

**IMPROVING STUDENTS' NARRATIVE TEXT WRITING ABILITY BY
USING PICTURE SERIES AT XI IPS 1 OF MAN 1 SUNGAI PENUH
ACADEMIC YEARS 2020-2021**

THESIS



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Sungai Penuh, 2020
To.

The Rector of IAIN Kerinci

in -
Sungai Penuh

OFFICIAL NOTE

Assalamu 'alaikum warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting the thesis of **RIA ANGGRAINI (NIM 08.784.13)** entitled “**Improving Students’ Narrative Text Writing Ability By Using Picture Series At XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020-2021**” We are of the opinion that this thesis has met the qualification as one of partial fulfillment of the requirement for a degree English Teaching in Tarbiyah Program, state institute islamic (IAIN) of Kerinci.

Thus, we precede this thesis to the faculty for an immediate administrative process for final examination.

Wassalamu 'alaikum warahmatullahi Wabarakatuh.

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In the name of Allah, the beneficent, the merciful. All praises be to Allah the lord of the world, and the sequel is for those who keep their duties to Allah, further will be no hostility expect against wrongdoers. Peace is upon prophet Muhammad SAW the idol of all Moslem al over the world that has shown us the right way of Islam for happiness on the world and the here after.

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Finally the researcher has limitation to make this thesis perfect. Therefore, any constructive criticism and suggestion are welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, the thesis will be useful to the process of teaching English.

Sungai Penuh, 2021

RIA ANGGRAINI
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DEDICATION AND MOTTO

Dedication

Bismillahirrahmanirrahim..

I dedicate this thesis for,

My beloved mother and my beloved father,

For my mother who has praying everytime for my succesful, guidance me always.

For my father who has given motivation in my study so that I can finish this thesis.

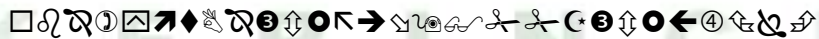
My sibling who has always cheering me

My beloved Husband, son and daughter who always give me inspiration, divert and give me spirit to finish the thesis

And my family and best friends, who always support and give their helpingIn finishing this thesis

MOTTO:

QS. Al-Insyirah : 6



6. Sesungguhnya sesudah kesulitan itu ada kemudahan.

CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitled, “**Improving Students’ Narrative Text Writing Ability By Using Picture Series At XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020-2021**”, is her own work and that to the best of her knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, accepted where do acknowledgement is made in this thesis. Any contribution made to the research by others, with whom the researcher have worked at IAIN Kerinci or elsewhere is fully acknowledged.

The researcher also declared that the intellectual content of this thesis is the product of my own work, accept to the extent that assistance from others in the project design and conception or in style, presentation and linguistic expression is acknowledged.

Sungai Penuh, 2021

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ABSTRACT

Ria Anggraini, 2020 : **Improving Students' Narrative Text Writing Ability By Using Picture Series At XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020-2021**

Advisors : **1. Dr. Daflizar, MA**
2. Herayati, M.Pd

Based on the observation in the MAN 1 Sungai Penuh, the researcher found some problems related to the teaching and learning English. The students at grade XI IPS 1 has the lowest average score in Writing skill among other classes. They had problem in learning English especially in writing ability. This research was a classroom action research. this research was improving the Students' Narrative Text Writing Ability By Using Picture Series at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020/2021. The purposes of the research were to find outwhether the use of picture series can improve the students'narrative text writing ability at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020/2021. To find out the factor that influence the changes of the students' narrative text writing ability by using picture series at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020/2021. The data description showed the significant improvement of the students mean score from the pre treatment test to the post test of the cycle three. the students' mean score in the pre treatment test was 59, and became 64, 71, and 80 in cycle 1, 2, and 3. Because the students ability in writing narrative text improved and achieved the minimum achievement criteria of English subject at the end of cycle 3. Furthermore, the researcher found that there were two factors influence the changes of the students' narrative text writing ability influence the changes of the students' narrative text writing ability. They were the teaching media and teacher personal approach. As a result, the researcher concluded that picture series could improve the students writing narrative text

K E R I N C I

ABSTRAK

Ria Anggraini, 2020 : **Meningkatkan Kemampuan Menulis Teks Naratif Dengan Menggunakan Gambar Seri pada XI IPS 1 Di MAN 1 Sungai Penuh Tahun Ajaran 2020-2021**

Pembimbing : **1.Dr. Daflizar, MA**
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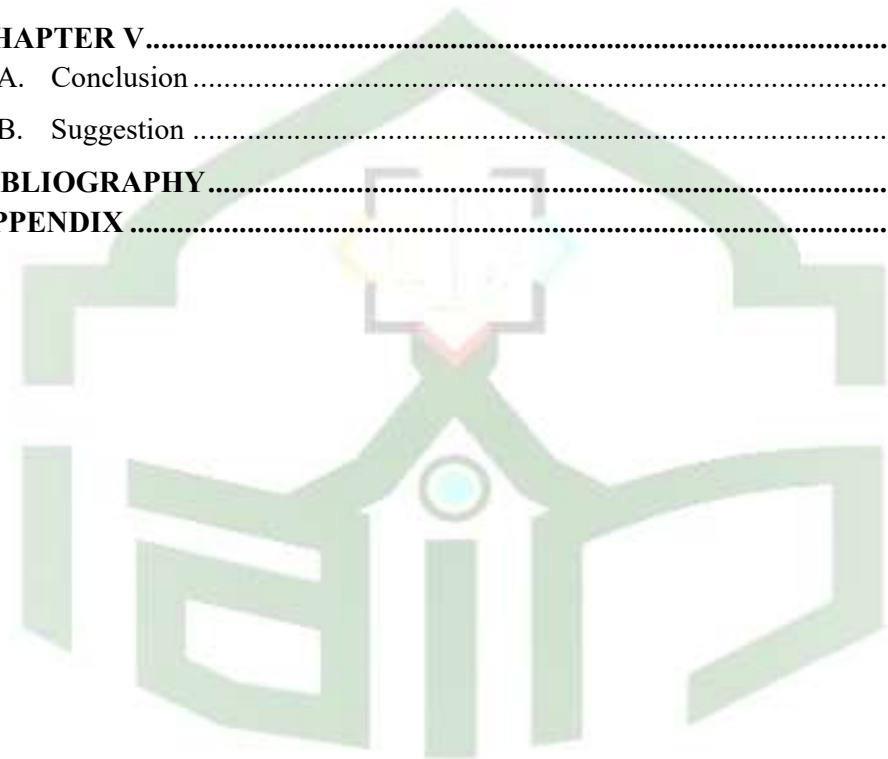
Berdasarkan observasi di MAN 1 Sungai Penuh, Peneliti menemukan beberapa masalah terkait belajar dan mengajar Bahasa Inggris. Siswa di kelas XI IPS 1 memiliki nilai rata-rata terendah dalam kemampuan menulis diantara kelas lainnya. Mereka memiliki masalah dalam belajar Bahasa Inggris terutama pada kemampuan menulis. Penelitian ini adalah penelitian tindakan kelas. Penelitian ini adalah Meningkatkan Kemampuan Menulis Teks Naratif Dengan Menggunakan Gambar Seri pada XI IPS 1 Di MAN 1 Sungai Penuh Tahun Ajaran 2020-2021. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan gambar seri dapat meningkatkan kemampuan menulis teks naratif siswa pada kelas XI IPS 1 di MAN 1 Sungai Penuh Tahun Ajaran Years 2020/2021. Juga, untuk mengetahui faktor-faktor yang mempengaruhi perubahan kemampuan menulis teks naratif siswa dengan menggunakan gambar seri pada kelas XI IPS 1 di MAN 1 Sungai Penuh Tahun Ajaran 2020/2021. Deskripsi data menunjukkan peningkatan yang signifikan pada nilai rata-rata siswa dari tes pra tindakan ke tes setelah tindakan di siklus ke tiga. Nilai rata-rata siswa pada tes pra tindakan adalah 59, dan menjadi 64, 71, dan 80 di siklus 1, 2, and 3. Karena kemampuan menulis teks naratif siswa meningkat dan mencapai kriteria ketuntasan minimum dari mata pelajaran Bahasa Inggris pada akhir siklus 3. Lebih lanjut, peneliti menemukan bahwa ada 2 faktor yang mempengaruhi perubahan kemampuan menulis naratif teks siswa. Mereka adalah media mengajar dan pendekatan personal guru. Sebagai hasilnya, peneliti menyimpulkan bahwa gambar seri dapat meningkatkan kemampuan menulis teks naratif siswa.

K E R I N C I

TABLE OF CONTENTS

Contents	
CHAPTER I.....	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem.....	5
D. Formulation of the Problem.....	5
E. Purpose of the Research.....	6
F. Significances of the Research.....	6
G. Definition of the Key Term.....	7
CHAPTER II.....	8
A. Review of Related Theories.....	8
1. Definiton of Writing.....	8
2. Teaching Writing.....	9
3. Writing Assessment.....	11
4. Narrative Text.....	12
5. The concept of Picture Series.....	15
6. The Role of Picture series.....	17
B. Review Related Findings.....	19
C. Conceptual Framework.....	20
CHAPTER III.....	22
A. Type of the Research.....	22
B. Participants of the Research.....	23
C. Instrumentation.....	23
D. Procedure of the Research.....	26
E. Technique of Collecting Data.....	31
F. Technique of Analysis Data.....	33
CHAPTER IV.....	37
A. Findings.....	37
1. Improving Students' Narrative Text Writing Ability By Using Picture Series At XI IPS 1 Of MAN 1 Sungai Penuh Academic Years 2020-2021.....	38

2. Research Question 1: To What Extent The Use Of Picture Series Can Improve The Students' Narrative Text Writing Ability At Grade XI IPS 1 Of MAN 1 Sungai Penuh Academic Years 2020/2021?.....	66
3. Research Question II: What Factor Influence The Changes Of The Students' Narrative Text Writing Ability By Using Picture Series At Grade XI IPS 1 Of MAN 1 Sungai Penuh Academic Years 2020/2021?.....	67
B. Discussion.....	70
CHAPTER V.....	73
A. Conclusion.....	73
B. Suggestion.....	73
BIBLIOGRAPHY.....	75
APPENDIX.....	77



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K E R I N C I

CHAPTER I

INTRODUCTION

A. Background of the Problem

English subject has been taught for many years, the fact shows that the process of teaching English does not always get good result. The English language teaching and learning often face the problems related to the teachers who do not have effective way in teaching and the students who get difficulties in learning English because it is unfamiliar language in their social community.

Furthermore , there are four basic skill should be mastered by the students in order to mastery English. They are Listening, Speaking, Reading, and writing. Writing as one of the four basic involves some language component: content, organization, spelling, grammar, vocabulary, and so on. It is important to mastery writing skill because by writing, people can express their opinion, ideas, feeling, and emotion into the written text. As mentioned by O'malley and Pierce that writing skill is a personal act in which writer takes ideas and transform them into self-initiative topic.¹

There are twelve types of writing text that the students at Senior High School Level must be able to write and comprehend. Those text are recount, report, discussion, explanation, exposition hortatory, news item, anecdote,

¹O'malley and Pierce, *Authentic assessment For English Language Learning. Practical Approaces For Teachers*, (Addison: Wesley Publishing Company, 1995), p. 136

narrative, procedure, description, and review.² Each type of the text has different purposes, social functions, generic structure, lexicon, grammatical features, and others. Narrative is one of the text that taught at Junior High School. Its purposes is to amuse, entertain and to deal with and actual or vicarious experience in difference way.³ Students need to mastery this text because it is usefull in order to get good score in their class. As it is mention in the basic competencies that students should express the meaning and rhetorical steps in a short simple essay using a variety of language accurately, fluently, and thankful to interact with the immediate envirointment in the form of Narrative text.

Based on the observation in the MAN 1 Sungai Penuh, the researcher found some problems related to the teaching and learning English. Based on the interview with the English Teacher, the researcher found that XI IPS 1 has the lowest average score in Writing skill among other classes. As mentioned by the English teacher at Grade XI IPS 1, she said that the students at grade XI IPS 1 have problem in learning English especially in writing ability. The researcher also did the observation at grade X1 IPS 1. Based on the data, the researcher did the observation at grade XI IPS 1 by observe the teaching learning English process. The researcher found some problem faced by students in teaching and learning writing ability. The students had difficulties

² Dwi Puji Astuti, at all, *The Implementation of Genre Based Approach in SMA Negeri 1 Banyaran*, (Surakarta: university Sebelas Maret), p. 306

³ Artono Wadirman, *English in Focus for Grade XI*, (Jakarta: Departemen Pendidikan Nasional, 2008), p. 98

in generating and organizing the ideas to write. The students' knowledge of some aspects were limit. They lack of knowledge about writing aspect which such as words choices, punctuations, grammar, structure, and another rules, so they had no idea of what they wanted to write. As the result, the students' score in writing test were lower then the other skills.

Teaching English to students' was difficult considering English was not their first language so they are not accustomed to thinking with some explanations. Moreover, they must learn English which they have never known before, They will face some difficult problem. In conveying the subject matter, the teacher must be able to organize all of the lessons components, which one of them is teaching media. In teaching English, choosing a teaching media that suits the needs of students is very beneficial. Teacher should apply the interesting way in the classroom, so that the students can understand well and faster about what they are learning.

As a matter of fact, media are one of important aspects that can help the teacher to deliver his/her message. Related to the problems, media can be used to help students to learn writing. One of the media that can be used by the teacher in teaching writing is picture series. Picture serie contribute to increase the students' interest and motivation, make the students have sense of the context of language and pictures can be a specific reference point or stimulus. Picture series can enhance students' motivation in learning writing.⁴ Besides, picture series can help students to generate the idea. Yunus stated

⁴Evi Amalia Mayasari, *Using Picture Series to Improve The Writing Ability of The Eight Grade Students At SMP Negeri 2 Wonosari*, (Yogyakarta: University of Yokyakarta, 2014), p. 3

that picture series is a number of related composite picture linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.⁵ Because picture series contain a story or a sequence of events, they can help students to generate and develop their ideas. They also can help the students to organize their writing as they consist of a series of pictures that can help them to see the steps and the order. They will help the students to develop their imagination and integrate their paragraphs to produce coherent and well organized writing.

Considering the problems above and the advantages of using picture series to improve the students' writing ability, it was necessary to conduct research on improving the students writing skill in narrative text, with the title **“Improving Students' Narrative Text Writing Ability By Using Picture Series At XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020-2021”**.

B. Identification of the Problem

Based on the background of the problem above, there were some problem are faced by the students in teaching and learning writing ability. They are as follow:

Based on the interview with the English Teacher, the researcher found that XI IPS 1 has the lowest average score in Writing skill among other classes. As mentioned by the English teacher at Grade XI IPS 1, she said that the students at grade XI IPS 1 have problem in learning English especially in

⁵*Ibid.*, p. 4

writing ability. The researcher also did the observation at grade XI IPS 1. Based on the data, the researcher did the observation at grade XI IPS 1 by observe the teaching learning English process. The researcher found some problem faced by students in teaching and learning writing ability. The students had difficulties in generating and organizing the ideas to write. The students' knowledge of some aspects are limit. They lacked of knowledge about writing aspect which such as words choices, punctuations, grammar, structure, and another rules, so they had no idea of what they wanted to write. As the result, the students' score in writing test were lower then the other skills.

C. Limitation of the Problem

Based on the background of the study above, this study was limited to improving the Students' Narrative Text Writing Ability By Using Picture Series at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020/2021.

D. Formulation of the Problem

Based on the background above, the problem can be formulated as follows:

1. To what extent could the use of picture series improve the students' narrative text writing ability at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Year 2020/2021?

2. What factors do influence the changes of the students' narrative text writing ability by using picture series at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020/2021?

E. Purpose of the Research

The purposes of this research were as follow:

1. To find out whether the use of picture series can improve the students' narrative text writing ability at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Year 2020/2021.
2. To find out the factor that influence the changes of the students' narrative text writing ability by using picture series at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Year 2020/2021.

F. Significances of the Research

The results of this study were expected to give both theoretical and practical benefits as follows:

1. Theoretically

The result of this study was expected to explain the use picture series to improve the students' writing ability.

2. Practically

a. For the Teacher

- 1) Teacher can use the material easier and she/he will have a new strategy to teach writing through the use of picture series.

- 2) The teacher can make this strategy to be an interesting strategy in other the students easy to understand in learning english writing ability.

b. Students

- 1) The students will be easy to understand about how to comprehend their writing ability of narrative text.
- 2) It will improve the student's ability in writing ability

c. Researcher

- 1) Researcher can use the result of this study to be reference.
- 2) Researcher can search the same variable.

G. Definition of the Key Term

1. Writing skill is writing is a complement to speech or spoken language.⁶
2. Narrative is the text to amuse, entertain and to deal with and actual or vicarious experience in difference way.⁷

⁶ Rivers, M. Wilga and Temperley, S. Mary, *A practical guide to the teaching of ENGLISH as a second or foreign language*. (New York :Oxford University Press, 1978) p. 313

⁷ Artono Wadirman, *English in Focus for Grade VIII*, (Jakarta: Departemen Pendidikan Nasional, 2008), p. 98



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K E R I N C I

CHAPTER II

REVIEW OF LITERATURE

A. Review of Related Theories

1. Definiton of Writing

Writing skill is one of the language skills that must be mastered by English language learners. This skill integrate with the other skill. In order to mastery writing, people should know the definition, purposes, and process of Writing. As mentioned by Brown that Writing is indeed a thinking process. Writing is the skill, so to be able to write well, students must follow some process in writing. Beside that, they need to read widely, thus familiarizing themselves with the way recognized writers write in english, they must through much experience with written texts, develop their ability to assimilate information directly in English and to think in English. And according to Rivers and Temperley they state that when the students are encouraged to read English-Language articles and books of their own choice from an extensive reading library, they should also be expected to write short reactions of a paragraph or two to what they have read.⁸

Moreover writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey

⁸Rivers, M. Wilga and Temperley, S. Mary, *A practical guide to the teaching of ENGLISH as a second or foreign language*. (New York :Oxford University Press, 1978) p. 313

information and stories beyond the immediate moment.⁹ Writing allows us to communicate at a distance, either at a distant place or at distant time.

Furthermore writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In almost language, writing is a complement to speech or spoken language.¹⁰ It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression. Writing makes word permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library.

2. Teaching Writing

Writing is one of four skills that teachers has to teach to students. In order to make the students to be able to produce good writing, teachers have to be able to implement good strategies in teaching them. Harmer proposes some strategies that need to be considered when teaching writing.

- a. The way teachers get students to plan. Teachers should encourage students to think about what they are going to write by planning the content and the sequence of what they will put down on paper. There

⁹ Henry Rogers. *Writing Systems: A Linguistic Approach*. (Oxford: Blackwell Publishing: 2005), p. 1

¹⁰ James C Raymond. *Writing is Unnatural Act*. (New York: The Murray Printing Company: 1980), p. 2

are some ways in doing this. The most common ways are brainstorming and guided task. Brainstorming can be done in pairs or groups to do a discussion. Guided task includes activities which leads the students for a forthcoming task. Besides encourage students about the content, teachers also should encourage them about the purpose and the audience of their writing.

- b. The way teachers encourage students to draft, reflect, and revise
Students need to be encouraged to reflect what they have written and learn to believe that their drafts are not their final products. They still have to reflect and revise it. Students can work together in pairs or groups to respond to each other's ideas (both in terms of language and content), make suggestions for changes, and contribute to the success of the finished product.
- c. The way teachers respond to students' writing. There are some ways for teachers to respond to students' writing. The first is respond to a work in progress. It can be applied when the activities are done in groups. Teachers can talk to one of the students or write a suggestion for them. The second way is by giving reformulation to them. Teachers write their own version of a good writing and students can compare theirs to it. The third way is peer response. The students can discuss together and give comments to each other's work. ¹¹

¹¹ Harmer, J, *The Practice of English Language Teaching*, (Essex: Pearson Education Limited, 2001), p. 14

There are some principles for designing writing techniques. The principles are very important when teachers are designing a technique to teach writing.

- a. Incorporate practices of “good” writers
- b. Balance process and product
- c. Account for cultural or literary background
- d. Connect reading and writing
- e. Provide much authentic writing
- f. Frame the process of writing
- g. Provide interactive techniques
- h. Apply methods of responding to and correct the students’ writing ¹²

3. Writing Assessment

In examining the students’ writing, the teacher should look at the students and the type of knowledge students have. It indicate that the purposes of writing assessment and type of the text determine what and how students write. The teacher have to understand these factors to choose appropriate test for assessing the students writing. O’malley and pierce stated about three purposes of writing assessment with English Language Learner students. They are:

1. Writing assessment in English is used for identification and program placement in ESL or Bilingual Program.

¹² Brown, H.D, *Teaching by principles: An Interactive Approach to Language Pedagogy*. (2nd ed), (San Francisco: Addison Wesley Longman Inc, 2001), p. 346

2. Writing Assessment can be used to monitor the students progress and determine if changes in instruction to meet students need.
3. The purposes of writing assessment is accountability.¹³

Furthermore, there are three types of rubric that you can developed for your assignment:

1. Non-weighted Rubric. This type of rubric provides descriptions of writing quality by level across other writing criteria.
2. Weighted Rubric. It breaks the writing skill into categories and sub-categories.
3. Holistic Rubric. It describes in general the qualities of assignment.¹⁴

To assess and score the students' writing test, the researcher will use rubric scales offered by Sitti Wachidah and Asep Gunawan. This scoring rubric consist of six essential components in writing. Each component consist of five categories. From the scoring rubric, the researcher arranged the appropriate scoring rubric for this research. She combine the scoring rubric with the component of narrative text to make the scoring rubric of writing narrative text.

4. Narrative Text

Almost everyday people deal with text. It can be said that people live with text. According to Anderson and Anderson (1997), text is created when people communicate whether spoken or written. There are

¹³ O'malley and Pierce, *Authentic Assessment for English Language Learning, Practical Approaches for Teachers*, (Addison:Wesley Publishing Company, 1996), p. 135

¹⁴ CJ. Weir, *Communication Language Learning*, (United Kingdom: Prentice Hall International, 1990), p. 69

two main types of texts. Those are literary and factual. Literary text includes narrative, poetic and dramatic.¹⁵ A narrative text is a piece of text, tell a story and, in doing so, entertains or inform the reader or listener.¹⁶

Narrative text is the text which tells a story. The purpose of narrative texts is text to amuse, entertain and to deal with and actual or vicarious experience in different way.¹⁷ There are five steps for constructing a narrative text, like the following:

- a. 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.
- b. Complication: sets off a chain of events that influences what will happen in the story.
- c. Sequence of events: where the characters react to the complication.
- d. Resolution: in which the characters finally sort out the complication.
- e. Coda: provides a comment or moral based on what has been learned from the story (optional).¹⁸

Furthermore, generic structure of narrative text are as follows:

¹⁵ Anderson, M. and Anderson, K, *Text Types in English 2*, (South Yarra: Macmillan Education Australia, 2003)

¹⁶ *Ibid.*,

¹⁷ Artono Wadirman, *English in Focus for Grade VIII*, (Jakarta: Departemen Pendidikan Nasional, 2008), p. 98

¹⁸ *Ibid.*,

1. Orientation/exposition/introduction: It set the scene and introduces the participant/characters.
2. Complication/Conflict: It explores the conflict in the story. It will show the crisis ad the climax of the story.
3. Resolution: It shows the situation which the problems have been resolved. Resolved means accomplished whether succeed or fail.¹⁹

Moreover, Language features of narrative text are:

1. The use of noun phrases (a beautiful princess, a huge temple)
2. The use of connectives (first, before that, then, finally)
3. The use of adverbial phrases of time and place (in the garden, two days ago)
4. The use of simple past tense (He walked away from the village)
5. The use of action verbs (walk, sleep, wake up)
6. The use of saying verbs (say, tell, ask)
7. The use of thinking verb, feeling verbs, verbs of sense.²⁰

Mainwhile, the dominant language features of narrative text are:

1. Using Past Tense
2. Using action verb
3. Chronological arranged²¹

¹⁹ Desvalini Anwar, *All About Text Types*, (Padang: State University of Padang, 2009), p.6

²⁰Sudarwati & Grace, *Look Ahead. An English Course for Senior Hihg School Students*, (Jakarta : Erlangga, 2005), p. 185

²¹ Desvalini Anwar. Op. Cit., p. 1

5. The concept of Picture Series

Pictures as one of the visual media also can be an effective teaching aid in teaching writing. There are some functions of pictures as the teaching aid in teaching writing. Pictures contribute to increase the students' interest and motivation, make the students have sense of the context of language, and pictures can be a specific reference point or a stimulus.²²

Pictures can be in the form of photographs or illustrations (typically in a textbook)' and 'facilitate learning. Colourful pictures and illustrations are often entertaining to look at. Pictures as 'ornamentation' appeal to students and engage them. From the theory, it can be concluded that pictures have many benefits for teaching writing by improving the students' motivation and helping them to generate their ideas. Pictures as visual media can be gotten from many sources, such as newspapers, magazines, and the internet. However, teachers have to be careful and choose the appropriate pictures that are feasible for the students and the learning objective.²³ Wright in Ahmad Ibnu Fahrizal said that there are some role for pictures in witing:

- a. Pictures can motivate students and make them want to pay attention and to take a part.

²² Wright, Andrew, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 2

²³ Harmer, *The Practice of English Language Teaching. 4th Ed*, (Essex: Pearson Education Ltd, 2007), p. 178

- b. Pictures contribute to the context in which language is being use. They bring the world to the classroom.
- c. Pictures can be described in an objective way or interpreted to subjectively.
- d. Pictures can cue responses to questions or cue substitutions through controlles practice.
- e. Picture can stimulate ad provide information to be referred to inconversation, discussion, and story telling.²⁴

Picture series are some pictures representating continuous event of a story with important information.²⁵ A picture series is a number of related composite picture linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.²⁶ Based on the definition, picture series enable to help the students to write a narrative text based on some factors. They will provide the students with a sequence of pictures that has a function to tell a sequence of events. The detail of each event in the pictures helps the students generate and develop their ideas. They will also give guidance on the organization of the text by showing the sequence of events which helps the students write a well-organized writing. They also can attract the students' attention to

²⁴ Ahmad Ibnu Fahrizal, *Using Picture Series as an Effert to Improve the writing Skill of the Eight Grade Students of SMPN 6 Yogyakarta*, (Yogyakarta: State Universiti of Yogyakarta), p. 35.

²⁵ Faris Zuhri, *The Implementation Of Picture Series in Teaching Narrative*, (EJournalUnesa, Vol.I, No.01, 2013), p. 2

²⁶ Yunus, Noor Azlina, *Preparing and Using aids for English Language Teaching*, (Kuala Lumpur: Oxford University Press, 1981), p. 47

be more motivated in writing by providing colourful and interesting pictures. They can also give guidance for the students in term of vocabulary that is possibly used in the story by looking at the pictures and help them guess the meanings of some words.

In summary, picture series will be effectively help teachers to teach writing because they can help the students to generate their ideas by looking at each picture. They also can improve the students' motivation in learning.

6. The Role of Picture series

Before the pictures are applied in the classroom the teacher must consider some criteria of pictures that use in teaching process. Wright cited by Ahmad Ibnu Fahrizal said that there are five criteria as follow:

- a. Easy to prepare. The pictures should be easy to prepare to be used by the teacher in teaching and leaning process.
- b. Easy to organize. The teacher has to decide whether the effort of organizing the pictures are complicated or not.
- c. Interesting. The pictures as the material given should be interesting to the students.
- d. Meaningfull and authentic. The picture should be meaningfull and authentic whe it is use for learning the new language.
- e. Sufficient amount of language. The activity gives rise to a sufficient amount of language in the language lesson.²⁷

²⁷ Ahmad Ibnu Fahrizal, *Log.Cit.*

Furthermore, there are some activities by using picture series as follow:

- a. Jumble sentence: Individual or pair work jumble sentences are given to the students. They write them out in the correct order, guided by picture series.
- b. Relevant sentences: Individual or pair work. The students are given picture series and several sentences. The students choose the sentences they think are relevant and base story or description on them.
- c. Change some words: Individual or pair work. A text, picture series and a number of alternative words for some of those in the text are given to the students. They write out the text with their choice of words, guided by reference to the picture.
- d. Picture guided story: Individual or pair work. Picture series or picture symbols is given and the students write the story without any other assistance.²⁸

In this research, the researcher will use relevant sentence to teaching writing narrative text through pictures series. The students will be given the series of pictures and several sentences. The students choose the sentences they think are relevant and base story or description on them.

²⁸*Ibid.*,

B. Review Related Findings

There were some studies of the use of picture series that have been conducted by previous researcher.

First research was written by Evi Amalia Mayasari, with the title “Using Picture Series To Improve The Writing Ability Of The Eighth Grade Students at SMP Negeri 2 Wonosari In The Academic Year Of 2013/2014” The objective of this research was to improve the eighth grade students’ writing ability by using picture series in SMPN 2 Wonosari. This was an classroom action research study which consisted of two cycles. The procedures of the research were reconnaissance, planning, action and observation, and reflection. The subjects of the research were VIII D students of SMPN 2 Wonosari in the academic year of 2013/2014. The result showed that the picture series and compliments could improve the students’ motivation in learning English. Based on the quantitative data, the students’ mean score for the writing skill was improved from 64 in the pretest to 80.25 in the posttest.

The second research was written by Erika Yulia Puspitasari, with the title “The Use Of Picture Series To Improve The Writing Skills Of Tenth Grade Students Of SMAN 1 Srandakan In Writing Narrative Texts In The Academic Year Of 2013/2014”. This research aims to improve the writing skills of tenth grade students of SMA N 1 Srandakan in writing narrative texts through picture series in the academic year of 2013/2014. This study was an action research study. It was conducted in two cycles, from the 30th of

January to the 1st of March 2014. The result of the research indicated that the use of picture series effectively improved the students' ability in writing narrative texts. The strategy made a quite much improvement of the students writing in the aspects of content, organization, language use, vocabulary, and mechanic. In reference to the students' writing scores, the gain score of content aspect was 4.78, organization aspect was 4.32, language use aspect was 6.63, vocabulary aspect was 2.52, and mechanic aspect was 0.77. The use of picture series also improved the teaching and learning process of writing such as the students' motivation and classroom interaction.

The difference was the research field in which the first previous research were conducted in Junior High School meanwhile the researcher will do the research at Grade XI IPS 1 of MAN 1 Sungai Penuh. The similarity between the previouses research and this research were the variable of the research. Both the previouses research and this research were about improving the writing ability by using Picture series. Another similarity was the use of classroom action research as a research method.

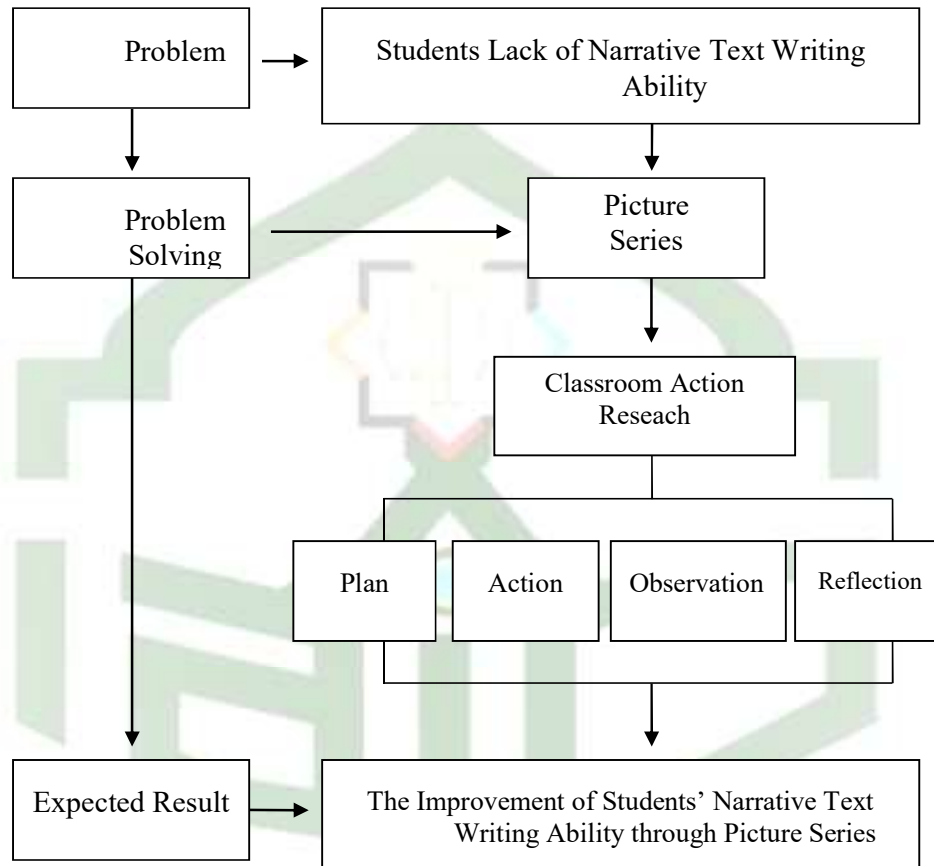
C. Conceptual Framework

To deal with the students low ability in writing, the researcher did a classroom action research in order to improve the students' writing ability in narrative text. This classroom action research consisted of four steps. They are plan, action, observation, and reflection.

This research will was conducted in three cycles with the expected result is the improvement of the students' narrative text writing ability by the

use of picture series at grade XI IPS 1 of MAN 1 Sungai Penuh Academic Year 2020/2021. The Conceptual framework of this research was as follow:

Chart 1: Conceptual Framework



CHAPTER III

METHOD OF RESEARCH

A. Type of the Research

The type of this research was a Classroom Action Research (CAR). Classroom action research is an action research conducted by teachers in the classroom. It was aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research was one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.²⁹

The researcher choose this type of research since she wanted to improve learning quality and revise classroom learning and teaching process to be better as Mettetal stated that the aims of doing classroom action research is to improve teaching. It means that classroom action research will help teacher to discover what works better in the teacher's classroom situation. It is powerfull integration of teaching and scholarship that provides a solid basis for instructional decisions the qualities of action and interaction done by teacher and students.³⁰

This action research tried to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to

²⁹M. Djuanaidi Ghory, *Penelitian Tindakan Kelas*, (Malang: UIN Malang press, 2008), p. 8

³⁰ Melly Nisrianti, *Improving the Students' Speaking Skill Through the Use of Community Language Learning*, (Kerinci: STKIP Muhammadiyah Sungai Penuh, 2013), p. 22

the students' writing ability. This research was designed to improve the students' narrative text by the use of picture series.

B. Participants of the Research

The participants of this research were the students of grade XI IPS 1 of SMAN 1 Sungai Penuh academic year 2020-2021. The reason for taking this class to be the sample was based on the researcher' observation, after interviewed the English teacher who said that this class had the lowest average score in writing.

C. Instrumentation

The instrumentation which was used by the teacher were needed to get different data. They were tests, observations, and interviews. They were considered to be important to collecting the data.

1. Test

The researcher used the writing test for the students. The test were used in this study is the pre-test before treatment and the post-test at the end of each cycle. The pre-test was done before implementing the research by using picture series. The students were asked to arrange the narrative text before the researcher do the teaching learning writing narrative text through picture series. It used to measure students' writing ability at first. Meanwhile, the post-test was implemented after using the classroom action research. There were three meeting in a cycle. At the

end of each cycle, the researcher conducted writing test. The test were assessed based on the indicator of writing skill.

Instruments are tools that were used by researchers for measuring, observing, or documenting quantitative data in research.³¹ It must be identified by them before they collect the data, and include a test. The researcher gave writing test to the students to get the data. The researcher gave time 50 minutes for the students to make narrative, where 10 minutes was used by the researcher to explain about the instructions to the students in writing narrative text and 50 minutes for the students to write narrative text minimal 2 paragraphs. The Scoring Scale System used was Rubric for Assesing students Writing: Fable.³² It could be seen in the following table:

Table 1: Writing Scale for Narrative Text: Fable

<p style="text-align: center;">Focus/Organization</p> <ol style="list-style-type: none"> 1. The narrative fulfills its purpose by telling a story using the elements of a fable and teaching a moral. 2. The story is appropriate to its intended audience. 3. Time order is used to organize the story's events. 	<p>Comments:</p> <p style="text-align: center;">Score / 35</p>
<p style="text-align: center;">Elaboration/Support/Style</p> <ol style="list-style-type: none"> 1. Enough details are provided to describe the setting and characters. 2. Realistic dialogue contributes to the story and is used appropriately. 3. Story has a well-developed conflict. 4. The moral is clearly stated and 	<p>Comments:</p> <p style="text-align: center;">Score / 35</p>

³¹John W. Creswell, *Op. Cit*, p.622

³² Glencoe, *Literature Reading for Purpose: Rubric for Assesing Students Writing, Listening, and Speaking*, (United States o America: Mc Graw Hill, w.y), p 23.

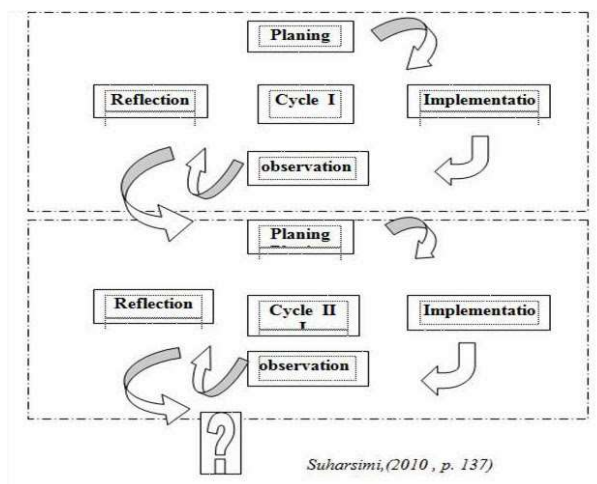
3. Observation Sheet

To record and collect real information of teaching and learning process during conducting the research, the researcher created the observation sheet before conducting the research. The researcher developed some specific questions, but she was allowed the flexibility according to the interviewee responded. Some students were interviewed before and after the teaching and learning process. The purpose of this technique was to know the opinion of the students about the teaching and learning process.

D. Procedure of the Research

In classroom action research, there were four phases that should be conducted namely: planning, action, observation and reflecting. The four phases were done in two cycles, each cycle consisting of 4 stages. Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base.

The researcher used a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting.



Improvement the problem in this research was brought about by the series of cycle. The procedures of research are performs by administrating two cycles. Each cycle contain four steps which were planning, action, observation, and reflection. Before the cycle I begin, orientation test was administrated to identify the basic knowledge of the students about writing ability. The procedures of research were performs by administrating two cycles. Each cycle contain four steps which were planning, action, observation, and reflection. Before the cycle I begin, orientation test was administrated to identify the basic knowledge of the students about speaking ability. The procedure of this research, will be as follow:

1. Planning

The researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the collaborators. The aim of the actions was to improve the students' writing skill. The researcher prepared the

teaching plan, material, and the observation sheet. Those were done before the teaching and learning process.

2. Acting

The action was done in three meeting for each cycle. In this occasion, the teacher used picture series in order to improve the students narrative text writing ability. The teacher applied the plan prepared in planning step. The action step was done by implementing the use of picture series in order to improve the students writing narrative text. The material were given as follow:

Table 2: The Material of Writing Narrative Text Through Picture series

Cycle	Meeting	Material
1	1	The Lion and the Poor Slave
	2	The Bear and the True Friend
	3	Wolf in the Sheep Clothing
2	1	The Lion and the Mouse
	2	The Wolf and the Crane
	3	The Clever Fox
3	1	Crocodile and Mousedeer
	2	The Lonely Landy
	3	The Fox and the Duck

The picture series were arranged based on the material given. The teaching action in each cycle was as follow:

a. Pre Activity

- 1) Teacher greet and check the students attendance.

- 2) Teacher recall the students background knowledge about the narrative text and the material given.
- 3) Teacher give the explanation about the purpose of the study.
- 4) Teacher give the explanation about the material.

b. Whilst Activity

1) Observing

- (a) Students observe the picture series given.
- (b) Students observe the vocabulary list that the teacher given.
- (c) Students listen to the teacher explanation about the task given.
- (d) Students listen to the narrative text that read by the teacher.
- (e) Students observe the vocabulary list that the teacher given and mention the meaning of vocabulary in Indonesian language that they know.

2) Asking

- (a) Teacher give the students opportunity to ask the difficult word.
- (b) Students read the task instruction.
- (c) Students ask about the instruction that they do not understand yet.

3) Collecting Information

- (a) Students read the text and then answer the question individually.

- (b) The students work in group and discuss the task.
- (c) Students work in group to write the narrative text based on the picture series given.

4) Associating

- (a) Students answer the questions relating the text structure, the function of the text, and the language features of the text.

5) Communicating

- (a) Students in group, present their narrative text in front of the class.
- (b) Students pay attention to the other group presentation, and give their feedback.

c. Post Activity

- 1) Teacher conclude the lesson
- 2) Teacher gives students the opportunity to tell about their difficulties during the lesson.
- 3) Teacher gives the brief explanation about the material for the next meeting.

3. Observing

Collaborators took notes in the backside of the class to observe the teacher action in teaching writing skill through picture series and the students' reactions and behaviors during the activities.

4. Reflecting

Based on the observation, the researcher and the collaborators made a reflection on the implementation of the action. The reflection was conducted by interviewing the students and the collaborators about their responses to the action. The collaborators gave their contributions to the reflection on the action taken. The reflection showed whether the action was successful or not to improve the students' writing ability, and decided whether the next cycle will be done or not.

E. Technique of Collecting Data

This research focused on the students writing ability by the use of picture series. The researcher collected the data in two ways. They were quantitative data and qualitative data in order to know the students' improvement in writing ability.

The researcher collected the data by writing test based on the indicator prepared before. The test was taken in the last meeting of every cycle. Mainwhile, the qualitative data were collected to know the factors influences the changes of the students' writing ability after the use of picture series. This data were collect during teaching and learning process in every cycle.

1. Test

There were two kinds of writing tests in this research. They were pre Test and post-test. A pre-test was administered before implementation of picture series in students swriting lesson. This test helped the researcher to find out the students writing ability before implemented the picture

series. While a post-test was administered upon the completion of the action. The test helped the researcher to find out the students' writing ability after the researcher implemented the picture series. The researcher compared the results of these two tests. The results of these two tests could show whether there was an improvement or not in the writing ability.

The Scoring Scale System will be used is Rubric for Assesing students Writing: Fable.³³ The scoring rubric consists of three indicators, namely focus/organization, elaboration/support/style, and grammar/usage and mechanic.

2. Observation

During the teaching and learning process in the classroom, the collaborator observed the teaching and learning activity. The collaborator observed several aspects in the teaching and learning process. The aspects included how the teacher teaches writing, the students' behaviors, and the learning materials. This technique was taken to get the information about teaching and learning activity in the classroom. The results were used to identify the problems in the action step which determined the planning step, while in the acting and observing stage, the results were used to describe the students' and the teacher's behaviors and the problems that occurred during the implementation of the action.

³³ Glencoe, *Literature Reading for Purpose: Rubric for Assesing Students Writing, Listening, and Speaking*, (United States o America: Mc Graw Hill, w.y), p 23.

3. Interview

The researcher developed some specific questions, but she was allowed the flexibility according to the interviewee responded. Some students were interviewed before and after the teaching and learning process. The purpose of this technique was to know the opinion of the students about the teaching and learning process.

4. Documentation

This technique provides data in the form of photographs and recording. The photographs and recording were collected by using camera and recorder as the instrument. They support the main data of this research.

F. Technique of Analysis Data

There were two ways of data analysis that used in this research. They were quantitative and qualitative analysis. The data were collected during the teaching and learning process of narrative text writing ability through picture series.

1. The quantitative data

The quantitative data were used to analyze the score of students while the qualitative data were used to describe the situation during on the tesching process. By applying this data, it was assumed to get the satisfying result of the improving ability in writing through the use of picture series. The qualitative data were analyzed from the observation and interview. The quantitative data were analyzed to see the improvement of students writing ability.

The researcher count the mean of each post test from every cycle.

The writer applied the following formula:

$$X = \frac{\sum X}{N}$$

Where :

X = The mean of the students score

$\sum X$ = The total score

N = The member of the students

Inter-rater reability was employed in this research. The research was involved two rather in assessing the students writing ability. They were the English teachers in MAN 1 Sungai Penuh. The rating was measured through the Kappa Index by Fleis (1981), that presented as follow:

Table 3: Index Kappa

Index Kappa	Agreement
<0.40	Bad
0.40-0.60	Fair
0.60-0.75	Good
>0.75	Excellent

The formula for calculating the Kappa coefficient as an evaluation of the agreement between the rater will be as follow:

$$\text{Kappa} = \frac{Pr(a) - Pr(e)}{1 - Pr(e)}$$

Where:

Pr (a) = percentage of the number of measurements that are consistent between rater

Pr (e) = Percentage of the number of measurement changes between rater

2. Qualitative data

Qualitative data were taken from observation sheet, fieldnotes, and interview sheet. The data were analyzed by using steps which is offered by Gay and Airasian as follow:

a. Data managing

The researcher organized and managed the data. It involved creating and organizing the data collected during the study. The purposes of data managing are to organize the data and to check the completeness of the the data.

b. Reading/memoing

The researcher read and observe the observation sheet, fieldnotes and interview sheets. The data were read deeply and wrote memos and gave comments to get an initial sense of the data.

c. Description

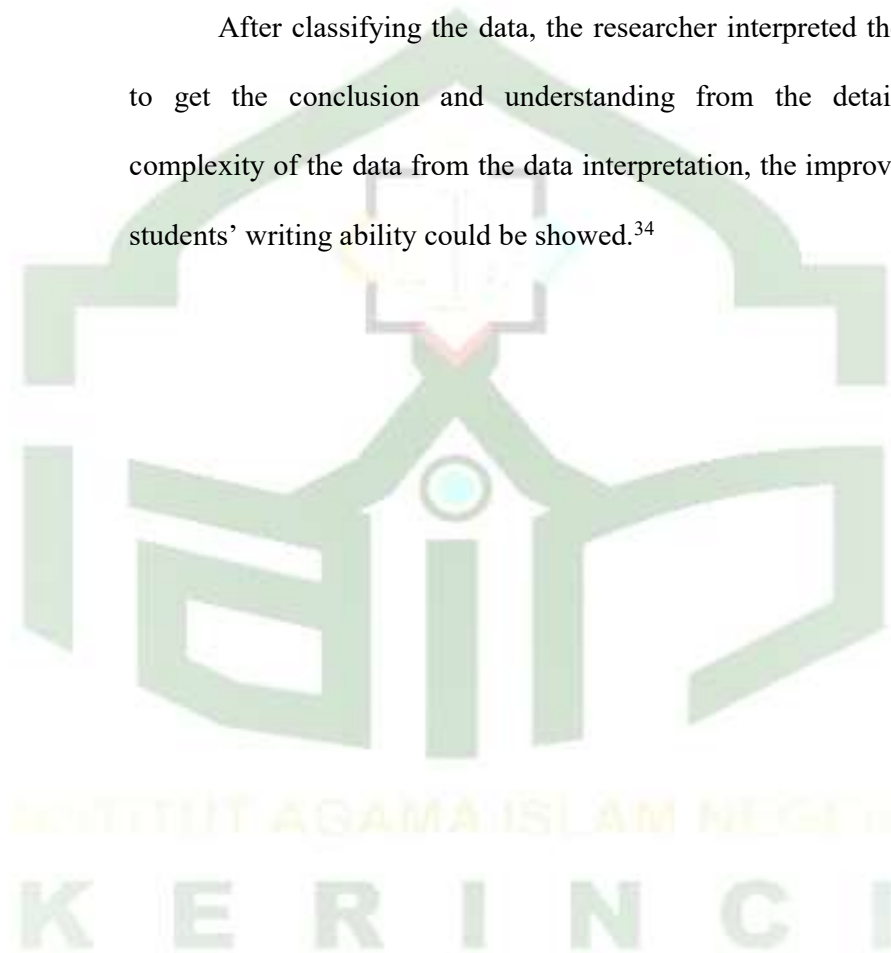
In this step, the researcher described the data obtained during the research activities to provide detail information about the reality which happen in the setting, the participant and conduct the activities.

d. Classifying

In this step, the researcher classified the data. She selected the correlated data to the researcher's purpose and organized them into smaller units before interpreting the data.

e. Interpreting

After classifying the data, the researcher interpreted the data to get the conclusion and understanding from the detail and complexity of the data from the data interpretation, the improving of students' writing ability could be showed.³⁴



³⁴Gay, L.R and Peter Airasian, *Education Research: Competencies for Analysis and Application*, (Tokyo: Prentice Hall, 2000), P.239

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. They are the finding and discussion. The finding section shows the data description from the quantitative data and the qualitative data that taken by the researcher in order to find out whether the use of picture series can improve the students' narrative text writing ability and the factor that influence the changes of the students' narrative text writing ability by using picture series at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020/2021. Mainwhile, the second section shows the analysis of the data and the relation to the theory and the previous research.

A. Findings

As previously stated in the chapter 1, this research meant to improve the students' narrative text writing ability through the use of picture series at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020/2021.

The data was collecting in two ways, they were quantitative data that collected through writing tests and qualitative data that collected by using observation sheet, and interview sheet. The It means the first step was collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The reason was because the quantitative data and results provide a general picture of the research problem about the use of picture series to improve the students' narrative text writing

ability at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020/2021.

After collecting the data, the researcher then analysis the finding, and arrange the interview based on the test result. The researcher done the research in this way because through qualitative data collection, the researcher could find the finding that is needed to refine, extend, or explain the general picture. The researcher then integrated the quantitative and qualitative data during data analysis, and they represent this combination in two ways: through a table that compares scores with quotes, and through the narrative description.

1. Improving Students' Narrative Text Writing Ability By Using Picture Series At XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020-2021

a. Pre Treatment

Based on the interview with the English Teacher, the researcher found that XI IPS 1 had the lowest average score in Writing skill among other classes. As mentioned by the English teacher at Grade XI IPS 1, she said that the students at grade XI IPS 1 had problem in learning English especially in writing ability. Based on the data, the researcher did the observation at grade XI IPS 1 by observe the teaching learning English process. The researcher found some problem faced by students in teaching and learning writing ability. Firstly, The students gave little attention to the

teacher's explanation. Then, the students had low motivation in learning. After that, the media used could not motivate and attract the students' attention in the teaching and learning process. Furthermore, the students' knowledge of some aspects were limit. They lacked of knowledge about writing aspect which such as words choices, punctuations, grammar, structure, and another rules, so they had no idea of what they wanted to write. As the result, the students' score in writing test were lower then the other skills.

The researcher then tried to solve the problem by the use of picture series in order to improve their writing ability in narrative text. To make sure about the students lack of ability in writing, the researcher then took a pre treatment test. The result of pre treatment test was as follow:

Table 4: The Students' Score of Pre Treatment Test

Score	Category	N	Percentage
91	Excellent		
83	Good		
75	Fair		
<75	Poor	24	100%
Total		1.405	
Mean		59	

From the table it could be seen that the students' mean score of writing test was low and did not achieve the MAC of the English subject (75). Based on the data, the researcher decided to do the

classroom action research to solve the problem and improve the students writing ability in narrative text through picture series.

Therefore, the researcher decided to overcome the field problems faced by the students in learning writing ability. After determining the field problems to solve, the researcher had a discussion with the English teacher to analyse the field problems and the possible causes of the problems.

This step was important to recognize the weaknesses and the obstacles related to the problems found in the field.

Table 5: The Problem and Possible Causes

No	Problem	Possible Causes
1	The students gave little attention to the teacher's explanation.	The classroom activities that done were not varied that made the students felt bored. The students also considered English as a difficult subject that made them less motivated to learn.
2	The students had low motivation in learning.	
3	the media used could not motivate and attract the students' attention in the teaching and learning process.	The teacher did not use attractive media and/or activities to attract the students' attention during the teaching and learning process.
4	the students had difficulties in generating and organizing the ideas to write.	The students' knowledge of some aspects are limit. They lack of knowledge about writing aspect which such as words choices, punctuations, grammar, structure, and another rules, so they had no idea of what they wanted to write.

Based on the problem found and the possible causes that the researcher identified above, she decided to do an Action research in order to improve the students' writing ability in narrative text. Due to Covid19 the teaching and learning process is carried out online using media through text message and video. The data would explained as follow:

b. Cycle I

After getting some information about the problems that were found in the Pre treatment stage, the researcher and the collaborator planned some actions to solve the problems.

1) Plan

The Planning conducted were focused on the use of picture series to improve the students' writing ability. The plans are:

a) Implementing Picture Series

During the implementation of the action, the researcher acted as the teacher and collaborated with the English teacher as the observer. She also planned to use both English and Indonesian Language in delivering the material and communicating with the students because most of them could not understand English well. She used picture series as the media in teaching writing, In this case she taught a

narrative text. They were expected to be able to help to stimulate the students' ideas and organize their writing.

b) Vocabulary list, Keywords, and Grammar Exercises

As the students had limited vocabulary mastery, the researcher planned to give some vocabulary exercises to them. In the first meeting, they had to match some words with the synonyms. In the second meeting, they had to find the meanings of some words and some keywords were also given in the next task in order to enrich their vocabulary mastery and help them in writing the texts. Some picture series were also given to help them show the real actions done by the characters in the story. They could help them guess the meaning of some words.

In order to improve the students' writing skill in terms of language use especially tenses, the researcher explained the use of simple past tense to them in the first meeting. She then gave them a grammar exercise where they had to change the words in the brackets into the past forms. They were also had to write a story in groups and individually which could help them to try to use simple past tense. The picture series given to them also could show them the actions done by the characters.

c) Motivation

The use of picture series was expected to make the students more motivated in the teaching and learning process. The researcher used colourful and interesting pictures from various stories. She expected that they became more interested in learning writing. In Cycle I, she gave compliments to them for their hard work in order to encourage them and gave them confidence. In the planning process, the researcher with the help of the collaborators prepared all the important instruments used in the teaching and learning process. The researcher and the collaborator made the course grid, lesson plans, learning material, and students' writing activities. She also prepared the picture series used in the teaching and learning process.

Some instruments were also made to succeed the process of the actions in Cycle 1. Course grid and the lesson plan of Cycle 1 were designed to be implemented in three meetings. The media, as the important element of this research, were also prepared in the lesson plan; there were some of series pictures. In connection with the reflection, some instruments were prepared such as interview guidelines.

2) Action and Observation

The actions were conducted three times. The research team shared some duties during the cycle. The researcher implemented the actions, while the English teacher observed the teaching and learning process. The collaborator added the researcher to grade XI IPS 1 Group Chat for teaching and learning English Online. Both the Action and the observation done in the online platform Whatsapp Application. The Teaching and learning process were done in form of Videos, Images, Link, and Texts. The complete descriptions of Cycle 1 are presented as follows.

a) First Meeting

The first meeting of cycle 1 was held on Tuesday, July 21st, 2020. When the collaborator introduced the researcher as their English teacher at their group chat, the students did not pay attention to the greeting. They also were quite when the researcher as their temporary teacher explained the purpose of the research. It took time to make the students respond to the teachers. Then, she opened the lesson by greeting, saying a prayer and checking attendance list.

To activate the students' background knowledge, the researcher started the lesson by sending a series of pictures

in the form JPG entitled “The Lion and the Poor Slave”. The students were asked to observe and identify the pictures. They did not look enthusiastic, just three of them answered the question.

After the students identifying the pictures, the researcher gave them a model of narrative text related to the picture series given before. They were asked to read it. When she asked them to read aloud then send the voice note to the group, none of them wanted to do the request. Then she decided to point some students to read, but just one of them did the order. The pointed student was shy at first when he was asked to read, he told that he could not read English, but the researcher kept on motivating him.

After the text had been read by some students, the researcher continued the lesson by asking the content of the story. She asked about setting of the story, characters, and events that happened. This activity led the students to explanation of the use of narrative text, its organization, and its purpose. Some students could answer her question correctly. Then, she started to explain about narrative text, its purpose, and organization, by referring to the text given before. The students seemed understand her explanation and wrote the explanation given.

After all the exercises had been done, the researcher asked about what they had learned that day. Then the online class ended.

b) Second Meeting

The second meeting of cycle 1 was held on Thursday, July 23rd, 2020. The researcher entered the group chat and greeted the students. After saying prayer and checking attendance list, she started the lesson by reviewing the material of their last meeting. By asking the last material, the researcher measured how far the students' understanding toward the material given. Then she repeated in brief what they had learned on their last meeting, including organization of narrative Text and its language features. After it had been done, she continued the lesson.

First, the researcher gave the students a text and its series of pictures. They were asked to read the text first. She asked them to find verbs in the text. Besides, she also asked them to pay attention to punctuation and capitalization used in the text. She gave explanation about the use of punctuation comma (,) and full stop (.) to the students. She also explained about capitalization that capital letters should use in the beginning of proper noun, etc. she gave the material in form of video that she recorded before.

The students seemed had no difficulties in capitalization and punctuation, yet they were confused about the verbs and had no idea what verb are. Then the researcher gave example of a simple sentence, continued by explaining the subject, verb, and object of the sentence. After that, she gave deep explanation of verb itself. After they had understood about verb, they started to search verbs used in the text. She asked them if they had found the verb they could come forward and wrote the verb they found on the group chat.

There were verbs in present form, they were asked to change the verb into past form. Some of them got difficulties in changing the verb form. They never did such activity before. Most of them were asking, as impact she had to ask them one by one. After the first exercise had been finished, the researcher and the students were together discussing the exercise. Some of the students still had wrong answer on the exercise.

To deepent the students' understanding, the researcher repeated the explanation of Simple Past Tense once again. Then the students were given another exercise of Simple Past Tense, the second exercise was completing cloze text with suitable past verb. They were less enthusiastic in doing

the second exercise; some of them did not do the exercise given.

While they were doing the second exercise, she answered a lot of questions from them. She walked around the classroom to check and give explanation to the students who needed.

It was quite hard to handle the students' questions since the teaching and learning process was running in the whatsapp application so it took a lot of time.

c) Third meeting

The last meeting of cycle 1 was held on Tuesday, July 28th, 2020. This meeting was aimed to test the students' writing ability after doing some exercises on previous meetings. The researcher started the lesson by greeting and saying prayer. After checking attendance list, she asked the students to take a look at the previous material. Before continuing the lesson, she recalled students' knowledge. after presenting the material through video, she also asked them collectively some questions about the organization of the text. It was done to check whether they fully understood the content and the organization of the narrative text or not. She connected the organization of the text with the picture series to make them understand easily. Most of them

answered her questions but there were also some of them at the back who did not involve in the discussion.

In this occasion, the teacher gave them the writing test in order to know their improvement in writing Narrative text. The teacher gave them time to solve the test and ask them whether they had some difficulties or not in writing the text.

3) Reflection

After conducting the actions in Cycle I, the researcher evaluated the actions. She and the collaborators had a discussion to analyse the data gained in the form of observation sheet, fieldnote, interview transcripts, which were taken from the interview with the collaborators and students and the observation during the online teaching and learning process, and the students' test result at the end of the cycle 1.

The Scoring rubric for Assesing students Writing Fable was used to measure the students writing narrative texts ability. The scoring rubric consists of three indicators, namely focus/organization with the highest score of 35, elaboration/support/style with the highest score of 35, and grammar/usage/mechanic with the highest score of 35, so that the total score were 100.

The result of pre treatment test was as follow:

Table 6: The Students' Score of Writing Test I

Score	Category	N	Percentage
91	Excellent		
83	Good		
75	Fair		
<75	Poor	24	100%
Total		1.545	
Mean		64	

From the table it could be seen that the students' mean score of writing test was improved but still under the MAC of the English subject (75). The researcher and the collaborator also collected and interpreting data from observation. This step was important to recognize the weaknesses and the obstacles related to the problems found in the field.

The researcher was also analyzed the difficulties faced by the students by doing an interview session. Result of researcher analyzed was explain to by students as below:

1. Gambar yang ibu berikan cukup membantu, hanya saja saya memang merasa kesulitan menulis paragraf bahasa Inggris ketika memulai menulis, menggunakan tenses yang cocok sesuai kalimat yang akan ditulis. Dan penempatan titik dan koma yang tidak tepat. Selain itu, saya juga bingung untuk memulai menulis dikarenakan tidak memiliki banyak perbendaharaan kata. Sehingga, saya sulit untuk menterjemahkan kata dalam bahasa Indonesia ke bahasa Inggris.³⁵

The picture you provide is quiet helpful, just that I have difficulties in writing paragraph when start to write, used the correct tenses that appropriate with the sentencesi write. Besides, I also confused to start writing because I

³⁵Result of researcher observation , on Tuesday, July 28th, 2020.

have no much vocabularies. So that, I have difficulties in translate the word from Indonesian language to English.

2. Saya masih kesulitan walau pakai gambar seri. Sebenarnya kesulitan dalam menulis kalimat, itu karena saya tidak mengerti dan tidak ingat dengan rumus tenses yang harus digunakan. Kedua, saya tidak mampu membedakan beberapa tenses dalam proses menulis dengan benar.

I still have difficulties even used pictures series. Actually I have difficulties in writing some sentence, that is because i do not understand and remember about tenses form. Secondly, I do not able to differences between some tenses in writing process. And I am difficult to arrange word to be good sentences.

3. Gambar seri membantu saya sebagai panduan membuat teks. Saya merasa lebih mudah menyusun kalimat daripada tanpa gambar seri. Tapi tetap saja saya merasa kesulitan dalam menulis bahasa inggris, hal ini dikarenakan saya kurang menguasai kosa kata, saya tidak mengerti dengan tenses, tanda baca dan ilmu grammar lainnya dalam bahasa inggris. Disamping itu saya tidak mampu untuk mengembangkan topic menjadi paragraph yang benar. Dan saya sering kehilangan kata-kata dan kalimat untuk menjelaskan topik paragraph.

The picture series helped me as the guide to produce a teks. I felt it easier to arrange the sentences than witout using any pictures series. But still, I have difficulies to write in English, because I have no much vocabulary, I did not understand about tenses, and other grammatical. Besides, i did not able to develop topic to be good paragraph. And I always loose word and sentence to explain the topic of paragraph.

In addition, based on the result of interview above the researcher concluded that students felt that the picture series could help them to arrange the teks. But they still have the difficulties and confused in writing activity. It was because the students' difficulties in writing they were not good at vocabulary, they did not able to arrange word to be sentence

because they did not understand about grammar, especially in writing using simple past tense. Finally, the students did not understand to put punctuation well in paragraph.

Based on the students explanation above, the students difficulties in writing because some problems. Firstly, the students rarely to practice writing, the English teacher always teach reading than writing. Secondly, the English teacher did not teach some strategy in students writing simple present tense. So, the students fell easy in writing activity. Third, the students did not understand about simple present tense and vocabulary, so the students confuse to start writing because they did not have any basic for writing. Finally, the English teacher did not give interest topic for students writing. So, they did not have more motivation in writing. From the problems above, the researcher concludes that the students can learn writing easier if they can organize their idea, mastery of vocabulary, and also mastery of grammar. From the reflection, it could be concluded that the problems found in Cycle 1 were as follow:

Table 7: The Problem and Possible Causes

No	Problem	Possible Causes
1	The students were having some difficulties in generating the idea to write and organizing their writing.	The students' knowledge of some aspects are limit. The students' knowledge of some aspects are limit. Besides, the teacher
2	the students still had difficulties in	explanation was not clear enough

	the aspect of vocabulary.	
3	The students gave little attention to the teacher's explanation.	Due to online class, the students' seem do not interest on involving themselves in teaching learning process. They felt lesson more difficult and boring.
4	The students Still lack of motivation in writing.	

Based on the problem found and the possible causes that the researcher identified above, she decided to continue the classroom action research in order to improve the students' writing ability in narrative text to Cycle II.

c. The Implementation of Cycle II

1) Planning

After having discussion about the result of Cycle I with the collaborator, the researcher planned to conduct Cycle II. Cycle II aimed at giving solutions to the weaknesses of Cycle I. The focuses of the actions in Cycle II which were planned by the collaborators and her were still the same as those in Cycle I.

To overcome the problems in Cycle I, she planned some actions to be implemented. The plans are described as follows:

Table 8: The Planning for Cycle II

No	Problem	Problem Solving
1	The students were having some difficulties in generating the idea to write and organizing their writing.	Give more explanation, and the examples about the material. More focuse on their writing ability, how to develop the idea,
2	the students still had difficulties in	also gave and explained the

	the aspect of vocabulary.	vocabulary list.
3	The students gave little attention to the teacher's explanation.	Give more attention, motivation, complement, asked the students difficulties, and approached the passive students. Teacher also give more interesting picture series so that the students give more attention and have more motivation in learning the lesson.
4	The students Still lack of motivation in writing.	

2) Actions and Observations of Cycle II

In Cycle II, the teaching and learning process was still in form of online class. Tthe researcher also collaborated with the English teacher. They observed her when she conducted the actions and then gave feedback to her. Cycle II was conducted in three meetings. The action in Cycle II also focused on using picture series to improve the students' writing ability in stimulating the idea, enriching the students' vocabulary, improving the language use in the use of the past tense, improving organization skill and students' motivation. The description of the actions presented as follows:

a) First Meeting

Based on the data gained from the evaluation done in Cycle I, the students already showed some improvements in generating ideas in writing the story. The data showed that they could write more sentences for each picture. They

could write not only the topic sentence but also could add supporting sentences. However, they had difficulties in organizing their writing. In Cycle II, for the first meeting the researcher was on Tuesday August 4th, 2020. It showed some pictures series of some stories to the students. In this stage, she asked some questions about them to stimulate their ideas. She asked them about the story and guided them to understand it. In this stage, most of them actively participated in the discussion.

b) Second Meeting

In the second meeting that was held on August 6th 2020, the students were given picture series about 'The Wolf and the Crane' There were 6 pictures in this picture series. They were delivered with jumbled words and jumbled sentences. After the students arranged the words into the correct order, they then asked to arrange the sentences into the correct order based on the picture series. The activity could help them to stimulate their ideas because they learned to arrange a story by analysing the pictures. After that, the students were asked to arrange jumbled sentences based on the picture series. They were not only asked to write the correct order of the sentences but also they had to rewrite them into paragraphs based on the generic structure

of the narrative text. This task aimed to improve their ability in organizing the text.

c) Third Meeting

In the third meeting on August 11st 2020, the students were asked to write the story individually. In this test, the researcher gave them a picture series about 'The Crocodile and The mouse dear'. They consisted of 8 pictures. She gave more pictures to them to help them to get the detail of the story and stimulate their ideas about the story of the pictures.

3) Reflection

After conducting the actions in Cycle I, the researcher and the collaborator evaluated the actions. In order to fulfil the democratic and dialogic validity, they had a discussion to analyse the data gained from the observations, the interviews, and the students' writing scores. The result of reflection of Cycle II presented as follows.

Table 9: The Students' Score of Writing Test II

Score	Category	N	Percentage
91	Excellent		
83	Good		
75	Fair	8	33%
<75	Poor	17	67%
Total		1.705	
Mean		71	

From the table it could be seen that the students' mean score of writing test was improved but still under the MAC of the English subject (75). The researcher and the collaborator also collected and interpreting data from observation. This step was important to recognize the weaknesses and the obstacles related to the problems found in the field.

During the teaching and learning process that has been taking place online, there could be some obstacles faced by the teachers. It can be determined from the statement of the interview respondent This could be the reason why students nowadays are said to be lacking the motivation in English subject. This is also stated by the teacher, as follow:

1. Gambar seri membantu saya menyusun teks. Tapi sebenarnya gambar serinya membantu saya untuk menyusun text. Tapi saya kurang tertarik dengan Bahasa Inggris karena Bahasa Inggris itu sulit. Saya masih memiliki kesulitan dalam menyusun paragraph meskipun sudah menggunakan gambar dari guru, itu yang membuat saya tak termotivasi untuk belajar pelajaran Bahasa Inggris. Apalagi kelasnya online, jadi semakin sulit untuk mengikuti pelajaran.³⁶

The picture series help me to arrange the text. Actually, I am not really interested with English subject because it is difficult. I still have difficulties in arrange the paragraph even with the picture given by the teacher, it makes me do not have motivation in learning English. Moreover, the class is online, that made more difficult to follow the lesson.

2. Saya masih memiliki kesulitan membuat naratif teks, terlalu banyak struktur kata yang saya tidak mengerti. Jadi meskipun gambar bisa sedikit membantu menulisnya tetap saja susah

³⁶Result of researcher observation on August 12th 2020.

Juga, saya tidak bagus dalam bahasa Inggris dari dulu, Miss. Saya juga tidak bisa ikut terlibat dalam kegiatan belajar dan mengajar karena saya masih bingung dengan materinya meskipun sudah menggunakan gambar.

I still have difficulties in produce a narrative text, too much text structure that I do not understand.so eventhough picture can help a little, writing is still difficult to do. Also, I am not very good in English subject since a long time ago, Miss. I also cannot involved in teaching and meeting process since I still confused with the material even with the pictures.

3. Saya tidak punya masalah dengan gambar-gambarnya. Saya pikir gambar itu membantu kami untuk membuat teks. Saya hanya terlalu malu untuk bertanya waktu bermasalah, Buk. Kelas online juga baru untuk saya, saya jadi tidak bisa berkonsentrasi dengan pelajaran. Saya menjadi kurang tertarik dengan materi karena itu.

I have no problem with the pictures. I think the picture can help us to make the text. I am just too shy to ask when I have difficulties, Miss. The online class is also new for me. I can't concentrate with the lesson. I end up become less interested in English materials because of that.

Many students, when they first enter school, are excited and eager to learn. However, as years progress, some high school students begin to feel the internal and external pressures to academically compete and perform. Consequently, their motivation level decreases drastically, particularly during teaching and learning activities. When students are unmotivated to study, their level of learning remains surface-level, whereas students that are motivated learn at a deeper. Students who are motivated and engaged in what they are learning progress through the curriculum easier than those who are disengaged. Furthermore, online class is a new way to learning for them.

Most of them thought that learning through online was difficult and less interesting. They do not pay attention to the lesson, because they thought that that was not necessary since they not took online class as serious as face to face class.

The Problem found as follow:

Table 10: The Problem and Possible Causes

No	Problem	Possible Causes
1	There were many students who still wrote in one paragraph and had difficulties in arranging the sentences into a good paragraphs based on the language features.	They felt shy to ask when they faced the difficulties
2	The students gave little attention to the teacher's explanation	Due to online class, the students' seem do not interest on involving themselves in teaching learning process.

Based on the problem found and the possible causes that the researcher identified above, she decided to continue the classroom action research in order to improve the students' writing ability in narrative text to Cycle III.

d. The Implementation of Cycle III

The third action was giving task of integrated materials. The tasks were expected to help the students in learning writing as they providing materials and some tasks of writing aspects such as vocabulary, grammar, spelling, and capitalization.

1) Planning

After having discussion about the result of Cycle II with the collaborator, the researcher planned to conduct Cycle III. Cycle III aimed at giving solutions to the weaknesses of Cycle II. The focuses of the actions in Cycle III which were planned by the collaborators and her were still the same as those in Cycle I. To overcome the problems in Cycle I, she planned some actions to be implemented. The plans are described as follows:

Table 11: The Planning for Cycle III

No	Problem	Problem Solving
1	There were many students who still wrote in one paragraph and had difficulties in arranging the sentences into a good paragraphs based on the language features.	Explained more detailed in the language features of narrative text
2	The students gave little attention to the teacher's explanation	Give more attention, motivation, complement, asked the students difficulties, and approached the passive students.

2) Actions and Observations of Cycle III

In Cycle III the researcher also collaborated with the English teacher. They observed her when she conducted the actions and then gave feedback to her. Cycle III was conducted in three meetings.

The action in Cycle III also focused on using picture series to improve the students' writing ability in stimulating the idea, enriching the students' vocabulary, improving the language use in the use of the past tense, improving organization skill and students' motivation. The description of the actions presented as follows:

a) First Meeting

In Cycle III, for the first meeting on August Tuesday 18th 2020, the researcher showed some pictures series of some stories to the students. Using picture series in teaching and learning process was to help the students finding and generating ideas in writing. It also helped the students to arrange the story in good organization. Besides, it could attract students' interests, improve their motivation, and engage their attention in the teaching and learning process. It was also expected to enrich the students' vocabulary, as there were many items in the pictures which could be explored by the students. It gave the students concrete ideas which could help them to write. The teacher then was implementing picture-based activities. It was aimed at providing the students fun activities through the implementation of pictures with the expectations that the picture-based activities could improve their motivation and

engagement in teaching learning process. It was also expected to improve their writing skills. there was Picture Sequence activity that Could help the students to be more active and provided arranging story practice. The activity could help them to stimulate their ideas because they learned to arrange a story by analysing the pictures. After that, the students were asked to arrange jumbled sentences based on the picture series. This task aimed to improve their ability in organizing the text. The last action was giving feedback on students' work. Feedback was not only given on students' final writing but also on the task of integrated materials. It was given through discussion and marking on students' writing. It was given not only in class range but also given individually. The action was expected that the students were able to express their ideas better and grammatically correct. Besides,it was also expected to reduce their mistakes.

b) Second Meeting

The next meeting on August 20th 2020, after greeting and warming up, The next task given was still picture series with jumbled paragraph. In this task the students must work individually. The students were asked to arrange the jumbled paragraph into good order based on the picture

series given. First, she had question-answer session about the picture series. The researcher asked about what the students could see in the picture and what might happen. The students followed the session enthusiastically. After the students had finished arranging the jumbled paragraph, the researcher and the students hold discussion about the story.

c) Third Meeting

In the third meeting on August 25th 2020, after the students were asked to recall their material in previous meeting, the researcher gave them writing test III. She asked the students to produce a narrative text based on the pictures series given. She gave them motivation to do their best and do not cheating.

2) Reflection

In the Cycle I and II, the content of their writing was already improved and in Cycle III their writing showed a much better improvement. They could write a complete story with more details. She only gave guidance in the beginning of the individual activity just to make sure they understood the story but after that all of the students could develop their ideas of the story by themselves. They also did not feel confused about what they had to write in their story anymore.

Table 12: The Students' Score of Writing Test III

Score	Category	N	Percentage
91	Excellent		
83	Good	8	33%
75	Fair	16	67%
<75	Poor		
Total		1.920	
Mean		80	

There were also some comments dealing with the implementation of picture series. The students in this case gave their good feedback. The following transcript will present the effect of using picture series as media in teaching and learning process of writing narrative text in Cycle III.

1. saya rasa gambar seri dapat meningkatkan kemampuan menulis saya. Lebih mudah untuk mengembangkan ide menulis berdasarkan gambar yang diberikan. Saya juga suka cara ibuk mengajar kami. Ibuk sangat sabar dan selalu memitivasi kami. Belajar mengajar jadi lebih menyenangkan.

I Thought that pictures series could improve my writing ability. It easier to develop the idea to write based on the picture given. I also like the way Miss teach us. You are very patient and always give us motivation. The teaching and learning become more fun.

2. Gambar seri membantu saya untuk menyusun teks. Saya suka belajar dengan gambar seri. Penjelasan yang ibuk berikan tentang materi pelajaran juga bagus, saya bisa mengerti dengan mudah. Ibuk selalu mengapresiasi pekerjaan kami, itu membuat saya termotivasi untuk menyelesaikan tugas yang diberikan.

Picture series helped me to arrange the text. I like to learning with picture series. The explanation you gave about the material was also good, I could understand

easily. The way you always appreciate our works also gave me motivation to finish the task.

3. saya suka belajar dengan gambar seri. Sangat menyenangkan dan membantu saya. Saya juga berpikir kelas online ternyata menyenangkan. Tidak sesulit yang saya kira. Mungkin karena cara mengajar ibuk bagus. Ibu selalu menanyakan tentang kesulitan saya, sehingga saya tidak malu untuk bertanya tentang materinya.

I like to study with picture series. It was fun and helpful. I also thought that online class was interesting. Not as difficult as I guess. Maybe because the way you teach us is good. You always ask about my difficulties, so that I did not feel shy to ask you about the material.

From the interview transcript above, it was obvious that the students felt picture series were useful for them. The picture series made them easily imagine the situation. As the result, it helped them finding and generating ideas. Since narrative text emphasizes in writing an entertaining event, the

picture series helped to organize the story. The students were motivated and interested in learning by using picture series as media in teaching writing. Besides, picture series are beneficial for writing narrative text. Furthermore, teacher's approaches were also be the reason of the students improvement in writing narrative text. The teacher could provide them with good explanation, motivation, and appreciation that made them enjoy their teaching and learning process. As the result their writing ability improved.

Because the students' score was achieved the MAC, it means that the students' writing narrative text ability was

improved, so the researcher decided that the classroom action research was done in the third cycle.

2. Research Question 1: To what extent the use of picture series can improve the students' narrative text writing ability at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020/2021?

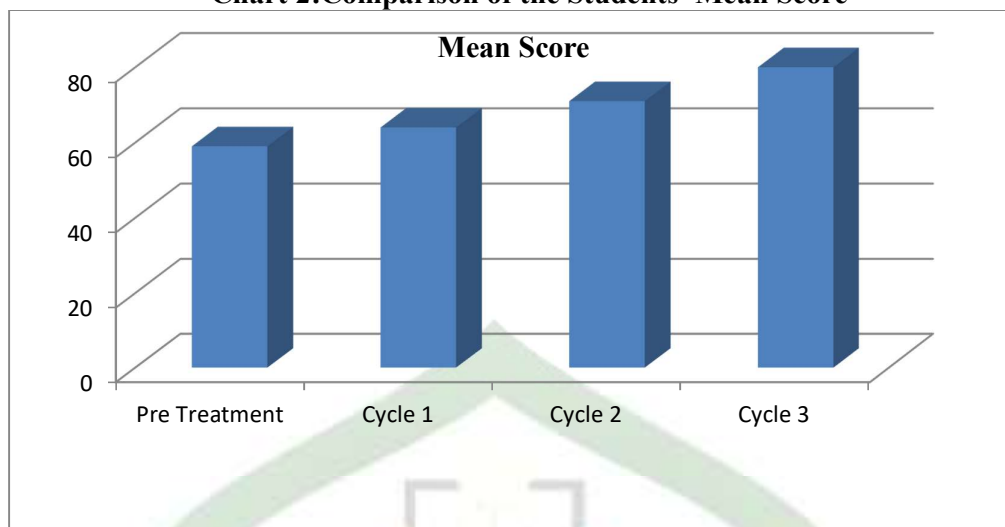
As mention at the chapter III, quantitative data were collected by using Writing test. There were 1 pre treatment test done before the implementation of cycle 1 to find out the students' problem in writing narrative text, and post test at the end of each cycle to know the improving of the students ability in writing narrative text through picture series.

This research was done in 3 Cycle. The data could be seen as follow:

Table 13: The Students' Mean Score of Each Scycle

Cycle	Pre Treatment	Cycle I	Cycle II	Cycle III
Students' Average Score	59	64	71	80

Furthermore, the data above is presented in the form of bar chart to describe the comparison of the mean score of each cycle, as follow:

Chart 2: Comparison of the Students' Mean Score

The bar chart above showed the significant improvement of the students mean score from the pre treatment test to the post test of the cycle three. the students' mean score in the pre treatment test was 59, and became 64, 71, and 80 in cycle 1, 2, and 3. Because the students ability in writing narrative text improved and achieved the minimum achievement criteria of English subject at the end of cycle 3, the researcher concluded that picture series could improve the students writing narrative text.

3. Research Question II: What factor influence the changes of the students' narrative text writing ability by using picture series at Grade XI IPS 1 of MAN 1 Sungai Penuh Academic Years 2020/2021?

The research findings were inferred from the qualitative and the quantitative data gathered during the research. The qualitative data are from the observation of teaching and learning process, interview with the the students. Regarding to the implementation of those three cycles, the

researcher presented the following changes as a result of Cycle 1, Cycle 2, and Cycle 3 as follow:

Observation		
Cycle 1	Cycle 2	Cycle 3
Students were interested in using picture series.	Students were helped by picture series to find and generate ideas in writing narrative text	Students could find and generate ideas in writing narrative text. They were able to compose a text based on the generic structure.
Picture series provided illustrations and new vocabulary.	Picture series provided illustrations and new vocabulary which could be explored by the students.	Students got many new vocabularies through some exercise in cycle 1, 2, and 3.
The students still make some mistake in grammar and mechanic	Students' mistakes in grammar and mechanic can be reduced through more exercise, explanation, and feed back from the teacher	The students' mistakes in grammar and mechanic decreased significantly
Some students still did not pay attention and disinterested with the lesson	The students look more enthusiastic during the lesson because the teacher give more attention, motivation,	The teaching and learning process was ran maximally. Most of the students more motivated in writing

	complement, asked the students difficulties, and approached the passive students. It is helpful to attract students' interest to the material given.	narrative text. Besides, the teacher continue to give more attention, motivation, complement, asked the students difficulties, and approached the passive students.
Interview		
Cycle I	Cycle II	Cycle III
<p>Students thought that picture series helped their writing</p> <p>They thought that English was a difficult lesson, they had no motivation to learn it.</p> <p>They have difficulties in writing. They could not arrange the text, they vocabulary were also bad.</p>	<p>Picture series helped them in Arranged the narrative text</p> <p>They do not pay attention to the lesson, because they thought that that was not necessary since they not took online class as serious as face to face class.</p> <p>students had difficulties in arranging the sentences into a good paragraphs.</p>	<p>Picture series could improve their writing</p> <p>The teacher helped them to learn better with online application. The study felt more interesting, and their English writing could improve.</p> <p>Students could make good narrative text by the helping of the media teaching and teacher's approach.</p>

From the table above, the researcher concluded that there were two factors influence the changes of the students' narrative text writing

ability influence the changes of the students' narrative text writing ability. They were the teaching media and teacher personal approach.

a. Teaching Media

From the observation it could be seen that the students changes before and after the use of picture series. The interview results also showed that the students thought picture series helped them in arrange the text.

b. Teacher Personal Approach

The teacher personal approach also took part in order to improve the students' writing ability in narrative text. From the result of observation, it showed that the teacher continue to give more attention, motivation, complement, asked the students difficulties, and approached the passive students. Interview session also showed that the teacher helped them to learn better with online application. The study felt more interesting, and their English writing could improve. Students could make good narrative text by the helping of the media teaching and teacher's approach.

B. Discussion

The researcher found some problem faced by students in teaching and learning writing ability. The students had difficulties in generating and organizing the ideas to write. The students' knowledge of some aspects were limit. They lack of knowledge about writing aspect which such as words choices, punctuations, grammar, structure, and another rules, so they had no

idea of what they wanted to write. As the result, the students' score in writing test were lower then the other skills.

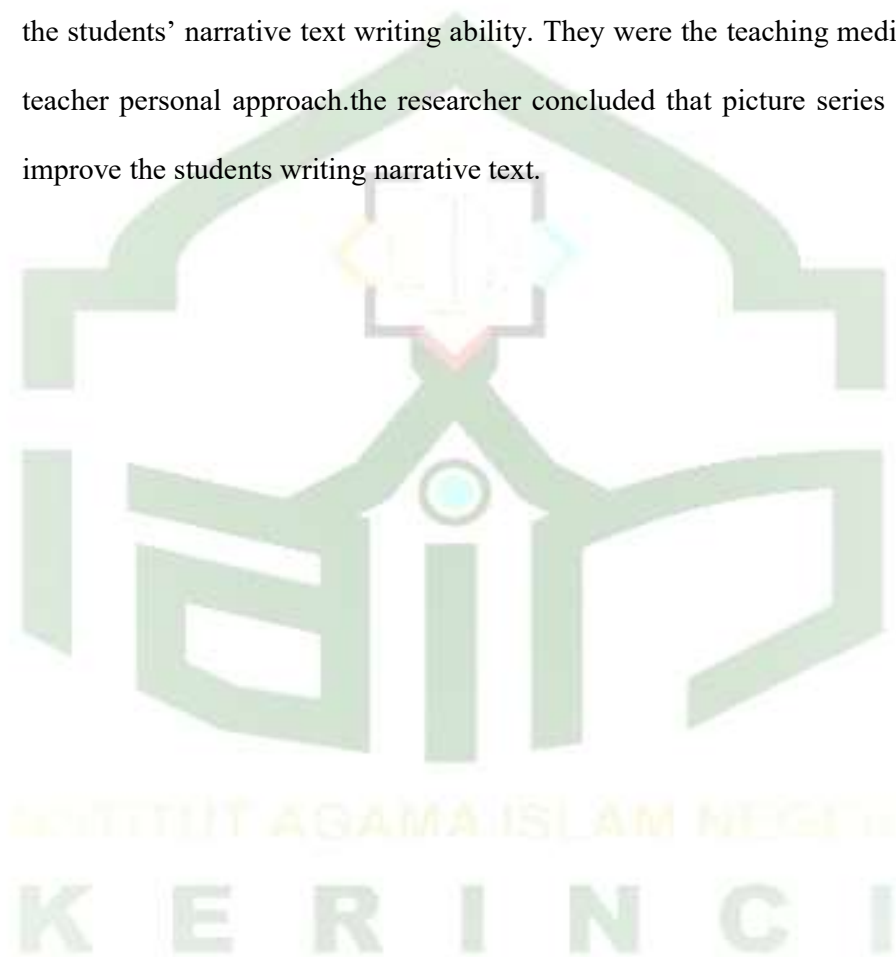
Based on the problem the researcher then try to found the problem solving by the use of teaching media. One of the media that can be used by the teacher in teaching writing is picture series. Pictures contribute to increase the students' interest and motivation, make the students have sense of the context of language and pictures can be a specific reference point or stimulus. Picture series can enhance students' motivation in learning writing.³⁷ Besides, picture series can help students to generate the idea. Yunus stated that picture series is a number of related composite picture linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.³⁸ Because picture series contain a story or a sequence of events, they can help students to generate and develop their ideas. They also can help the students to organize their writing as they consist of a series of pictures that can help them to see the steps and the order. They will help the students to develop their imagination and integrate their paragraphs to produce coherent and well organized writing.

In this study, the researcher used writing test, observation sheet, fieldnote, and interview to collect the data. The data description showed the significant improvement of the students mean score from the pre treatment test to the post test of the cycle three. the students' mean score in the pre

³⁷Evi Amalia Mayasari, *Using Picture Series to Improve The Writing Ability of The Eight Grade Students At SMP Negeri 2 Wonosari*, (Yogyakarta: University of Yokyakarta, 2014), p. 3

³⁸*Ibid.*, p. 4

treatment test was 59, and became 64, 71, and 80 in cycle 1, 2, and 3. Because the students ability in writing narrative text improved and achieved the minimum achievement criteria of English subject at the end of cycle 3. Furthermore, the researcher found that there were two factors influence the changes of the students' narrative text writing ability influence the changes of the students' narrative text writing ability. They were the teaching media and teacher personal approach. the researcher concluded that picture series could improve the students writing narrative text.



CHAPTER V

CONCLUSIONS AND SUGESTION

A. Conclusion

This classroom action research tried to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' writing ability. This research was designed to improve the students' narrative text by the use of picture series..

The data description showed the significant improvement of the students mean score from the pre treatment test to the post test of the cycle three. the students' mean score in the pre treatment test was 59, and became 64, 71, and 80 in cycle 1, 2, and 3. Because the students ability in writing narrative text improved and achieved the minimum achievement criteria of English subject at the end of cycle 3. Furthermore, the researcher found that there were two factors influence the changes of the students' narrative text writing ability influence the changes of the students' narrative text writing ability. They were the teaching media and teacher personal approach. As a result, the researcher concluded that picture series could improve the students writing narrative text.

B. Suggestion

Based on the finding, discussion, and the conclusion above, the researcher would like to suggests:

1. To the English teacher.

The English teacher should identified the students problem in teaching and learning English, as they need and interest. So the teacher can give more attention to students need, and the passive students by asking their difficulties and their feedback. It is also an important thing for the teacher to develop the picture series not just for narrative text but another type of texts in order to improve the students English especially, writing ability.

2. To the students.

The students could improve their writing ability by using picture series. They should do more practice so that their writing ability will increase

3. To another researcher.

The researcher hope that another researcher could make further research about the use of picture series in order to improve the students' writing skill in their own research field.

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (R P P)

Satuan Pendidikan	: MAN 1 Sungai Penuh
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI/ IPS 1
Pokok Bahasan	: Teks lisan dan tulis tentang Narrative Text (Fable)
Alokasi Waktu	: 6 x 2 JP

A. KOMPETENSI INTI (KI)

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari apa yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

B. KOMPETENSI DASAR (KD)

- 3.10 Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan menerima informasi tentang teks naratif sederhana, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna dalam teks tentang topik yang sedang dibicarakan.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks naratif lisan dan tulisan.
- 3.8.2 Menjelaskan fungsi sosial dari teks naratif lisan dan tulisan
- 4.8.1 Menceritakan teks naratif
- 4.8.2 Menulis teks naratif pendek disertai dengan ilustrasi gambar yang tepat.

D. MATERI PEMBELAJARAN

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
4. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
5. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

- (1) Simple Past tense, Simple Past Continuous Tense
- (2) Kosakata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
- (3) Adverb of time: first, next, then, after that, before, finally, etc
- (4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last
- (5) Ucapan, tekanan kata, intonasi
- (6) Ejaan dan tanda baca
- (7) Tulisan tangan.

Topik

Narrative text (Fable)

A Wolf In Sheep Clothing

There were a big wolf. He was waiting for a chance to steal sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry and thought, "I must find a way to get close to the sheep." It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a ewe or a mother of sheep. He could easily cheat a lamb who thought that he was its mother. And, the

lamb followed hem to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lamb as his stomach could take. The big wolf got bigger and bigger everyday. Now, he looked like the biggest sheep on earth.

One day, the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, ofcourse, who was fully recovered by the white skin! But, the wolf was to fat that he could not run and fight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.

E. MEDIA ALAT DAN SUMBER BELAJAR

- 1) Media / Alat
 - Gambar seri (Wolf and sheep)
 - White board and board marker
- 2) Sumber Belajar
 - Buku paket Bahasa Inggris untuk Kelas X

F. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

a. Kegiatan Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

- Peserta didik mengamati gambar seri “A Wolf in Sheep Clothing” (Lampiran 1)
- Peserta didik mengamati daftar kosa kata yang terdapat pada setiap gambar yang diberikan oleh guru
- Peserta didik mendengarkan instruksi guru untuk tugas yang akan diberikan Peserta didik mendengarkan cerita “A Wolf in Sheep Clothing”
- Peserta didik melihat kembali daftar kosa kata
- Peserta didik menyebutkan arti kata yang tertera pada gambar apabila mereka tahu

Bertanya

- Peserta didik menanyakan arti beberapa kata yang masih dirasa sulit.
- Peserta didik melihat daftar pertanyaan.
- Peserta didik bertanya tentang arti pertanyaan.
- Guru mengarahkan peserta didik untuk menjawab pertanyaan yang disampaikan oleh rekannya.

Mengumpulkan Informasi

- Peserta didik
- mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan secara individual secara tertulis dengan benar
- Peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan dalam kelompok kecil
- Peserta didik diminta untuk menganalisa struktur teks, unsur kebahasaan, dan fungsi sosial dari cerita.
- Peserta didik bekerja dalam kelompok untuk menulis cerita mengenai “A Wolf in Sheep Clothing” berdasarkan urutan gambar seri yang diberikan.
- Peserta didik dalam kelompok mempresentasikan hasil diskusi mereka di hadapan kelompok lain.
- Peserta didik mengamati urutan dan memberi feedback kepada kelompok lain.
- Peserta didik menuliskan kembali text cerita yang sudah urut dengan kapitalisasi dan tanda baca yang benar.

Mengasosiasi

- Peserta didik diberikan teks naratif baru dalam bentuk tulisan.

- Peserta didik secara individu menentukan struktur teks, unsur kebahasaan dan fungsi sosial dari cerita. Dengan menjawab soal-soal yang diberikan.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok mereka yang telah tersusun.
- Peserta didik mendapatkan giliran masing-masing untuk menyampaikan hasil diskusinya.

c. Kegiatan Penutup

- Peserta didik dan guru membahas dan merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

PERTEMUAN KE-2

Mengamati

- Peserta didik mengamati gambar yang diberikan.
- Peserta didik mengamati daftar kosakata yang diberikan.
- Peserta didik menirukan cara membaca kosakata yang diberikan

Bertanya

- Peserta didik menanyakan arti beberapa kata yang masih dirasa sulit.
- Peserta didik melihat urutan gambar seri dan menanyakan gambar yang masih dirasa sulit

Mengumpulkan Informasi

- Peserta didik bekerja berpasangan
- Peserta didik mencari jawaban dari pertanyaan mereka melalui berbagai sumber (tanya teman, lihat kamus, dll)

Mengasosiasi

- Peserta didik membuat fabel berdasarkan gambar yang diberikan
- Peserta didik secara individu membuat fabel dengan menentukan struktur text, unsur kebahasaan, dan fungsi sosial dari text naratif

Mengkomunikasikan

- Peserta didik mempresentasikan hasil diskusi di depan kelas
- Peserta didik yang lain memberikan feedback

c. Kegiatan Penutup

- Guru membimbing peserta didik untuk merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

PERTEMUAN KE-3***Mengamati***

- Peserta didik mengamati gambar yang diberikan.
- Peserta didik mengamati daftar kosakata yang diberikan.
- Peserta didik menirukan cara membaca kosakata yang diberikan

Bertanya

- Peserta didik menanyakan arti beberapa kata yang masih dirasa sulit.
- Peserta didik melihat urutan gambar seri dan menanyakan gambar yang masih dirasa sulit

Mengumpulkan Informasi

- Peserta didik bekerja secara individu
- Peserta didik mencari jawaban dari pertanyaan mereka melalui berbagai sumber (tanya teman, lihat kamus, dll)

Mengasosiasi

- Peserta didik membuat fabel berdasarkan gambar yang diberikan
- Peserta didik secara individu membuat fabel dengan menentukan struktur text, unsur kebahasaan, dan fungsi sosial dari text naratif

Mengkomunikasikan

- Guru member penguatan terhadap jawaban peserta didik

c. Kegiatan Penutup

- Guru membimbing peserta didik untuk merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

G. PENILAIAN HASIL PEMBELAJARAN

Kriteria Penilaian text Narrative

<p style="text-align: center;">Focus/Organization</p> <ol style="list-style-type: none"> 1. The narrative fulfills its purpose by telling a story using the elements of a fable and teaching a moral. 2. The story is appropriate to its intended audience. 3. Time order is used to organize the story's events. 	<p>Comments:</p> <p style="text-align: right;">Score / 35</p>
<p style="text-align: center;">Elaboration/Support/Style</p> <ol style="list-style-type: none"> 1. Enough details are provided to describe the setting and characters. 2. Realistic dialogue contributes to the story and is used appropriately. 3. Story has a well-developed conflict. 4. The moral is clearly stated and appropriately relevant to the story. 	<p>Comments:</p> <p style="text-align: right;">Score / 35</p>
<p style="text-align: center;">Grammar, Usage, and Mechanics</p> <ol style="list-style-type: none"> 5. The writing is free of misspellings, and words are capitalized correctly. 6. Sentences are punctuated correctly, and the piece is free of fragments and run-ons. 7. Standard English usage is employed except where inappropriate. 8. The paper is neat, legible, and presented in an appropriate format. 	<p>Comments:</p> <p style="text-align: right;">Score / 30</p>

Cara Penilaian:

Indikator Penilaian	: 3.14.1, 3.14.2, 3.14.3
Teknik Penilaian	: Essay
Bentuk Penilaian	: Test tulis

Instrumen Penilaian : Gambar Seri "The Wolf in Sheep Clothing"

Mengetahui
Guru Mapel Bahasa Inggris

Sungai Penuh, 2021
Guru Penelitian

(FRETTY SEPTIANA, S.Pd)
NIP. 197809172007102001

(RIA ANGGRAINI)
08.748.13



Lampiran 1

Writing Test

Instruction: arranged the story untitled "A Fox in Sheep Cloting" and the keyword bellow!



A Big Wolf, Sheeps, Farm



Wait for the change to steel the sheep



The shepherd, Chase the fox a way.



Found the sheep skin



Cover the fox's body with the skin. Pretending be a sheep



The shepherd saw the big sheep (the wolf)



The shepherd chase

**RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)**

Satuan Pendidikan	: MAN 1 Sungai Penuh
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI / IPS 1
Pokok Bahasan	: Teks lisan dan tulis tentang Narrative Text (Fable)
Alokasi Waktu	: 6 x 2 JP

A. KOMPETENSI INTI (KI)

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR (KD)

- 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.14.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 3.14.2 Mengidentifikasi ungkapan yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

- 4.18.1 Mengidentifikasi ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.2 Menirukan ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.3 Membuat percakapan pendek yang menggunakan ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.4 Menggunakan struktur teks dan unsur kebahasaan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.5 Melakukan percakapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

D. MATERI PEMBELAJARAN

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
4. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
5. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

- (1) Simple Past tense, Simple Past Continuous Tense
- (2) Kosakata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
- (3) Adverb of time: first, next, then, after that, before, finally, etc
- (4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last
- (5) Ucapan, tekanan kata, intonasi
- (6) Ejaan dan tanda baca
- (7) Tulisan tangan.

Topik

Narrative text (Fable)

The Lion And The Mouse

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.

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. 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.

E. MEDIA ALAT DAN SUMBER BELAJAR

- 1) Media / Alat
 - Gambar seri (The Lion and The Mouse)
 - White board and board marker
- 2) Sumber Belajar
 - Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014
 - Passport to the World “ A fun and Easy English book”

F. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

a. Kegiatan Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

- Peserta didik mengamati gambar seri “The Lion And The Mouse” (Lampiran 1)
- Peserta didik mengamati daftar kosa kata yang terdapat pada setiap gambar yang diberikan oleh guru
- Peserta didik mendengarkan instruksi guru untuk tugas yang akan diberikan
- Peserta didik mendengarkan cerita “The Lion And The Mouse”
- Peserta didik melihat kembali daftar kosa kata
- Peserta didik menyebutkan arti kata yang tertera pada gambar apabila mereka tahu

Bertanya

- Peserta didik menanyakan arti beberapa kata yang masih dirasa sulit.

- Peserta didik melihat daftar pertanyaan
- Peserta didik bertanya tentang arti pertanyaan

Mengumpulkan Informasi

- Peserta didik mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan secara individual secara tertulis dengan benar
- Peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan dalam kelompok kecil
- Peserta didik bekerja dalam kelompok untuk menulis cerita mengenai “The Lion And The Mouse” berdasarkan urutan gambar seri yang diberikan.
- Peserta didik mengamati urutan dan memberi feedback kepada kelompok lain
- Peserta didik menuliskan kembali text cerita yang sudah urut dengan kapitalisasi dan tanda baca yang benar

Mengasosiasi

- Peserta didik secara individu menentukan structure text, unsure kebahasaan dan fungsi sosial dari cerita. Dengan menjawab soal-soal yang diberikan.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok mereka yang telah tersusun.

c. Kegiatan Penutup

- Peserta didik dan guru membahas dan merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

PERTEMUAN KE-2

Mengamati

- Peserta didik mengamati gambar yang diberikan.
- Peserta didik mengamati daftar kosakata yang diberikan.
- Peserta didik menirukan cara membaca kosakata yang diberikan

Bertanya

- Peserta didik menanyakan arti beberapa kata yang masih dirasa sulit.
- Peserta didik melihat urutan gambar seri dan menanyakan gambar yang masih dirasa sulit

Mengumpulkan Informasi

- Peserta didik bekerja berpasangan
- Peserta didik mencari jawaban dari pertanyaan mereka melalui berbagai sumber (tanya teman, lihat kamus, dll)

Mengasosiasi

- Peserta didik membuat fabel berdasarkan gambar yang diberikan
- Peserta didik secara individu membuat fabel dengan menentukan struktur text, unsur kebahasaan, dan fungsi sosial dari text naratif

Mengkomunikasikan

- Peserta didik mempresentasikan hasil diskusi di depan kelas
- Peserta didik yang lain memberikan feedback

c. Kegiatan Penutup

- Guru membimbing peserta didik untuk merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

PERTEMUAN KE-3***Mengamati***

- Peserta didik mengamati gambar yang diberikan.
- Peserta didik mengamati daftar kosakata yang diberikan.
- Peserta didik menirukan cara membaca kosakata yang diberikan

Bertanya

- Peserta didik menanyakan arti beberapa kata yang masih dirasa sulit.
- Peserta didik melihat urutan gambar seri dan menanyakan gambar yang masih dirasa sulit

Mengumpulkan Informasi

- Peserta didik bekerja secara individu
- Peserta didik mencari jawaban dari pertanyaan mereka melalui berbagai sumber (tanya teman, lihat kamus, dll)

Mengasosiasi

- Peserta didik membuat fabel berdasarkan gambar yang diberikan
- Peserta didik secara individu membuat fabel dengan menentukan struktur text, unsur kebahasaan, dan fungsi sosial dari text naratif

Mengkomunikasikan

- Guru member penguatan terhadap jawaban peserta didik

c. Kegiatan Penutup

- Guru membimbing peserta didik untuk merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

G. PENILAIAN HASIL PEMBELAJARAN**Kriteria Penilaian text Narrative**

<p style="text-align: center;">Focus/Organization</p> <ol style="list-style-type: none"> 1. The narrative fulfills its purpose by telling a story using the elements of a fable and teaching a moral. 2. The story is appropriate to its intended audience. 3. Time order is used to organize the story's events. 	<p>Comments:</p> <p style="text-align: right;">Score / 35</p>
<p style="text-align: center;">Elaboration/Support/Style</p> <ol style="list-style-type: none"> 1. Enough details are provided to describe the setting and characters. 2. Realistic dialogue contributes to the story and is used appropriately. 3. Story has a well-developed conflict. 4. The moral is clearly stated and appropriately relevant to the story. 	<p>Comments:</p> <p style="text-align: right;">Score / 35</p>

<p style="text-align: center;">Grammar, Usage, and Mechanics</p> <ol style="list-style-type: none"> 1. The writing is free of misspellings, and words are capitalized correctly. 2. Sentences are punctuated correctly, and the piece is free of fragments and run-ons. 3. Standard English usage is employed except where inappropriate. 4. The paper is neat, legible, and presented in an appropriate format. 	<p>Comments:</p> <p style="text-align: right;">Score / 30</p>
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Cara Penilaian:

Indikator Penilaian : 3.14.1, 3.14.2, 3.14.3
 Teknik Penilaian : Essay
 Bentuk Penilaian : Test tulis
 Instrumen Penilaian : Gambar Seri "The Lion And The Mouse"

Mengetahui
Guru Mapel Bahasa Inggris

Sungai Penuh, 2021
Guru Penelitian

(FRETTY SEPTIANA, S.Pd)
NIP. 197809172007102001

(RIA ANGGRAINI)
08.748.13

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Lampiran 1

Writing Test

Instruction: arranged the story untitled "The Lion and The Mouse" and the keyword bellow!



Tired Lion, Sleep,



Mouse, Scrambled



The lion caught the mouse



The mouse prayed the Lion to leave him off



The Lion was caught in a net spread by a hunter



The mouse helped the lion to escape



The lion thanked the mouse



**RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)**

Satuan Pendidikan	: MAN 1 Sungai Penuh
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI/ IPS 1
Pokok Bahasan	: Teks lisan dan tulis tentang Narrative Text (Fable)
Alokasi Waktu	: 6 x 2 JP

A. KOMPETENSI INTI (KI)

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR (KD)

- 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.14.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 3.14.2 Mengidentifikasi ungkapan yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

- 4.18.1 Mengidentifikasi ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.2 Menirukan ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.3 Membuat percakapan pendek yang menggunakan ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.4 Menggunakan struktur teks dan unsur kebahasaan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.5 Melakukan percakapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

D. MATERI PEMBELAJARAN

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
4. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
5. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

- (1) Simple Past tense, Simple Past Continuous Tense
- (2) Kosakata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
- (3) Adverb of time: first, next, then, after that, before, finally, etc
- (4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last
- (5) Ucapan, tekanan kata, intonasi
- (6) Ejaan dan tanda baca
- (7) Tulisan tangan.

Topik

Narrative text (Fable)

The Mouse Deer and The Crocodile

Once upon a time there were a smart Mouse deer. He lived near a river. The mousedeer used to go to the river to drink.

One day, the Mouse deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw the floating log in the river. He knew that Crocodile looked like a log when he floated. The Mouse deer didn't want to be eaten by the crocodile when he crosses the river. He had an idea! He called out loud, "Crocodile! Crocodile!" Crocodile rose from the water, "Hello Mouse deer. Have you come to be my lunch?" Mouse deer smiled. "Sorry, not today Crocodile. I have order from the King. He wants to invite all

of the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you.”

“Really? Tell us what to do?” said the Crocodile. “You must line up from this side of the river to the other side,” said the Mouse deer. The Crocodile then got all his friends and family. They lined up across the river. The Mouse deer then jumped onto the Crocodile’s back. “One,” he counted. He jumped onto the next crocodile, “Two.” And the next crocodile, “Three.” The mouse deer kept jumping until he arrived on the other side of the river. “How many are there?” asked the Crocodile. “Just enough!” said the Mousedeer. He laughed as he run to the forest.

E. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat

- Gambar seri (The Mouse Deer and The Crocodile)
- White board and board marker

2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014
- Passport to the World “ A fun and Easy English book”

F. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

a. Kegiatan Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

- Peserta didik mengamati gambar seri “The Mouse Deer and The Crocodile” (Lampiran 1)
- Peserta didik mengamati daftar kosa kata yang terdapat pada setiap gambar yang diberikan oleh guru

- Peserta didik mendengarkan instruksi guru untuk tugas yang akan diberikan
- Peserta didik mendengarkan cerita “The Mouse Deer and The Crocodile”
- Peserta didik melihat kembali daftar kosa kata
- Peserta didik menyebutkan arti kata yang tertera pada gambar apabila mereka tahu

Bertanya

- Peserta didik menanyakan arti beberapa kata yang masih dirasa sulit.
- Peserta didik melihat daftar pertanyaan
- Peserta didik bertanya tentang arti pertanyaan

Mengumpulkan Informasi

- Peserta didik mendengarkan cerita sambil mencoba menjawab pertanyaan yang disajikan secara individual secara tertulis dengan benar
- Peserta didik mendiskusikan mengenai jawaban pertanyaan yang disajikan dalam kelompok kecil
- Peserta didik bekerja dalam kelompok untuk menulis cerita mengenai “The Mouse Deer and The Crocodile” berdasarkan urutan gambar seri yang diberikan.
- Peserta didik mengamati urutan dan memberi feedback kepada kelompok lain
- Peserta didik menuliskan kembali text cerita yang sudah urut dengan kapitalisasi dan tanda baca yang benar

Mengasosiasi

- Peserta didik secara individu menentukan structure text, unsure kebahasaan dan fungsi sosial dari cerita. Dengan menjawab soal-soal yang diberikan.

Mengkomunikasikan

- Peserta didik membacakan hasil diskusi kelompok mereka yang telah tersusun.

c. Kegiatan Penutup

- Peserta didik dan guru membahas dan merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari

- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

PERTEMUAN KE-2

Mengamati

- Peserta didik mengamati gambar yang diberikan.
- Peserta didik mengamati daftar kosakata yang diberikan.
- Peserta didik menirukan cara membaca kosakata yang diberikan

Bertanya

- Peserta didik menanyakan arti beberapa kata yang masih dirasa sulit.
- Peserta didik melihat urutan gambar seri dan menanyakan gambar yang masih dirasa sulit

Mengumpulkan Informasi

- Peserta didik bekerja berpasangan
- Peserta didik mencari jawaban dari pertanyaan mereka melalui berbagai sumber (tanya teman, lihat kamus, dll)

Mengasosiasi

- Peserta didik membuat fabel berdasarkan gambar yang diberikan
- Peserta didik secara individu membuat fabel dengan menentukan struktur text, unsur kebahasaan, dan fungsi sosial dari text naratif

Mengkomunikasikan

- Peserta didik mempresentasikan hasil diskusi di depan kelas
- Peserta didik yang lain memberikan feedback

c. Kegiatan Penutup

- Guru membimbing peserta didik untuk merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

PERTEMUAN KE-3

Mengamati

- Peserta didik mengamati gambar yang diberikan.
- Peserta didik mengamati daftar kosakata yang diberikan.
- Peserta didik menirukan cara membaca kosakata yang diberikan

Bertanya

- Peserta didik menanyakan arti beberapa kata yang masih dirasa sulit.
- Peserta didik melihat urutan gambar seri dan menanyakan gambar yang masih dirasa sulit

Mengumpulkan Informasi

- Peserta didik bekerja secara individu
- Peserta didik mencari jawaban dari pertanyaan mereka melalui berbagai sumber (tanya teman, lihat kamus, dll)

Mengasosiasi

- Peserta didik membuat fabel berdasarkan gambar yang diberikan
- Peserta didik secara individu membuat fabel dengan menentukan struktur text, unsur kebahasaan, dan fungsi sosial dari text naratif

Mengkomunikasikan

- Guru member penguatan terhadap jawaban peserta didik

c. Kegiatan Penutup

- Guru membimbing peserta didik untuk merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

G. PENILAIAN HASIL PEMBELAJARAN

Kriteria Penilaian text Narrative

Focus/Organization	Comments:
1. The narrative fulfills its purpose by telling a story using the elements of a fable and	

teaching a moral. 2. The story is appropriate to its intended audience. 3. Time order is used to organize the story's events.	Score / 35
Elaboration/Support/Style 1. Enough details are provided to describe the setting and characters. 2. Realistic dialogue contributes to the story and is used appropriately. 3. Story has a well-developed conflict. 4. The moral is clearly stated and appropriately relevant to the story.	Comments: Score / 35
Grammar, Usage, and Mechanics 1. The writing is free of misspellings, and words are capitalized correctly. 2. Sentences are punctuated correctly, and the piece is free of fragments and run-ons. 3. Standard English usage is employed except where inappropriate. 4. The paper is neat, legible, and presented in an appropriate format.	Comments: Score / 30

Cara Penilaian:

Indikator Penilaian : 3.14.1, 3.14.2, 3.14.3

Teknik Penilaian : Essay

Bentuk Penilaian : Test tulis

Instrumen Penilaian : Gambar Seri " The Mouse Deer and The Crocodile"

Mengetahui
Guru Mapel Bahasa Inggris

Sungai Penuh, 2021
Guru Penelitian

(FRETTY SEPTIANA, S.Pd)
NIP. 197809172007102001

(RIA ANGGRAINI)
08.748.13

Lampiran 1

Writing Test

Instruction: arranged the story untitled "The Wolf in Sheep Clothing" and the keyword bellow!



The mousedeer
want to cross the
river



He saw the floating
log in the river



He got the idea to
cross the river



They lined up
across the river.



The Mouse deer
then jumped onto
the Crocodile's
back.



The Mouse deer
could cross the river

**The Result of The Students' Writing Test
Cycle 1**

Day/Date :

No	Students' Code	Indicators			Total	Category
		Focus, Organization	Elaboration Support/Style	Grammar, Usage, and Mechanics		
1	A	25	20	20	65	Good
2	B	25	20	20	65	Good
3	C	20	20	20	60	Fair
4	D	25	25	20	70	Good
5	E	20	20	20	60	Fair
6	F	20	25	20	65	Good
7	G	20	20	20	60	Fair
8	H	25	20	20	65	Good
9	I	20	20	20	60	Fair
10	J	25	25	20	70	Good
11	K	20	25	20	65	Good
12	L	20	20	20	60	Fair
13	M	25	25	20	70	Good
14	N	25	25	20	70	Good
15	O	20	20	20	60	Fair
16	P	20	25	20	65	Good
17	Q	20	25	20	65	Good

18	R	20	20	20	60	Fair
19	S	20	20	20	60	Fair
20	T	25	25	20	70	Good
21	U	20	20	20	60	Fair
22	V	20	25	20	65	Good
23	W	25	20	20	65	Good
24	X	25	25	20	70	Good
Sum					1.545	
Mean					64	

**The Result of The Students' Writing Test
Cycle 2**

Day/Date :

No	Students' Code	Indicators			Total	Category
		Focus, Organization	Elaboration Support/Style	Grammar, Usage, and Mechanics		
1	A	30	25	20	75	Good
2	B	25	25	20	70	Good
3	C	20	20	25	65	Good
4	D	25	25	20	70	Good
5	E	25	20	20	65	Good
6	F	25	25	20	70	Good
7	G	30	25	20	75	Good
8	H	20	20	25	65	Good
9	I	25	20	25	70	Good
10	J	25	30	20	75	Good
11	K	20	25	20	65	Good
12	L	25	25	20	70	Good
13	M	25	30	20	75	Good
14	N	25	30	20	75	Good
15	O	25	25	20	70	Good
16	P	25	25	20	70	Good
17	Q	25	25	20	70	Good

18	R	20	20	25	65	Good
19	S	25	30	20	75	Good
20	T	20	20	25	65	Good
21	U	30	25	20	75	Good
22	V	25	25	20	70	Good
23	W	25	20	20	65	Good
24	X	30	25	25	80	Excellent
Sum					1.705	
Mean					71	

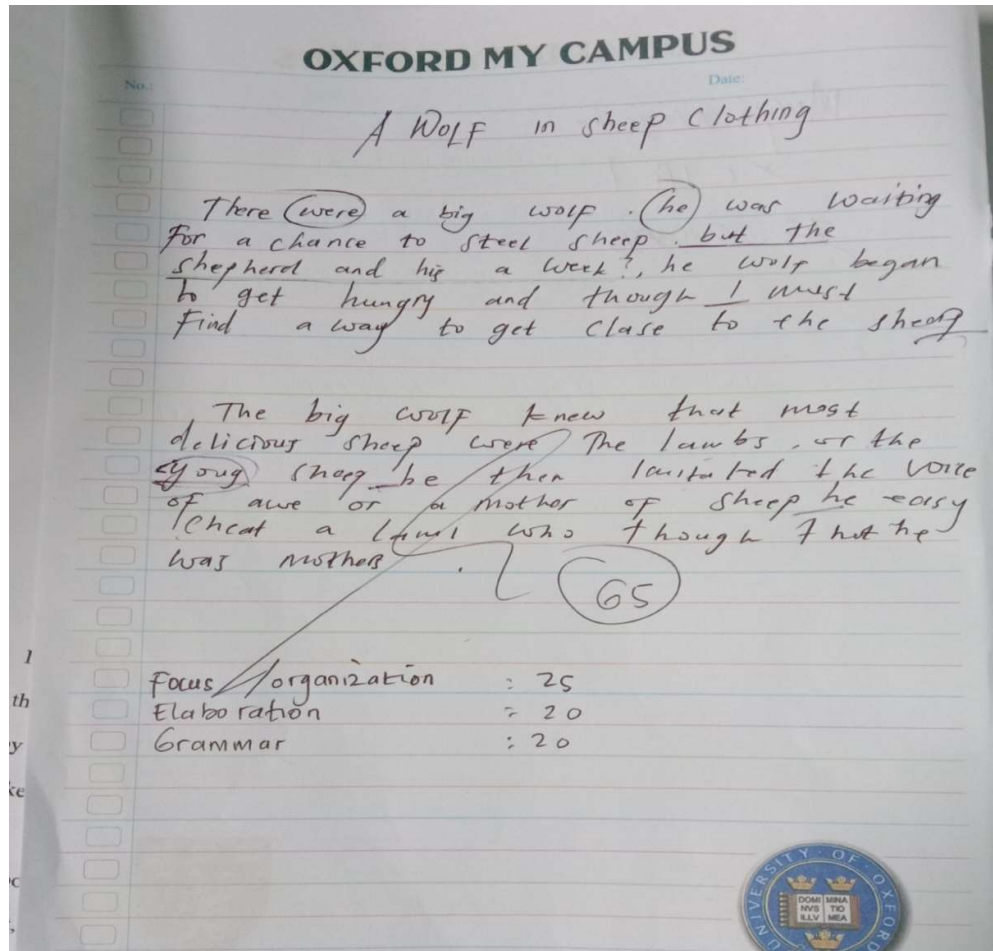
**The Result of The Students' Writing Test
Cycle 3**

Day/Date :

No	Students' Code	Indicators			Total	Category
		Focus, Organization	Elaboration Support/Style	Grammar, Usage, and Mechanics		
1	A	30	30	25	85	Excellent
2	B	25	25	25	75	Good
3	C	30	30	25	85	Excellent
4	D	30	25	25	80	Excellent
5	E	25	25	25	75	Good
6	F	30	25	25	80	Excellent
7	G	30	25	20	75	Good
8	H	30	25	25	80	Excellent
9	I	30	30	30	90	Excellent
10	J	30	25	20	75	Good
11	K	30	30	25	85	Excellent
12	L	25	25	25	75	Good
13	M	25	30	20	75	Good
14	N	30	30	25	85	Excellent
15	O	25	30	20	75	Good
16	P	30	30	30	90	Excellent
17	Q	30	25	25	80	Excellent

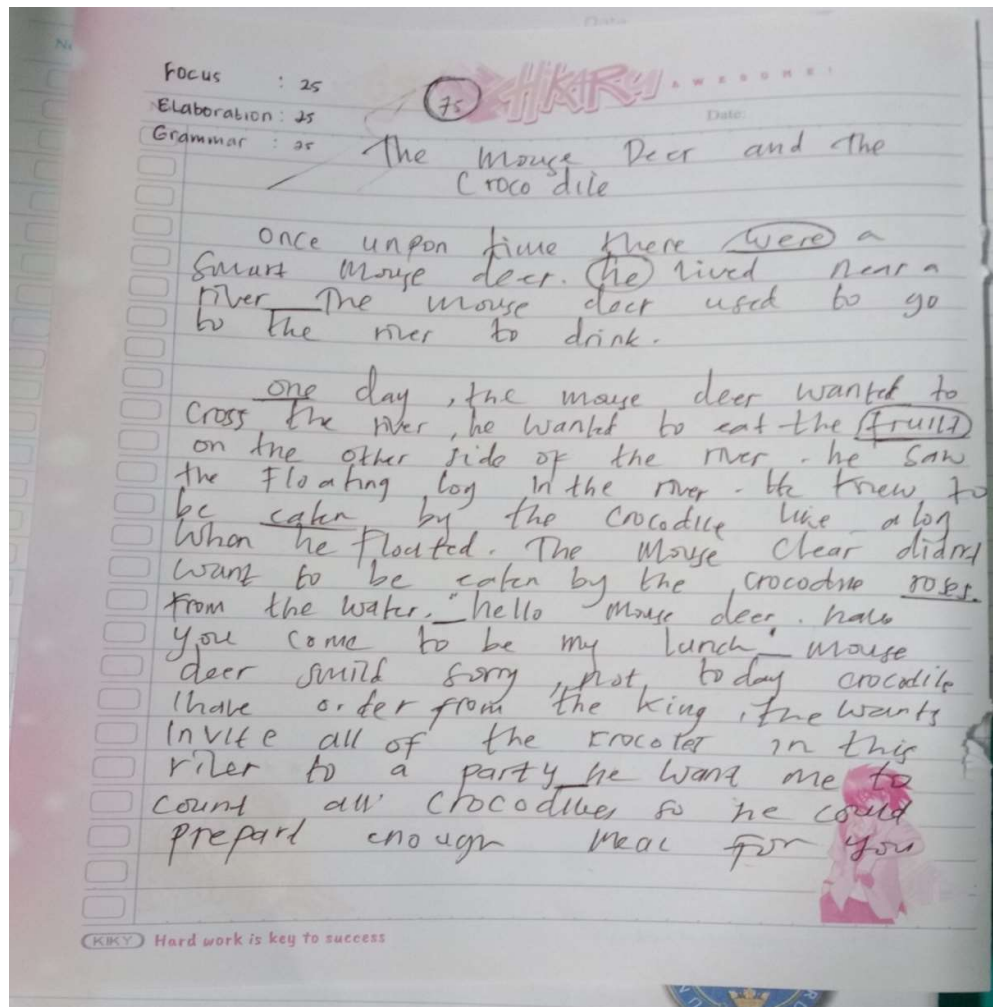
18	R	25	30	20	75	Good
19	S	25	30	20	75	Good
20	T	30	25	25	80	Excellent
21	U	25	30	20	75	Good
22	V	30	30	25	85	Excellent
23	W	30	30	25	85	Excellent
24	X	30	25	25	80	Excellent
Sum					1.920	
Mean					80	

**The Example of Students' Writing Worksheets
Of Cycle 1**



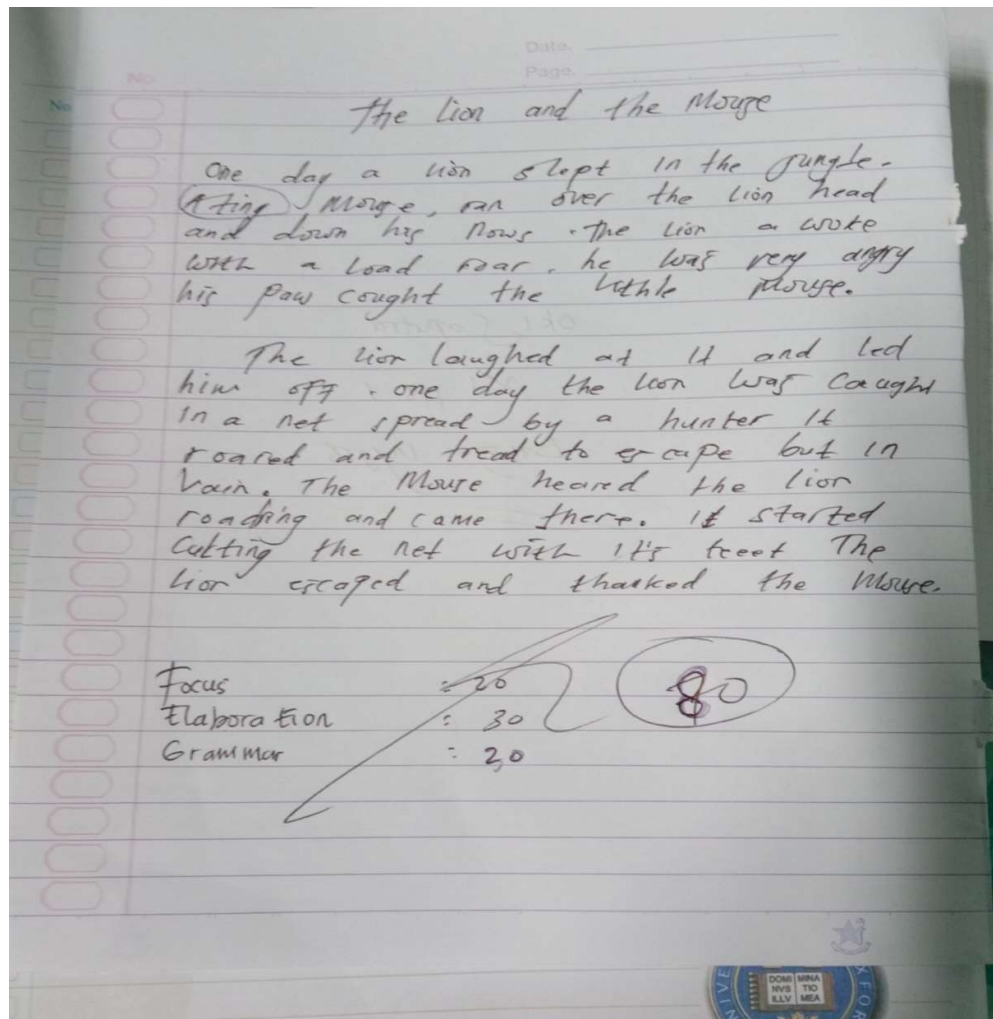
1. **Focus Organization:** The narrative fulfills its purpose by telling a story using the elements of a fable but did not have teaching a moral. The story had no resolution.
2. **Elaboration:** enough details are provided to describe the setting and characters. There wasn't Realistic dialogue contributed to the story, Story has a conflict but not well developed.
3. **Grammar, Usage, and Mechanics :** The writing had some of misspellings, and words weren't capitalized correctly. Sentences weren't punctuated correctly, there were some grammatical error.

**The Example of Students' Writing Worksheets
Of Cycle 2**



1. *Focus Organization*: The narrative fulfills its purpose by telling a story using the elements of a fable but did not have teaching a moral. The story had no resolution.
2. *Elaboration*: Enough details are provided to describe the setting and characters. There was some Realistic dialogues contributed to the story, Story has a conflict but not well developed.
3. *Grammar, Usage, and Mechanics* : There were some misspellings, Sentences weren't punctuated correctly, and there were some grammatical error.

**The Example of Students' Writing Worksheets
Of Cycle 3**



1. **Focus Organization:** The narrative fulfills its purpose by telling a story using the elements of a fable and have teaching a moral.
2. **Elaboration:** Enough details are provided to describe the setting and characters. There wasn't Realistic dialogue contributed to the story, Story has a well developed conflict.
3. **Grammar, Usage, and Mechanics :** There was a misspellings, Sentences were punctuated correctly, and there were some grammatical error.

Observation Sheet**Fieldnote**

Cycle : 1
Meeting : 1
Date : Tuesday, 21st of July 2020

The students make some mistake in grammar and mechanic. Some students still did not pay attention and disinterested with the lesson.

Collaborator

FRETTY SEPTIANA, S.Pd
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INSTITUT AGAMA ISLAM NEGERI
KERINCI

Observation Sheet**Fieldnote**

Cycle : 1
Meeting : 2
Date : Thursday, 23rd of July 2020

Picture series provided illustrations and new vocabulary. But the students were still passive during the lesson. Just some of them were answer when the teacher interact with them.

Collaborator

FRETTY SEPTIANA, S.Pd
NIP. 197809172007102001

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Observation Sheet**Fieldnote**

Cycle : 1
Meeting : 3
Date : Tuesday, 28th of July 2020

Students were interested in using picture series. They seem interested with the topic. They asked about the picture given by the researcher. But there were some students didn't active in the teaching and learning process.

Collaborator

FRETTY SEPTIANA, S.Pd
NIP. 197809172007102001

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Observation Sheet**Fieldnote**

Cycle : 2
Meeting : 1
Date : Tuesday, 4th of August 2020

Students were helped by picture series to find and generate ideas in writing narrative text. The Picture series given by the teacher provided illustrations and new vocabulary which could be explored by the students.

Collaborator

FRETTY SEPTIANA, S.Pd
NIP. 197809172007102001

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Observation Sheet**Fieldnote**

Cycle : 2
Meeting : 2
Date : Thursday, 6th of August 2020

Students' mistakes in grammar and mechanic can be reduced through more exercise, explanation, and feed back from the teacher.

Collaborator

FRETTY SEPTIANA, S.Pd
NIP. 197809172007102001

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Observation Sheet**Fieldnote**

Cycle : 2
Meeting : 3
Date : Tuesday, 11th of August 2020

The students look more enthusiastic during the lesson because the teacher give more attention, motivation, complement, asked the students difficulties, and approached the passive students. It is helpful to attract students' interest to the material given.

Collaborator

FRETTY SEPTIANA, S.Pd
NIP. 197809172007102001

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Observation Sheet**Fieldnote**

Cycle : 3
Meeting : 1
Date : Tuesday, 18th of August 2020

Students could find and generate ideas in writing narrative text. They were able to compose a text based on the generic structure. The teacher asked about the students difficulties during the lesson, and the students were more active in asking when they faced some difficulties.

Collaborator

FRETTY SEPTIANA, S.Pd
NIP. 197809172007102001

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Observation Sheet**Fieldnote**

Cycle : 3
Meeting : 2
Date : Thursday, 20th of August 2020

Students got many new vocabularies through some exercise. The teacher always gave them the list of vocabulary and when the students some difficult words.

Collaborator

FRETTY SEPTIANA, S.Pd
NIP. 197809172007102001

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Observation Sheet**Fieldnote**

Cycle : 3
Meeting : 3
Date : Tuesday, 25th of August 2020

The students' mistakes in grammar and mechanic dereased significantly. The teaching and learning process was ran maximaly. Most of the students more motivated in writing narrative text. Besides, the teacher continue to give more attention, motivation, complement, asked the students difficulties, and approached the passive students.

Collaborator

FRETTY SEPTIANA, S.Pd
NIP. 197809172007102001

INSTITUT AGAMA ISLAM NEGERI
KERINCI

The Interview Results
Students' Speaking Ability in Narrative Text through Picture Series
Cycle 1

Pertanyaan/Question

1. Apakah metode gambar seri membantu anda dalam belajar? Tolong jelaskan!

Do the picture series method help you in studying? Please explain!

Jawaban/Answers:

- (1 : S1) gambar yang ibu berikan cukup membantu, hanya saja saya memang merasa kesulitan menulis paragraf bahasa Inggris ketika memulai menulis, menggunakan tenses yang cocok sesuai kalimat yang akan ditulis. Dan penempatan titik dan koma yang tidak tepat. Selain itu, saya juga bingung untuk memulai menulis dikarenakan tidak memiliki banyak perbendaharaan kata. Sehingga, saya sulit untuk menterjemahkan kata dalam bahasa Indonesia ke bahasa Inggris.

The picture you provide is quiet helpful, just that I have difficulties in writing paragraph when start to write, used the correct tenses that appropriate with the sentences I write. Besides, I also confused to start writing because I have no much vocabularies. So that, I have difficulties in translate the word from Indonesian language to English.

- (1 : S2) saya masih kesulitan walau pakai gambar seri. sebenarnya kesulitan dalam menulis kalimat, itu karena saya tidak mengerti dan tidak ingat dengan rumus tenses yang harus digunakan. Kedua, saya tidak mampu membedakan beberapa tenses dalam proses menulis dengan benar.

I still have difficulties even used pictures series. Actually I have difficulties in writing some sentence, that is because I do not understand and remember about tenses form. Secondly, I do not able to differences between some tenses in writing process. And I am difficult to arrange word to be good sentences.

- (1 : S3) gambar seri membantu saya sebagai panduan membuat teks. Saya merasa lebih mudah menyusun kalimat daripada tanpa gambar seri. Tapi tetap saja saya merasa kesulitan dalam menulis bahasa Inggris, hal ini dikarenakan saya kurang menguasai kosa kata, saya tidak mengerti dengan tenses, tanda baca dan ilmu grammar lainnya dalam bahasa Inggris. Disamping itu saya tidak mampu untuk mengembangkan topic menjadi paragraph yang benar. Dan saya sering kehilangan kata-kata dan kalimat untuk menjelaskan topic paragraph.

The picture series helped me as the guide to produce a teks. I felt it easier to arrange the sentences than without using any pictures series. But still, I have difficulties to write in English, because I have no much vocabulary, I did not understand about tenses, and other grammatical. Besides, I did not able to develop topic to be good paragraph. And I always lose word and sentence to explain the topic of paragraph.



The Interview Results
Students' Speaking Ability in Narrative Text through Picture Series
Cycle 2

Pertanyaan/Question

1. Apakah metode gambar seri membantu anda dalam belajar? Tolong jelaskan!

Do the picture series method help you in studying? Please explain!

Jawaban/Answers

- (2 : S1) sebenarnya gambar serinya membantu saya untuk menyusun text. Tapi saya kurang tertarik dengan Bahasa Inggris karena Bahasa Inggris itu sulit. Saya masih memiliki kesulitan dalam menyusun paragraph meskipun sudah menggunakan gambar dari guru, itu yang membuat saya tak termotivasi untuk belajar pelajaran Bahasa Inggris. Apalagi kelasnya online, jadi semakin sulit untuk mengikuti pelajaran.

Actually, picture series helped me in arrange the text. But, I am not really interested with English subject because it is difficult. I still have difficulties in arrange the paragraph even with the picture given by the teacher, it makes me do not have motivation in learning English. Moreover, the class is online, that made more difficult to follow the lesson.

- (2 : S2). Saya masih memiliki kesulitan membuat naratif teks, terlalu banyak struktur kata yang saya tidak mengerti. Jadi meskipun gambar bisa sedikit membantu menulisnya tetap saja susah. Juga, saya tidak bagus dalam bahasa Inggris dari dulu, Miss. Saya juga tidak bisa ikut terlibat dalam kegiatan belajar dan mengajar karena saya masih bingung dengan materinya meskipun sudah menggunakan gambar.

I still have difficulties in produce a narrative text, too much text structure that I do not understand. so even though picture can help a little, writing is still difficult to do. Also, I am not very good in English subject since a long time ago, Miss. I also cannot involved in teaching and meeting process since I still confused with the material even with the pictures.

- (2 : S3) saya tidak punya masalah dengan gambar-gambarnya. Saya pikir gambar itu membantu kami untuk membuat teks. Saya hanya terlalu malu untuk bertanya waktu bermasalah, Buk. Kelas online juga baru untuk saya, saya jadi tidak bisa berkonsentrasi dengan pelajaran. Saya menjadi kurang tertarik dengan materi karena itu.

I have no problem with the pictures. I think the picture can help us to make the text. I am just too shy to ask when I have difficulties, Miss. The online class is also new for me. I can't concentrate with the lesson. I end up become less interested in English materials because of that.



The Interview Results
Students' Speaking Ability in Narrative Text through Picture Series
Cycle 2

Pertanyaan/Question

1. Apakah metode gambar seri membantu anda dalam belajar? Tolong jelaskan!

Do the picture series method help you in studying? Please explain!

- (3 : S1) saya rasa gambar seri dapat meningkatkan kemampuan menulis saya. Lebih mudah untuk mengembangkan ide menulis berdasarkan gambar yang diberikan. Saya juga suka cara ibuk mengajar kami. Ibuk sangat sabar dan selalu memotivasi kami. Belajar mengajar jadi lebih menyenangkan.

I Thought that pictures series could improve my writing ability. It easier to develop the idea to write based on the picture given. I also like the way Miss teach us. You are very patient and always give us motivation. The teaching and learning become more fun.

- (3 : S2). Gambar seri membantu saya untuk menyusun teks. Saya suka belajar dengan gambar seri. Penjelasan yang ibuk berikan tentang materi pelajaran juga bagus, saya bisa mengerti dengan mudah. Ibuk selalu mengapresiasi pekerjaan kami, itu membuat saya termotivasi untuk menyelesaikan tugas yang diberikan.

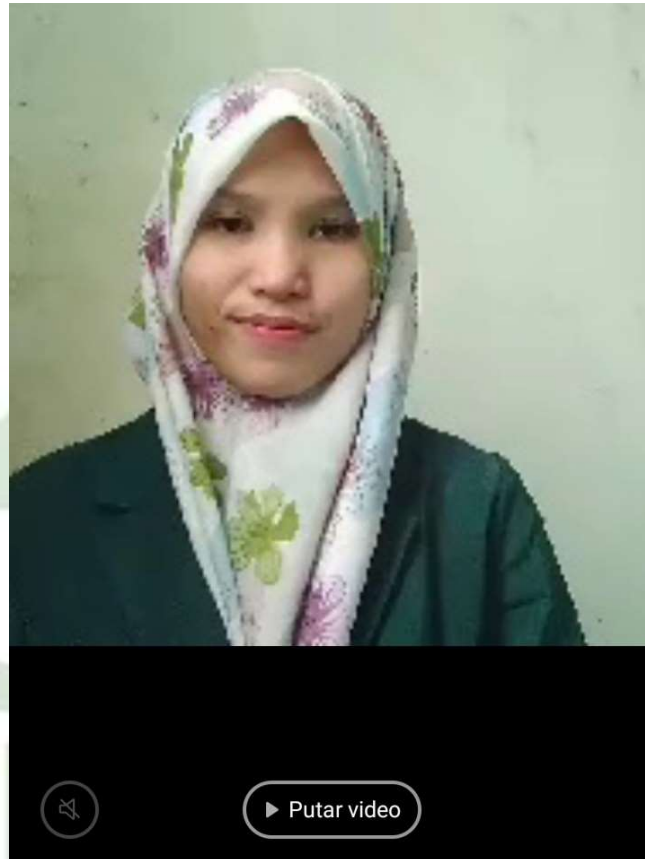
Picture series helped me to arrange the text. I like to learning with picture series. The explanation you gave about the material was also good, I could understand easily. The way you always appreciate our works also gave me motivation to finish the task.

- (3 : S3) saya suka belajar dengan gambar seri. Sangat menyenangkan dan membantu saya. Saya juga berpikir kelas online ternyata menyenangkan. Tidak sesulit yang saya kira. Mungkin karena cara mengajar ibuk bagus. Ibu selalu menanyakan tentang kesulitan saya, sehingga saya tidak malu untuk bertanya tentang materinya.

I like to study with picture series. It was fun and helpful. I also thought that online class was interesting. Not as difficult as I guess. Maybe because the way you teach us is good. You always ask about my difficulties, so that I did not feel shy to ask you about the material.

Documentations

Cycle I

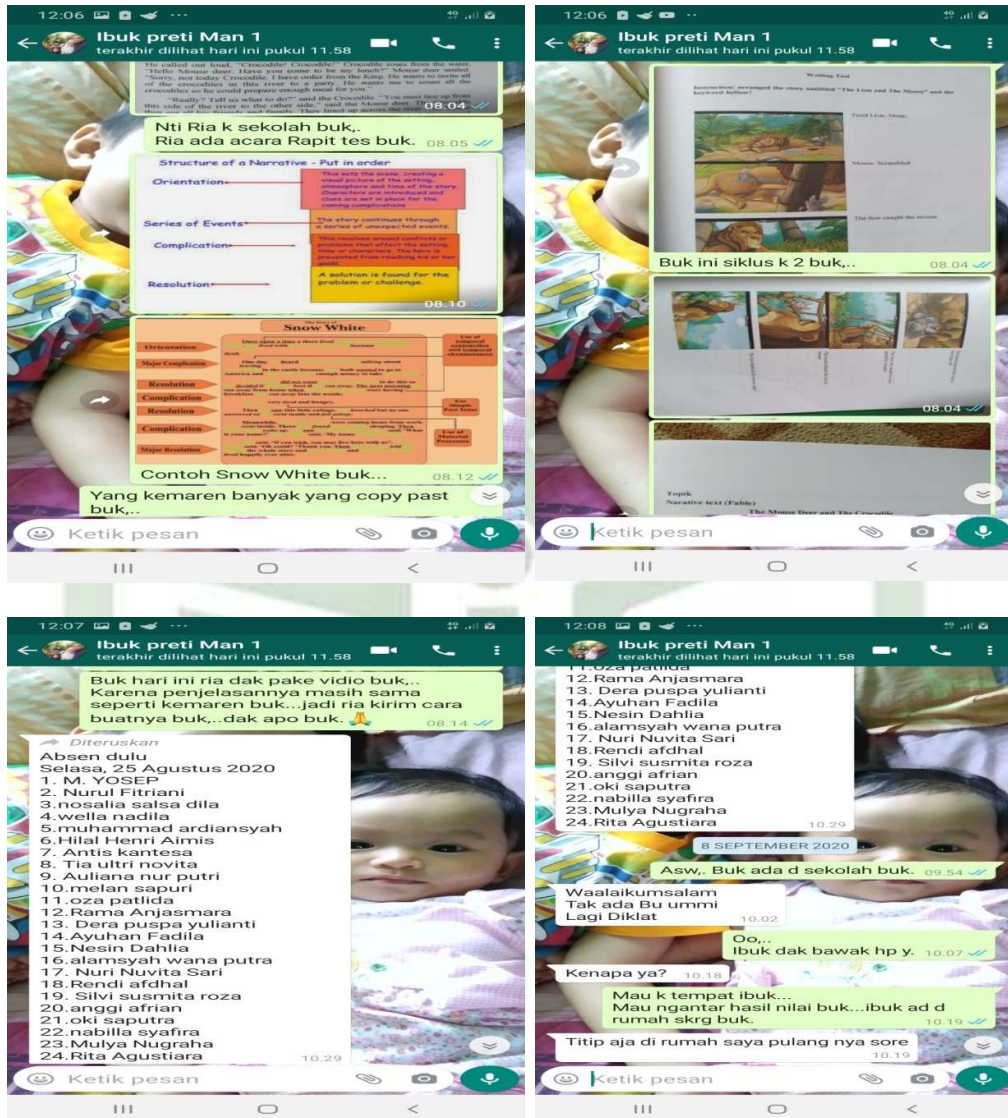


In This first cycle I

1. I say hello first in my teaching video
2. I introduce myself, my address of residence and introduce my college.
3. Then, I told a little of my experience before I entered my subject master in my teaching video.
4. Then, I entered my teaching material in the first cycle, I explained what Picture series and Narrative Text.
5. After that I sent the material to my supervisor.

Documentations

Cycle 2



In the second cycle I explained how to make good Narrative Text

Cycle 3



In the third cycle I only a series of picture via messages on the cellphone that I sent to my supervisor.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Kec. Pagar Bukit - Sungai Penuh Telp. (0748) 21065 Fax. (0748) 22114
 Kode Pos 37112 Webby www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

Nomor : In.31/D.1.1/PP.00.9/ 398/2020 16 Juli 2020
 Lampiran : 1 Berkas
 Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
 Kepala Badan Kesatuan Bangsa
 Politik dan Perlindungan Masyarakat
 Kota Sungai Penuh

Di _
 Tempat

Assalamualaikum w.w.

Dalam rangka pelaksanaan penelitian mahasiswa semester akhir Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, dalam Wilayah Kota Sungai Penuh, maka dengan ini Kami mohon kepada Bapak/Ibu untuk mengeluarkan surat izin kepada mahasiswa yang namanya terlampir dibawah ini. Waktu yang diberikan mulai pada tanggal **16 Juli 2020 s.d 16 September 2020**.

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

Dekan,
 Wakil Dekan Bidang Akademik
 dan Pengembangan Lembaga

Dr. SAADUDDIN, MPdI

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Pertinggal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SUNGAI PENUH
MADRASAH ALIYAH NEGERI 1 SUNGAI PENUH
Jalan Pahlawan Kota Lela - Pasir Putih - Sungai Penuh - Jambi
Kode Pos 37152, Telp/Fax : 0748218399/0748218399, www.kem.kem.go.id

SURAT KETERANGAN

Nomor : B- 02 /Ma 05 /PP.00 6/09/2020

Assalamu'alaikum w. w.

Yang bertandatangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Sungai Penuh Kota Sungai Penuh menerangkan bahwa :

Nama : Ria Anggraini
NIM : 08.748.13
Program Studi : Tadris Bahasa Inggris
Perguruan Tinggi : Tarbiyah dan Ilmu Keguruan

Telah selesai mengadakan riset/penelitian di Madrasah Aliyah Negeri 1 Sungai Penuh yang dilaksanakan dari tanggal 16 Juli 2020 s.d 16 September 2020 dalam rangka mengumpulkan data/masukan untuk menyelesaikan penyusunan Skripsi dengan judul : *"Improving students' Narrative text writing ability by using picture series at the tenth grade of Man 1 Sungai Penuh Academic year 2019-2020"*.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Wassalamualaikum, w.w.

Sungai Penuh, 22 September 2020 M
05 Saffar 1442 H



ASMI SAMIN, S.Ag. M.Pd
NIP. 197210221998031003

Tembusan Yth :

1. Kepala Kantor Wilayah Kementerian Agama Propinsi Jambi,
2. Kepala Kantor Kementerian Agama Kota Sungai Penuh,
3. Ketua IAIN Kerinci



PEMERINTAH KOTA SUNGAI PENUH
BADAN KESATUAN BANGSA DAN POLITIK
 Jln. Yos Sudarso Desa Gedang Telp/Fax. (0748) 22162 Sungai Penuh

REKOMENDASI PENELITIAN
 Nomor : 070/197 / Kesbangpol -2 /VII /2020

Dasar :

1. Permendagri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah
2. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Sungai Penuh Nomor 35 Tahun 2019 Tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi Serta Tata Kerja Badan Kesatuan Bangsa dan Politik Kota Sungai Penuh

Menimbang :

- a. Surat Dari Institut Agama Islam Negeri (IAIN) Kerinci Fakultas Tarbiyah dan Ilmu Keguruan Nomor In.31/D.1.1/PP.00.9/398/2020 Tanggal 16 Juli 2020 Perihal Permohonan Izin Penelitian
- b. Berdasarkan pertimbangan sebagaimana dimaksud huruf (a) diatas perlu dikeluarkan rekomendasi riset / Penelitian sesuai dengan proposal yang diajukan.

Kepala Badan Kesbangpol Kota Sungai Penuh, memberikan rekomendasi kepada :

Nama : **RIA ANGGRAINI**
 NIM : 1610204093
 Pekerjaan : MAHASISWI
 Kebangsaan : INDONESIA
 Alamat : Desa Koto Duo Kecamatan Pesisir Bukit Kota Sungai Penuh

Untuk : Melakukan penelitian Dengan judul **IMPROVING STUDENT' NARRATIVE TEXT WRITING ABILITY BY USING PICTURE SERIES AT THE TENTH GRADE OF MAN 1 SUNGAI PENUH ACADEMIC YEAR 2019-2020**

Tempat Penelitian : Madrasah Aliyah Negeri 1 Sungai Penuh
Waktu : 16 Juli s/d 16 September 2020

Dengan Ketentuan :

1. Sebelum melakukan Riset / Penelitian terlebih dahulu melapor kepada Kepala / pimpinan dan pihak-pihak terkait setempat, untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan menaati ketentuan yang berlaku di tempat penelitian.
3. Tidak dibenarkan melakukan Riset / penelitian yang tidak ada kaitannya dengan judul Riset / Penelitian dimaksud.
4. Tidak menggunakan Rekomendasi Penelitian ini untuk tujuan tertentu, di luar rekomendasi yang diterbitkan.
5. Rekomendasi ini akan dicabut kembali apabila pemegangnya tidak menaati ketentuan tersebut diatas.
6. Hasil Penelitian di serahkan kepada Walikota Sungai Penuh melalui Badan Kesbang dan Politik Kota Sungai Penuh 1(Satu) exemplar.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya

Sungai Penuh, 24 Juli 2020





LETDA SEPDINAL, SH
 NIP. 19710905 200604 1 003

Tembusan :

1. Bapak Walikota Sungai Penuh.
2. Kepala Badan Penelitian dan Pengembangan Kota Sungai Penuh.
3. Kepala Dinas Pendidikan Kota Sungai Penuh
4. Kepala Kantor Kementerian Agama Kota Sungai Penuh
5. Kepala MAN Negeri 1 Kota Sungai Penuh
6. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kerinci.
7. Yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SUNGAI PENUH
MADRASAH ALIYAH NEGERI 1

Jalan Pelita IV Koto Lolo – Pesisir Bukit – Sungai Penuh – Jambi
 Kode Pos 37112 Telp/Fax : (0748)21593
 Website: www.man1sungaipenuh.sch.id

Nomor : B-762/Ma.05.01/PP.00.6/07/2020
 Lampiran : -
 Perihal : Izin Penelitian

Sungai Penuh, 23 Juli 2020

Kepada Yth.
 Rektor IAIN Kerinci
 di
 Tempat

Assalamu'alaikum w. w.

Berdasarkan surat dari IAIN Kerinci nomor In.31/D.1.1/PP.00.9/398/2020 Penuh tanggal 16 Juli 2020 tentang Mohon izin penelitian dalam rangka Penulisan Skripsi dengan judul: *"Improving students' Narrative text writing ability by using picture series at the tenth grade of Man 1 Sungai Penuh Academic year 2019-2020"*. Terhitung mulai tanggal 16 Juli 2020 s.d 16 September 2020 maka Kepala Madrasah Aliyah Negeri 1 Sungai Penuh memberi izin kepada :


Nama : Ria Anggraini
 NIM : 08.748.13
 Jurusan : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk Melakukan Penelitian di MAN 1 Sungai Penuh dengan ketentuan :

1. Melaksanakan kegiatan sesuai dengan ketentuan dan Tata Tertib Madrasah
2. Pengumpulan data tidak mengganggu proses pembelajaran.
3. Menyerahkan hard copy proposal serta instrumen pengumpulan data
4. Data yang akan dikumpulkan hanya dari lingkup penyelesaian Penelitian.
5. Setelah Pengumpulan data awal, melaporkan hasilnya kepada Kepala Madrasah.

Demikian, untuk dapat digunakan seperlunya.

Wassalamu'alaikum w. w.

Kepala,

 Asmir Samin, S.Ag, M.PdI
 NIP. 197210221998031003

Tembusan Yth :

1. Kepala Kantor Wilayah Kementerian Agama Prov. Jambi;
2. Kepala Kantor Kementerian Agama Kota Sungai Penuh;
3. Ketua Ketua STKIP Muhammadiyah Wilayah Jambi di Kota Sungai Penuh



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Alamat : Jalan Kapten Murodi Sungai Penuh Telp. 0748 – 21065 Faks : 0748 – 22114
 Kode Pos : 37112 Website : www.stankerinci.ac.id e-mail : info@stankerinci.ac.id

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 Nomor : 709 Tahun 2018

TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI
MAHASISWA IAIN KERINCI
TAHUN 2018/2019

- Menimbang** : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program S.1 IAIN Kerinci, maka dirasa perlu menetapkan dosen menjadi pembimbing skripsi mahasiswa.
 2. Bahwa dosen yang namanya tersebut dalam Surat Keputusan ini dipandang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat** : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci
 2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
 3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan** : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
 2. Usul Ketua Jurusan Pendidikan Bahasa Inggris Nomor In.31/JS.1/PP.00.9/047/2018 Tanggal 13-Nop-18

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk dan menugaskan kepada :
- | | | |
|---------|--------------------------|-----------------------|
| 1. Nama | : Dr. Daflizar, S.Pd, MA | Sebagai Pembimbing I |
| 2. Nama | : Herayati, M.Pd | Sebagai Pembimbing II |


Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama	: Ria Anggraini
NIM	: 08.748.13
Jurusan	: Pendidikan Bahasa Inggris
Judul Skripsi	: Improving Student's Writing Skill By Using Method Review Topic Narrative Text at Seventh Grade of SMPN 7 Sungai Penuh

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH
 PADA TANGGAL : 06-Des-18

A.n. Dekan,
 Wakil Dekan I


 Drs. SAADUDDIN, M.Pd

Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
2. Ketua Jurusan
3. Dosen Pembimbing
4. Bertinggal

CURRICULUM VITAE



Personal Data

Name : Ria Anggraini
 Student Registration Number : 1610204093
 Place & Date of Birth : Koto Dua, 19 March 1995
 Gender : Female
 Religion : Moeslim
 Address : Sungai Liuk, Pesisir Bukit Sub Distric –
 Sungai Penuh

Educational Background

No	School	Address	Graduation Year
1	SDN 239/VI Bunga Antoi	Merangin	2006
2	SMPN 14 Merangin	Merangin	2009
3	SMAN 3 Sungai Penuh	Koto Baru	2013
4	IAIN Kerinci	Sungai Liuk	Now

Sungai Penuh, January 2021

Writer

RIA ANGGRAINI
NIM: 08.748.13