Tidak

5. Apakah metode yang digunakan bervariasi dan effective?
   a. Ya   b. Cukup   x Tidak

6. Apakah metode yang digunakan mempermudah dalam memahami materi?
   a. Ya   b. Cukup   x Tidak

7. Apakah anda senang dengan metode yang digunakan guru anda?
   a. Ya   b. Cukup   x Tidak

8. Apakah anda dapat membuat suatu karangan bahasa Inggris dengan mudah?
   a. Ya   b. Cukup   x Tidak

9. Apakah anda menginginkan adanya metode baru dalam belajar bahasa Inggris?
   a. Ya   b. Cukup   c. Tidak

10. Apakah anda sudah yakin dengan kemampuan bahasa Inggris anda?
    a. Ya   b. Cukup   x Tidak
Questionnaire

Berilah tanda silang (x) pada pilihan dibawah ini (a,b,c) yang sesuai dengan jawaban anda.

1. Apakah anda senang belajar bahasa Inggris?
   a. Ya b. Cukup c. Tidak

2. Apakah belajar bahasa Inggris mudah dan menyenangkan?
   a. Ya b. Cukup c. Tidak

3. Apakah anda tertarik dengan mata pelajaran bahasa Inggris?
   a. Ya b. Cukup c. Tidak

4. Apakah cara pengajaran bahasa Inggris dalam kelas menyenangkan?
   a. Ya b. Cukup c. Tidak

5. Apakah metode yang digunakan bervariasi dan effective?
   a. Ya b. Cukup c. Tidak

6. Apakah metode yang digunakan mempermudah dalam memahami materi?
   a. Ya b. Cukup c. Tidak

7. Apakah anda senang dengan metode yang digunakan guru anda?
   a. Ya b. Cukup c. Tidak

8. Apakah anda dapat membuat suatu karangan bahasa Inggris dengan mudah?
   a. Ya b. Cukup c. Tidak

9. Apakah anda menginginkan adanya metode baru dalam belajar bahasa Inggris?
   a. Ya b. Cukup c. Tidak

10. Apakah anda sudah yakin dengan kemampuan bahasa Inggris anda?
    a. Ya b. Cukup c. Tidak
Questionnaire

Berilah tanda silang (x) pada pilihan dibawah ini (a,b,c) yang sesuai dengan jawaban anda.

1. Apakah anda senang belajar bahasa Inggris?
   a. Ya x Cukup c. Tidak

2. Apakah belajar bahasa Inggris mudah dan menyenangkan?
   a. Ya x Cukup c. Tidak

3. Apakah anda tertarik dengan mata pelajaran bahasa Inggris?
   a. Ya x Cukup c. Tidak

4. Apakah cara pengajaran bahasa Inggris dalam kelas menyenangkan?
   a. Ya b. Cukup x Tidak

5. Apakah metode yang digunakan bervariasi dan effective?
   a. Ya b. Cukup x Tidak

6. Apakah metode yang digunakan mempermudah dalam memahami materi?
   a. Ya b. Cukup x Tidak

7. Apakah anda senang dengan metode yang digunakan guru anda?
   a. Ya b. Cukup x Tidak

8. Apakah anda dapat membuat suatu karangan bahasa Inggris dengan mudah?
   a. Ya b. Cukup x Tidak

9. Apakah anda menginginkan adanya metode baru dalam belajar bahasa Inggris?
   x Ya b. Cukup c. Tidak

10. Apakah anda sudah yakin dengan kemampuan bahasa Inggris anda?
    a. Ya x Cukup c. Tidak
Questionnaire

Berilah tanda silang (x) pada pilihan dibawah ini (a,b,c) yang sesuai dengan jawaban anda.

1. Apakah anda senang belajar bahasa Inggris?
   a. Ya  b. Cukup  c. Tidak
2. Apakah belajar bahasa Inggris mudah dan menyenangkan?
   a. Ya  b. Cukup  c. Tidak
3. Apakah anda tertarik dengan mata pelajaran bahasa Inggris?
   a. Ya  b. Cukup  c. Tidak
4. Apakah cara pengajaran bahasa Inggris dalam kelas menyenangkan?
   a. Ya  b. Cukup  c. Tidak
5. Apakah metode yang digunakan bervariasi dan effective?
   a. Ya  b. Cukup  c. Tidak
6. Apakah metode yang digunakan mempermudah dalam memahami materi?
   a. Ya  b. Cukup  c. Tidak
7. Apakah anda senang dengan metode yang digunakan guru anda?
   a. Ya  b. Cukup  c. Tidak
8. Apakah anda dapat membuat suatu karangan bahasa Inggris dengan mudah?
   a. Ya  b. Cukup  c. Tidak
9. Apakah anda menginginkan adanya metode baru dalam belajar bahasa Inggris?
   a. Ya  b. Cukup  c. Tidak
10. Apakah anda sudah yakin dengan kemampuan bahasa Inggris anda?
    a. Ya  b. Cukup  c. Tidak
APPENDIX D
LIST OF THE STUDENTS
## LIST OF THE STUDENTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Jenis Kelamin</th>
</tr>
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<tr>
<td></td>
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<td>3.</td>
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<td>5.</td>
<td>Hana Rahmaningtyas H.</td>
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<td>6.</td>
<td>Frida Ayu Salma Antari</td>
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<td>7.</td>
<td>Erika Hendratama Putri</td>
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<td>10.</td>
<td>Rima Nurlabansa</td>
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<td>11.</td>
<td>Haidar Daffa Aulia</td>
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<td>12.</td>
<td>Salsa Amalia Husna</td>
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<td>14.</td>
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<td>M. Majid Athaillah</td>
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<td>16.</td>
<td>Faqih Alamsyahari</td>
<td>L</td>
</tr>
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<td>17.</td>
<td>Andi Setiawan</td>
<td>L</td>
</tr>
<tr>
<td>18.</td>
<td>M. Taufik Awarisga</td>
<td>L</td>
</tr>
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<td>19.</td>
<td>Yusuf Maulana</td>
<td>L</td>
</tr>
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<td>Faiq Fajar Satri Tama</td>
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<td>L</td>
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APPENDIX E
SYLLABUS
<table>
<thead>
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<th>Column 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content 1</td>
<td>Content 2</td>
<td>Content 3</td>
<td>Content 4</td>
</tr>
</tbody>
</table>

**Legend:**
- Icon 1
- Icon 2
- Icon 3
- Icon 4

**Table Notes:**
- Note 1
- Note 2
- Note 3
- Note 4
APPENDIX F

LESSON PLAN

Menggantung:
Kepala Sekolah
(Drs. Bambang Gintadi)

Sekretaris 24 Agustus 2014
Guru Mepilah Tjahana Ngantip
(Tim Ilmiah SMP)
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

I. Identitas
Nama Sekolah : SMP Ta’mirul Islam Surakarta
Mata Pelajaran : Bahasa inggris
Kelasn / Semester : VIII B / 1
Jenis Teks : Transaksional / interpersonal
Skill : Writing
Waktu : 2 x 20 menit

II. Standar Kompetensi
Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

III. Kompetensi Dasar
2.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

2.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk narrative.

2.3

IV. Indikator
1. Mengidentifikasi berbagai informasi dalam teks narrative.
2. Mengidentifikasi tujuan komunikatif teks narrative.
3. Membuat teks narrative.
V. Muatan Nilai-nilai Karakter
1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Berani (Courage)

VI. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Mengidentifikasi berbagai informasi dalam teks narrative.
2. Mengidentifikasi tujuan komunikatif teks narrative.
3. Membuat teks narrative.

VII. Materi Pembelajaran

Narrative Text
- Narrative text is an imagination or a complicated event which direct to a crisis that find a solution at last.
- The purpose of narrative text is to entertain or amaze the readers through a story.
- Generic structure of narrative text:
  - **Orientation:**
    The beginning of the story has the function of introducing the characters of the story, where and when the story occurred.
  - **Complication:**
    How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face.
  - **Resolution:**
    How the problem is solved or ended.
  - **Reorientation:**
    The ending of the story which may consist of closing remark to the story.
  - **Coda:**
The change that the character has and moral value the readers can take.

Reorientation and coda are optional. You may or may not find them in the story.

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

**VIII. Metode Pembelajaran: Three Phase Technique**

Three phase technique adalah tehnik atau metode pengajaran menggunakan tiga tahapan yaitu sebelum saat pelaksanaan dan setelah pelaksanaan. Tehnik ini semula dipakai untuk pengajaran writing, kemudian tehnik ini dikembangkan untuk semua skill dalam bahasa Inggris seperti dalam writing dan lisrening. Dalam listening tehnik ini terdiri dari pre-listening, whilst-listening phase, and post-listening phase. Prosedure pelaksanaan three-phases listening techniques.

1. In the pre-listening phase, tahap ini ketika para siswa belum mendengarkan guru membuka pelajaran kemudian mengenalkan topik
yang akan dibahas sehingga siswa mempunyai gambaran tentang apa yang akan dipelajari. Pada tahap ini guru juga bisa mengarahkan siswa kemungkinan kosa kata yang akan muncul.

2. In the whilst-listening phase, tahap ini guru mengajak siswa untuk mendengarkan baik-baik apa yang akan diperdengarkan.

3. In the post-listening phase, pada tahap ini guru meminta siswa untuk mendiskusikan hasil dengaranya, mwreview kembali dan menemukan jawabannya.

IX. Kegiatan Pembelajaran

a. Kegiatan Awal
   - Pertama, Membuka pelajaran dengan salam dan dilanjutkan berdoa.
   - Mengabsen siswa.
   - Mengecek keadaan kelas (kebersihan dan kerapian).

b. Kegiatan Inti
   - Eksplorasi
     - Guru menanyakan kepada siswa tentang sebuah cerita; siapa yang suka mendengarkan cerita? membaca cerita? dan menulis cerita?
   - Elaborasi
     - Guru meminta siswa untuk mendengarkan penjelasan tentang teks narrative.
     - Guru meminta siswa untuk menceritakan sebuah gambar berseri atau apa isi dari gambar itu.
     - Guru meminta siswa untuk menuliskan teks narrative dengan media gambar.
• Konfirmasi
  - Menanyakan kesulitan yang dihadapi oleh siswa tentang materi yang telah diberikan.
  - Guru bersama siswa menyimpulkan materi yang telah dibahas.

c. Kegiatan Penutup
  • Guru meminta siswa untuk menyebutkan sebuah kalimat atau satu kata yang berkaitan tentang materi, di mulai dari belakang.
  • Guru menutup pelajaran dan salam.

X. Sumber Belajar

XI. Media Pembelajarn
• Lembar Kerja Siswa
• White board
• Board maker
• Picture series

XII. Penilaian
1. Indikator Penilaian

<table>
<thead>
<tr>
<th>Indikator penilaian</th>
<th>Teknik Penilaian</th>
<th>Instrumen penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mengidentifikasi alur cerita beserta generic structure dan language feature dari teks naratif. | Tes Tertulis | Look at the pictures and learn the story. Decide which pictures will be the orientation, complication, and resolution.

Menemukan makna kosakata sukar dari cerita naratif. | Tes tertulis | Look up the meaning of these words by using the dictionary.

Menulis sebuah teks naratif berdasarkan picture series. | Tes tertulis | Write a story of Cinderella by making as many sentences based on picture series.

2. Rubrik Penilaian

Diambil dari rubrik penilaian dari Jacob et.al dalam Weigle (2002), terlampir.

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

Nilai tertinggi = 100

3. Instruments

I. *Look at The Picture Series and Make a Story!*
II. Kunci Jawaban:
1. Cinderella

**Orientation:**
Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly.

**Complication:**
One day, they were invited for a grand ball in the king’s palace. But Cinderella’s stepmother would not let her go. Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, “Don’t cry, Cinderella! I will send you to the ball!” But Cinderella was sad. She said, “I don’t have a gown to wear for the ball!”

**Resolution:**
The fairy godmother waved her magic wand and changed Cinderella’s old clothes into a beautiful new gown. The fairy godmother then touched Cinderella’s feet with the magic wand. She had beautiful glass slippers. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving the
fairy godmother said, “Cinderella, this magic will only last until midnight! You must reach home by then. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, “Do you want to dance?” And Cinderella said, “Yes!” At the last moment, Cinderella remembered her fairy godmother’s words and she rushed to go home. One of her glass slippers came off but Cinderella did not turn back for it. The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella’s foot as she ran home. The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. Cinderella’s stepmother would not let her try the slipper on, but the prince saw her and said, “Let her also try on the slipper!” The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

Surakarta, 20 September 2016

Praktikan

( Agustina Dwi A. A.)

NIM.123221008
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

XIII. Identitas
Nama Sekolah : SMP Ta’mirul Islam Surakarta
Mata Pelajaran : Bahasa inggris
Kelasn / Semester : VIII B / 1
Jenis Teks : Transaksional / interpersonal
Skill : Writing
Waktu : 2 x 20 menit

XIV. Standar Kompetensi
Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

XV. Kompetensi Dasar

2.4 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

2.5 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *narrative*.

XVI. Indikator

4. Mengidentifikasi berbagai informasi dalam teks narrative.

5. Mengidentifikasi tujuan komunikatif teks narrative.

XVII. Muatan Nilai-nilai Karakter
4. Dapat dipercaya (Trustworthiness)
5. Rasa hormat dan perhatian (Respect)
6. Berani (Courage)

XVIII. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
4. Mengidentifikasi berbagai informasi dalam teks narrative.
5. Mengidentifikasi tujuan komunikatif teks narrative.

XIX. Materi Pembelajaran

Narrative Text
- Narrative text is an imagination or a complicated event which direct to a crisis that find a solution at last.
- The purpose of narrative text is to entertain or amaze the readers through a story.
- Generic structure of narrative text:
  - Orientation:
    The beginning of the story has the function of introducing the characters of the story, where and when the story occurred.
  - Complication:
    How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face.
  - Resolution:
    How the problem is solved or ended.
  - Reorientation:
    The ending of the story which may consist of closing remark to the story.
  - Coda:
The change that the character has and moral value the readers can take.

Reorintation and coda are optional. You may or may not find them in the story.

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

**XX. Metode Pembelajaran: Three Phase Technique**

Three phase technique adalah tehnik atau metode pengajaran menggunakan tiga tahapan yaitu sebelum saat pelaksanaan dan setelah pelaksanaan. Tehnik ini semula dipakai untuk pengajaran writing, kemudian tehnik ini dikembangkan untuk semua skill dalam bahasa Inggris seperti dalam writing dan lisrening. Dalam listening tehnik ini terdiri dari pre-listening, whilst-listening phase, and post-listening phase. Prosedure pelaksanaan three-phases listening techniques.
4. In the pre-listening phase, tahap ini ketika para siswa belum mendengarkan guru membuka pelajaran kemudian mengenalkan topik yang akan dibahas sehingga siswa mempunyai gambaran tentang apa yang akan dipelajari. Pada tahap ini guru juga bisa mengarahkan siswa kemungkinan kosa kata yang akan muncul.

5. In the whilst-listening phase, tahap ini guru mengajak siswa untuk mendengarkan baik-baik apa yang akan diperdengarkan.

6. In the post-listening phase, pada tahap ini guru meminta siswa untuk mendiskusikan hasil dengaranya, mewreview kembali dan menemukan jawabannya.

XXI. Kegiatan Pembelajaran

a. Kegiatan Awal
   - Pertama, Membuka pelajaran dengan salam dan dilanjutkan berdoa.
   - Mengabsen siswa.
   - Mengecek keadaan kelas (kebersihan dan kerapian).

b. Kegiatan Inti
   - Eksplorasi
     - Guru menanyakan kepada siswa tentang sebuah cerita; siapa yang suka mendengarkan cerita? membaca cerita? dan menulis cerita?
   - Elaborasi
     - Guru meminta siswa untuk mendengarkan penjelasan tentang teks narrative.
     - Guru meminta siswa untuk membuat teks narrative.
   - Konfirmasi
- Menanyakan kesulitan yang dihadapi oleh siswa tentang materi yang telah diberikan.
- Guru bersama siswa menyimpulkan materi yang telah dibahas.

c. Kegiatan Penutup

- Guru meminta siswa untuk menyebutkan sebuah kalimat atau satu kata yang berkaitan tentang materi, di mulai dari belakang.
- Guru menutup pelajaran dan salam.

XXII. Sumber Belajar


XXIII. Media Pembelajarn

- Lembar Kerja Siswa
- Picture series
- White board
- Board maker

XXIV. Penilaian

1. Indikator Penilaian

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<td>Look at the pictures and learn the story. Decide which pictures will be the orientation, complication, and resolution.</td>
</tr>
<tr>
<td>Menemukan makna</td>
<td>Tes</td>
<td>Look up the meaning of these</td>
</tr>
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kosakata sukar dari cerita naratif.
tertulis words by using the dictionary.
Menulis sebuah teks naratif berdasarkan picture series.
Test tertulis Write a story of the Lion and the mouse by making as many sentences based on picture series.

2. Rubrik Penilaian
Dianambil dari rubrik penilaian dari Jacob et.al dalam Weigle (2002), terlampir.

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<td>25–37.4</td>
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</tr>
</tbody>
</table>

Nilai tertinggi = 100

3. Instrumen

I. **Buatlah sebuah teks narative dengan tema yang sudah ditetapkan !**

(The Lion and The Mouse)

II. Kunci Jawaban

The Lion And The Mouse

**Orientation:**
One day a Lion slept in the jungle. A tiny Mouse, ran over the Lion’s head and down his nose. The Lion awoke with a loud roar. He was very angry. His paw caught the little Mouse.

**Complication:**
Then the mouse prayed the Lion to leave him off and assured that it would help him when it needed. The Lion laughed at it and let him off.

**Resolution:**
One day the Lion was caught in a net spread by a hunter. It roared and tried to escape but in vain. The mouse heard the Lion’s roaring and came there. It started cutting the net with its teeth. The lion escaped and thanked the Mouse.

Surakarta, 6 September 2016

Praktikan

( Agustina Dwi A. A.)

NIM.123221008
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

XXV. Identitas
Nama Sekolah: SMP Ta’mirul Islam Surakarta
Mata Pelajaran: Bahasa inggris
Kelas / Semester: VIII B / 1
Jenis Teks: Transaksional / interpersonal
Skill: Writing
Waktu: 2 x 20 menit

XXVI. Standar Kompetensi
Menulis
12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

XXVII. Kompetensi Dasar
2.6 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
2.7 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk narrative.

XXVIII. Indikator
7. Mengidentifikasi berbagai informasi dalam teks narrative.
8. Mengidentifikasi tujuan komunikatif teks narrative.
XXIX. Muatan Nilai-nilai Karakter

7. Dapat dipercaya (Trustworthiness)
8. Rasa hormat dan perhatian (Respect)
9. Berani (Courage)

XXX. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:
7. Mengidentifikasi berbagai informasi dalam teks narrative.
8. Mengidentifikasi tujuan komunikatif teks narrative.

XXXI. Materi Pembelajaran

Narrative Text

- Narrative text is an imagination or a complicated event which direct to a crisis that find a solution at last.
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  - Use of particular nouns to refer to or describe the particular people, animals and thing that the story is about;
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  - Use of past tense action verbs to indicate the actions in a narrative;
  - Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

**Vocabulary**

(..........)  (..........)  (..........)  (..........)  (..........)
XXXII. Metode Pembelajaran: Three Phase Technique

Three phase technique adalah tehnik atau metode pengajaran menggunakan tiga tahapan yaitu sebelum saat pelaksanaan dan setelah pelaksanaan. Tehnik ini semula dipakai untuk pengajaran writing, kemudian tehnik ini dikembangkan untuk semua skill dalam bahasa Inggris seperti dalam writing dan lisrening. Dalam listening tehnik ini terdiri dari pre-listening, whilst-listening phase, and post-listening phase. Prosedure pelaksanaan three-phases listening techniques.

7. In the pre-listening phase, tahap ini ketika para siswa belum mendengarkan guru membuka pelajaran kemudian mengenalkan topik yang akan dibahas sehingga siswa mempunyai gambaran tentang apa yang akan dipelajari. Pada tahap ini guru juga bisa mengarahkan siswa kemungkinan kosa kata yang akan muncul.

8. In the whilst-listening phase, tahap ini guru mengajak siswa untuk mendengarkan baik-baik apa yang akan diperdengarkan.

9. In the post-listening phase, pada tahap ini guru meminta siswa untuk mendiskusikan hasil dengaranya, mwreview kembali dan menemukan jawabannya.

XXXIII. Kegiatan Pembelajaran

a. Kegiatan Awal

- Pertama, Membuka pelajaran dengan salam dan dilanjutkan berdoa.
- Mengabsen siswa.
- Mengecek keadaan kelas (kebersihan dan kerapian).

b. Kegiatan Inti

- Eksplorasi
- Guru menanyakan kepada siswa tentang sebuah cerita; siapa yang suka mendengarkan cerita? membaca cerita? dan menulis cerita?

- **Elaborasi**
  - Guru meminta siswa untuk mendengarkan penjelasan tentang teks narrative.
  - Guru meminta siswa untuk mengisi titik – titik kosong pada sebuah gambar.
  - Guru meminta siswa untuk menceritakan sebuah gambar berseri atau apa isi dari gambar itu.
  - Guru meminta siswa untuk menuliskan teks narrative dengan media gambar.

- **Konfirmasi**
  - Menanyakan kesulitan yang dihadapi oleh siswa tentang materi yang telah diberikan.
  - Guru bersama siswa menyimpulkan materi yang telah dibahas.

c. **Kegiatan Penutup**
- Guru meminta siswa untuk menyebutkan sebuah kalimat atau satu kata yang berkaitan tentang materi, di mulai dari belakang.
- Guru menutup pelajaran dan salam.

**XXXIV. Sumber Belajar**

XXXV. Media Pembelajaran
- Lembar Kerja Siswa
- White board
- Board maker
- Picture series

XXXVI. Penilaian
1. Indikator Penilaian

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

2. Rubrik Penilaian
Diambil dari rubrik penilaian dari Jacob et.al dalam Weigle (2002), terlampir.

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

Nilai tertinggi = 100

3. Instruments

I. Look at the picture. Write the correct letter.

a. Cow  
b. Beanstalk  
c. Cupboard  
d. Jack  
e. Castle  
f. Man  
g. Mother  
h. Hen  
i. Harp  
j. Egg  
k. Giant  
l. Axe

1. (.............)  
2. (.............)  
3. (.............)  
4. (.............)  
5. (.............)
II. Look at the pictures and make a story about the pictures!
4. Kunci Jawaban:

I. 1. d  
    2. g  
    3. f  
    4. k  
    5. a  
    6. b  
    7. h  
    8. j  
    9. c  
   10. L  
   11. i  
   12. e  

II. Jack and The Beanstalk

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

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

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

Surakarta, 13 September 2016

Praktikan

( Agustina Dwi A. A

NIM.123221008
APPENDIX G
THE STUDENTS’ WRITING
Lion and The Mouse

Orientation:
One sunny day a lion was resting after eating a wonderful meal.
Suddenly, the little mouse came and disturbed the lion. The lion
was very angry and caught the mouse.

Completion:
The little mouse said, "Don't eat me please, big lion. I can help you one
day. The lion laughed and let him go.

Resolution:
One day the lion stuck in the net and didn't go any way. The lion
cried and said, "Help me, please." The little mouse heard it and wanted
to help him.
The lion said, "Thank you little mouse. You are my friend! Your
welcome. Say the mouse.

cons: 15
org: 7
voc: 8
lang: 7
total: 9

cons: 20
org: 8
voc: 10
lang: 8
total: 54

Limits knowledge of subject.
Indiscipline.
"Lion and the Mouse"

Oriental:
A lion was sleeping in a jungle. A mouse ran to play on the lion. The lion was 6 years old and very angry. The lion caught the mouse.

Complication:
I am sorry, my lion, let me go please. One day I can help you. The lion laugh and let him go.

Resolution:
One day the lion caught in a net and don't go any way. The lion cry and ask somebody hear me please. The little mouse hear and go meet the hear. The little mouse help the lion and the lion say thank you. You are my friend.

Errors:
- cry = 9
- we = 10
- we = 4
- me = 17

Corrected Errors:
- cry = 9
- we = 10
- we = 4
- me = 17

Corrected Text:
- limited knowledge of subject
- like substance
The lion and the mouse

Orientation:
One time, there was a lion in the jungle. The lion was very full after eating. The lion was sleeping. Suddenly, the little mouse came and disturbed the lion. The lion was very angry and caught the mouse.

Complications:
"Raham, oh king, say the mouse, I will help you one day if you let me go."
The lion laughed and let him go.

Resolution:
One day, the lion caught the net. The lion said, 'Help me please.' The mouse heard and helped the lion. The lion said, 'Thank you, my little friend.'
1. Look at the picture. Write the correct letter.

1. Jack (d)
2. Mother (c)
3. Man (f)
4. Giant (y)
5. Cow (a)
6. Beanstalk (b)
7. Hen (h)
8. Egg (j)
9. Cupboard (e)

a. Cow
b. Beanstalk
c. Cupboard
d. Jack
e. Castle
f. Man
g. Mother
h. Hen
i. Harp
j. Egg
k. Giant
l. Axe
Look at the pictures and make a story about the pictures!
Jack and the Beanstalk

Orientation:

Once upon a time, there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

Explanation:

One day, Jack’s mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans to talk for the cow. Jack took the beans back home. When Jack’s mother saw the beans, she was very angry. She threw the beans out the windows.

Resolution:

In the morning, the beans made a giant beanstalk. Jack climbed up the beanstalk. He saw the beautiful castle. Jack went inside. There were a giant woman, a steed, and a hen laid an egg of gold and harp can sing. Jack wanted to bring it but the giant knew the Jack. Jack ran and started climbing down the beanstalk. The giant came down after him. Jack said, "Mother, help me." Jack’s mother took an axe and chopped down the beanstalk. With the golden egg and the magic harp, Jack and his mother lived happily ever after.

Conf: 25  
Org: 15  
Voc: 13  
R: 13  
Max: 8.5

Conf: 27  
Org: 15  
Voc: 14  
R: 10  
Max: 10

Knowledgeable/substantive thorough development with the topic

41

76
1. Look at the picture. Write the correct letter.

a. Cow  
b. Beanstalk  
c. Cupboard  
d. Jack  
e. Castle  
f. Man  
g. Mother  
h. Hen  
i. Harp  
j. Egg  
k. Giant  
l. Axe

(1. 2. 3. 4. 5. 6. 7. 8. 9.)
II. Look at the pictures and make a story about the pictures!
"Jack and the Beanstalk"

Once upon a time, there lived a widow woman and her son, Jack, on their small farm in the country. Long ago, Jack left his mother - all they have was a cow.

One day, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man who gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack's mother saw the beans, she was very angry, she threw the beans out the window.

In the morning, the beanstalk made a giant beanstalk. Jack climbed up to the beanstalk. He saw the very beautiful castle. Jack went inside. He saw the hen lay an egg. Jack hung the hen on an egg, it bore more of golden eggs and the harp. Jack ran and started climbing down the beanstalk. The giant came down after him but Jack mother help him. Jack mother took an axe and chopped down the beanstalk with the golden eggs and the magic harp. Jack and his mother live happily ever after.
1. Look at the picture. Write the correct letter.

1. Jack
2. Mother
3. Man
4. Giant
5. Cow
6. Beanstalk
7. Hen
8. Egg
9. Cupboard

a. Cow
b. Beanstalk
c. Cupboard
d. Jack
e. Castle
f. Man
g. Mother
h. Hen
i. Harp
j. Egg
k. Giant
l. Axe
II. Look at the pictures and make a story about the pictures!
Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack’s mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and planted them. When Jack’s mother saw the beans, she was very angry. She threw the beans out the window.

The beans grew up into the sky through the clouds. Jack and a beautiful castle with a tower. Jack entered the castle and met a giant. The giant asked for gold. It was made of gold.

The giant began to sing. Jack met the giant and asked for the beans. The giant gave them to Jack. Jack and his mother lived happily ever after.
1. Look at The Picture Series and Make a Story!

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

yy herus
1. Once upon a time, there was a beautiful girl named Cinderella. She lost her father and mother. She was adopted by a evil mother, with her two daughters. One day, a prince made a party to find who will be his wife.

2. Cinderella wants to attend the party, but she can't because she has to clean her mother's house. Because it is always dirty, after that the evil mother and her daughters attend the party and Cinderella stayed in the house to clean the house. When Cinderella went to outside she met a very good with who want to help Cinderella.

3. The witch makes a magic to change Cinderella to be a very beautiful princess. So she can attend the party. The prince see her beautiful face and but when the time is over the magic was gone so Cinderella run out in the castle. She accidentally lose her glass shoes in the castle.

4. The prince found the shoes and asked every guard to find the owner of the shoes. 2 days later the guard found the owner of the shoes. She was very beautiful and the guard ask her name and her name is Cinderella. The prince got to Cinderella house and meet her. Cinderella and the prince married and live happily ever after.

Scores:
- Knowledgeable: 19
- Substantive: 19
- Thorough Development with the Topic: 19
- Citations: 19
- Mechanics: 10
- Total: 84
1. Look at The Picture Series and Make a Story!
Once upon a time, there was a beautiful girl named Cinderella. She lived with her stepmother and two step sisters.

One day, there was an announcement from the castle that a dance party was to be held. The next day, the announcement was made that the dance party was to be held in the castle. True, Cinderella wished to attend the dance party in the castle.

Yet, her stepmother didn't give her permission to attend, and she had to work very much. Good news came to help Cinderella finish her homework. Cinderella came to party, and she used a dress and slipper given from her godmother. In the end, Cinderella and the prince danced happily. They had a clock and Cinderella must be back home. Cinderella ran and the slipper glass was lost. Prince found the slipper glass and searched the place, but he couldn't find Cinderella.

Until one day, they met again, and until the end, they lived very happily forever.
I. Look at The Picture Series and Make a Story!
Answer: The story begins with a young man who is a hero in the eyes of many. He is a brave and kind-hearted hero who always puts others before himself. The story is set in a world filled with monsters and villains who seek to harm the innocent. The hero's journey begins when he receives a call from a friend in trouble. Without hesitation, he sets off to rescue his friend. Along the way, he encounters various obstacles and challenges, but he never gives up. In the end, he emerges victorious, having saved his friend and the world from evil.

Characters: The hero, his friend, and various monsters and villains.

Setting: A world filled with monsters and villains.

Themes: Selflessness, bravery, and the struggle against evil.

Conclusion: The hero's journey teaches us the importance of selflessness and bravery in the face of adversity.

Analysis:

- **Character Development**: The hero's journey is marked by his growth and development. He starts as a young man and ends as a hero, having overcome numerous obstacles.
- **Conflict and Resolution**: The conflict is centered around the hero's mission to save his friend and the world from evil. The resolution is achieved when the hero successfully saves his friend and defeats the evil forces.
- **Themes**: The story explores themes of selflessness, bravery, and the struggle against evil. These themes are central to the hero's journey and are evident in his actions throughout the story.

**Relevant Knowledge**: Through the development of the hero's character and the resolution of the conflict, the story provides valuable lessons about the importance of selflessness and bravery in overcoming adversity.

**Grade**: 85
APPENDIX H

SCORING RUBRIC
## The Scoring Rubric for Writing Production

<table>
<thead>
<tr>
<th>Aspects of Writing</th>
<th>Level</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Excellent to Very Good</td>
<td>30-27</td>
<td>Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>26-22</td>
<td>Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks of detail.</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>21-17</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>16-13</td>
<td>Does not show knowledge of subject, non substantive, not pertinent, not enough to Evaluate.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Excellent to Very Good</td>
<td>20-18</td>
<td>Fluent expressions, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>17-14</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>Fair to Poor</td>
<td>13-10</td>
<td>Ideas confused or disconnected, lacks logical sequencing and development.</td>
</tr>
<tr>
<td></td>
<td>Very Poor</td>
<td>9-7</td>
<td>Does not communicate, no organization, not enough to evaluate.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Excellent to Very Good</td>
<td>20-18</td>
<td>Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register.</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>17-14</td>
<td>Adequate range, occasional errors of words/idiom form, choice, usage, but meaning not obscured.</td>
</tr>
<tr>
<td>Language use</td>
<td>Mechanics</td>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------</td>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Good to Average</td>
<td>Excellent to Very Good</td>
<td>25-22</td>
<td>Effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.</td>
</tr>
<tr>
<td></td>
<td>Excellent to Very Good</td>
<td>20-22</td>
<td>Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronoun, preposition, but meaning seldom obscured.</td>
</tr>
<tr>
<td>Fair to Poor</td>
<td>Excellent to Very Good</td>
<td>17-11</td>
<td>Major patterns in simple/complex construction, frequent error of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run on, deletions.</td>
</tr>
<tr>
<td>Very Poor</td>
<td>Excellent to Very Good</td>
<td>10-5</td>
<td>Virtually no mastery of sentence construction rules, dominated by errors does not communicate, not enough to evaluate.</td>
</tr>
<tr>
<td>Good to Average</td>
<td>Excellent to Very Good</td>
<td>5</td>
<td>Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, Paragraphing</td>
</tr>
<tr>
<td></td>
<td>Good to Average</td>
<td>4</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not</td>
</tr>
<tr>
<td>Level</td>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Fair to Poor</td>
<td>3</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</td>
<td></td>
</tr>
<tr>
<td>Very Poor</td>
<td>2</td>
<td>No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I
PHOTOGRAPHS
The Proces of 1st Post-Test.
The Process of 2nd Post-Test
The Process of Pre-Test.
APPENDIX J

LETTERS
Nomor : B. 5766 / In.10/DC/PP.00.9/07/2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

Kepada Yth,
Kepala SMP Ta'mirul Surakarta
Di
Surakarta

Yang bertanda tangan di bawah ini Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta memohon ijin atas:

Nama : AGUSTINA DWI AYU ANGGRAINII
NIM : 123221008
Jurusan / Prodi : Pendidikan Bahasa Inggris
Semester : 8
Judul Skripsi : Improving Students’ Writing Skill of Narrative Text Using Picture Series (A Classroom Action research to the Eight Grade Students of SMP Ta’mirul Islam Surakarta in Academic Year 2015/2016)

Waktu Penelitian : 1 Agustus 2016 - 30 September 2016
Tempat : SMP Ta’mirul Islam Surakarta

Untuk mengadakan penelitian di Lembaga yang Bapak/Ibu pimpin, dalam rangka memenuhi penulisan skripsi untuk mendapatkan gelar sebagai sarjana.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terima kasih.

Surakarta, 27 Juli 2016
Dekan,

Drs. H. Givoto, M. Hum
NIP. 19670224 200003 1 001
Menindak lanjuti surat dari INSTITUT AGAMA ISLAM NEGERI SURAKARTA Nomor : B-5786/In.10/DC/PP.00.9/07/2016 tanggal 27 Juli 2016 Perihal Permohonan Ijin Penelitian, maka dengan ini kami atas nama Kepala Sekolah SMP Ta’mirul Islam Surakarta :

Nama : Drs. Bandung Gunadi
NIP : ---
Jabatan : Kepala Sekolah
Instansi : SMP Ta’mirul Islam Surakarta

Dengan ini kami memberikan keterangan kepada mahasiswa yang tertulis di bawah :

Nama : AGUSTINA DWI AYU ANGGRAIN
NIM : 123221008
Jurusan / Prodi : Pendidikan Bahasa Inggris
Semester : 8

Telah mengadakan riset / penelitian di SMP Ta’mirul Islam Surakarta pada tanggal 1 Agustus – 30 September 2016, sebagai syarat penyusunan skripsi dengan judul:

“IMPROVING STUDENTS’ WRITING SKILL OF NARRATIVE TEXT USING PICTURE SERIES (A Classroom Action Research to the Eight Grade Students of SMP Ta’mirul Islam Surakarta in Academic Year of 2015/2016 “

Demiikan surat keterangan ini kami buat, atas perhatiannya kami ucapkan terima kasih...

Surat Keterangan
Nomor : 046 / DP / SMP, TI / X / 2016

Kepala Sekolah
Drs. Bandung Gunadi
NIP : ---