

**THE EFFECT OF USING SEQUENCE OF PICTURES
ON STUDENTS' WRITING SKILL AT
ISLAMIC JUNIOR HIGH SCHOOL
AL FALAH JAMBI**

THESIS



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THE STATE ISLAMIC UNIVERSITY
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JAMBI
2023**

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**Submitted as a partial fulfillment of requirements to obtain an
undergraduate (S1) Degree in English Education**



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Could be submitted to munaqasah exam (munaqasah) as one of the requirements for the undergraduate degree (S1) in English Education Program Faculty of Education and Teacher Training. The State Islamic University of Sulthan Thaha Saifuddin Jambi. So, we submit it to the faculty for an immediate process of final examination.

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Day : Monday
Date : 17 April 2023
Time : 08.00 - 09.30
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Place : Ruang FTK
Students’ Number : 205190069
Title : The Effect of Using Sequence of Pictures on Students’ Writing Skill at Islamic Junior High School Al Falah Jambi

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement.

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ORIGINALITY THESIS STATEMENT

I who signed below stated that the thesis that I arrange as a requirement to get undergraduate degree which is entitled **“The Effect of Using Sequence of Pictures on Students’ Writing Skill at Islamic Junior High School Al Falah Jambi”** is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people I have written the source clearly in accordance with the norms, rules, and ethics of scientific writing.

If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail. Therefore, in writing this statement, I am in good health and mind.

Jambi, 10 Mei 2023



Devi Tesya Pera Santika
205190069

DEDICATION

In the name of Allah SWT, the most merciful and the most gracious, who has given the research happiness, guidance, healthy and ability to finish the thesis.

Special thanks to:

My beloved parents **Pauzan** and **Dewi Sartika** who always give me motivation, guidance, strength, always praying and supporting me in everything, especially to finish this thesis.

All of my best friends Sabila, Razil, Chapo, Chichi, Riha, Tami, Piranha, Sirub, cthanks for being good friends no matter what I did, thank you.

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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Allah does not change people situation until they change the inside of themselves.” (Q.S Ar-Ra'd: 11)

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alhamdulillah, firstly, the researcher expresses to Allah SWT for all of the blessings and opportunities provided so that I could finally complete this thesis is one of the requirements for an undergraduate degree (S.1). Secondly, always offer our prophet Muhammad SAW sholawat and salam.

The researcher recognizes that this thesis would not have been finished without the advice, assistance, and direction of several people. As a results, the researcher would like to use this opportunity to appreciate and recognize the following parties for their contributions:

1. Prof. Dr. H Su'aidi Asy'ari, MA, Ph.D as the Rector of the State Islamic University Sulthan Thaha Saifuddin Jambi
2. Dr. H.J Fadlilah, M.Pd as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Wahyuni Fitria, M.Pd as the Head of English education department of faculty of Education and Teacher Training of UIN Sulthan Thaha Saifuddin Jambi.
4. My first Advisor Wahyuni Fitria, M.Pd for her suggestion, correction, and helping me in process arrangement this research.
5. My second advisor Uyun Nafiah, M.Pd I feel deeply grateful to her for give me excellent suggestion, advice and motivation to the writer on process of paper arrangement.
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7. The principal of Islamic Junior High School Al Falah Jambi, for the permission to the writer conduct the research at the school.
8. My parents and may family who always give me motivation and pushing so that become the power for the writer in completing and making this paper research until the end.
9. For all of my friend in English Education department 2019 especially TBI
B. The researcher hopes that this research can be helpful and useful for the readers and become reference for other research and readers.

Finally, the researcher realizes that this thesis is far from ideal. As a result, helpful suggestions are required for the next study's progress. The researcher expects that this thesis will make a significant contribution to the English Education advancement. May god guided us in the correct direction, Aminn.

Jambi, 01 April 2023

Devi Tesya Pera Santika
The Researcher

ABSTRACT

Name : Devi Tesya Pera Santika
Study Program : English Education Study Program
Title : The Effect of Using Sequences of Pictures on Students' Writing Skill at Islamic Junior High School Al Falah Jambi

The aim of this research was to find out the Effect of Using Sequences of Pictures on Students' Writing Skill at Islamic Junior High School Al Falah Jambi. This research was quantitative, and employed a quasi-experimental design with a non-equivalent control group. This research involved 53 students who were divided into experimental class and control class, and used Cluster Random Sampling technique. The data collection instrument in this research was writing test that included pre-test and post-test. The study results showed that the mean post-test score (72.13) was higher than the mean pre-test score (49.82). So that (H_a) was accepted. It implies that there was significant effect on students' writing skill after giving treatment. Based on the findings of the paired sample test, which revealed that the value of sig (2-tailed) was less than 0.05 ($0.000 < 0.05$), and the researcher had computed that t-count is more than t-table, ($7.527 > 2.055$). As a results, (H_a) was accepted. It shows that, there was significant effect of using Sequence of Pictures on Students' Writing Skill.

Keywords: *The Effect, Sequences Pictures Media, Students' Writing Skill*

ABSTRAK

Nama : Devi Tesya Pera Santika
Study Program : Pendidikan Bahasa Inggris
Title : Pengaruh Penggunaan Urutan Gambar Terhadap Keterampilan Menulis Siswa di SMP Islam Al Falah Jambi

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Media Urutan Gambar terhadap keterampilan menulis siswa di SMP Islam Al Falah Jambi. Penelitian ini bersifat kuantitatif, dan dilakukan dengan menggunakan quasi-experimental design dalam bentuk non-equivalent control group. Penelitian ini melibatkan 53 siswa yang terbagi menjadi eksperimental dan kontrol grup, dengan menggunakan tehnik Cluster Random Sampling. Instrument pengumpulan data dalam penelitian ini berupa pre-test dan post-test. Hasil penelitian ini menunjukkan bahwa rata-rata nilai post-test (72.13) lebih tinggi dari pada rata-rata nilai pre-test (49.82). artinya (H_a) diterima. Artinya, ada pengaruh yang signifikan keterampilan menulis siswa setelah diberikan perlakuan. Berdasarkan hasil analisis yang dilakukan pada uji sampel berpasangan diketahui bahwa nilai sig (2-tailed) lebih 0,05 ($0.000 < 0,05$), dan peneliti menghitung nilai t-hitung lebih besar dari nilai t-table ($7.527 > (2.055)$). Maka dapat disimpulkan bahwa (H_a) diterima. Artinya, ada pengaruh yang signifikan antara keterampilan menulis setelah dan sebelum menggunakan urutan gambar.

Kata kunci: *Pengaruh, Media Urutan Gambar, Keterampilan Menulis Siswa*

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CHAPTER I INTRODUCTION

A. Background of The Study

Writing is a way of showing ideas, opinion, and facts in communicative language, a sequence of connected text creation processes such as concept generation, sentence structure, and development. It's also one of the most important function to be acquire by language learners that use writing skills language for several purpose (Rao & Durga, 2018). Writing also communication disseminated more along writing than any other type media.

According to (Sabarun S, 2011) "Writing must encourage and aid extends the reading, listening, speaking abilities". It indicates that writing is a difficult talent to master and teach since it involves a wide of abilities. Before producing and creating an excellent essay, the students must acquire a lot of knowledge by hearing to others, participating in discussion, and reading additional literature. Pupils can convey their ideas to their audience through writing.

Nevertheless, best writing will bring several advantages to students. The most effective technique for children to begin expanding their grammar, vocabularies, and sentence construction is to and language skills is through writing. Writing is an essential skills. A tool for enhancing other skills. The pupils will be better equipped to speak and comprehend the content if they have strong writing abilities. Finally,

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writing is a way to address both human competence and contemporary information technology. In addition, writing proficiency is essential because it can make applicants for jobs and students of English better equipped. For any students who receives these advantages, writing is really essential.

However, there were various problems with students' writing development when the researcher observed at Islamic Junior High School Al Falah Jambi, particularly the students at ninth grade. Students have trouble writing, it seems that the result of their assignment was less than satisfactory, most of them received scores less than 75, indicating that students did not achieve the standard scores. Many of the students do not know how to start writing and lack of vocabulary. Also, they can not organize idea when they were asked to created a good story. The teacher always employs monotonous teaching ways. It does not assist pupils to write. Additionally, the students occasionally had trouble learning the writing process. They were typically reluctant and lazy when someone needed to compose a text, a sentences or their knowledge, may make individuals hesitant to contribute their thoughts, ideas, or experiences in the papers. Regarding language and grammar, they have always felt incorrect.

In this research, the researcher provides a media for students to inspire themselves to write or create story more easily and interesting. The researcher expect that by using sequences of pictures, students writing skill



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enhance. The researcher suggest using Sequence of Pictures. However, the sequences of pictures as a sequence of a single theme, the purpose is to tell a tale or a series of happenings. Sequences of pictures also an innovative media for boosting pupils' writing skill (Ariyanti & Fitriana, 2017). Sequences of pictures can help students write regularly and learn structure consciously. Using sequences of pictures are considered to be effective in assisting students to enhance their writing skill.

Moreover, Sequence of Pictures is a collection of pictures concerned with a single theme. This may narrate a tale, present an event, explain a setting, disclose an individual, or demonstrate how to do it” thus portraying a person throughout a presentation is a popular purpose for a sequences of pictures (Rahmawati, 2013). The most effective sequences of pictures provide several images with focus and activity. Nevertheless, sequences of pictures offer a range of assisted and free writing exercises. A pair of parallel photograph that depict a similar moment or tell a similar tale gives information that guides pupils on sentence structure, organization, and vocabulary while allowing them to write about different stories. It suggests that employing sequences of pictures to teach English, especially in producing narrative text, might provide good outcomes. Sequences of pictures can help pupils study more effectively (Harahap, 2018).

There have been several research conducted to investigate the use of sequence of pictures on students writing skill. Students will find it



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easier to write and develop their thoughts if they employing sequences of pictures since what they'll write is centered on the photos (Hilmawan, 2019). Sequence of picture can present various images in connection to educate others that depict chronological occurrences, from the starting of the tale to the finish. It facilities students' understanding of exactly what the teacher intends during presenting educational materials (Harahap, 2018). Additionally, it was discovered in another study that sequences of pictures promote just note one but several tasks, such as chemically combined activity or phrase sequenced to the composition of dialog, messages, projects, and essays (Ekaningsih et al., 2022).

Based on the description before, it is believed that sequence of pictures can provide an alternate approach of delivering variety strategies in teaching writing and can be successful on students' writing skill. The researcher is curious about the study mentioned in the title "The Effect of Using Sequence of Pictures on Students' Writing Skill at Islamic Junior High School Al Falah Jambi".

B. Identification of the Problem

According to the study's backdrop, the study focuses on finding certain issues with teaching writing in the ninth grade at Islamic Junior High School Al Falah Jambi, including the following issues:

1. Students lack of vocabulary.
2. Students got difficulties in learning writing process.



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3. Students no notion how to generate their thoughts into good writing.
4. Students require a new method of learning English writing.

C. Limitation of Problem

Based on the problem identification, this research is being done to demonstrate whether or not the writing Narrative Text of the pupils has an impact on their using sequences of pictures media, as the theme suggest. It is because according to curriculum, pupils in the ninth grade of junior high school must grasp texts such as Narrative Text.

D. Formulation of the problem

The following formulation is based on the researcher restriction of the problem:

1. Is there any significant effect on students writing skills before and after employing Sequences of Pictures?

E. Research Objectives

The objective of the research to find out the significant effect on students' writing skill after using Sequences of Pictures.

F. The Significant of Study

The finding of this study are designed to give important advice and recommendation to three individuals:



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1. For the researcher

This investigation was carried out by the researcher in order to meet requirements for graduation for an undergraduate program at Islamic States University Sultan Thaha Saifuddin Jambi.

2. For students

This results of this research can help the student learn about writing skill with employing sequences of pictures also make their easier to write.

3. For the teacher

This investigation also assist teachers in discovering new teaching approaches to help students writing skill better.

G. Term of Study

To avoid understanding about the terms in this research, the term of this research are defined as follows:

1. Writing is a talent that we can be master but it is not an automatic process and it does not come instantly. We need a lot of practice to master it.
2. Narrative Text is the text that tells the story, usually organized into a sequential pattern, including beginning, middle and end (Cooper et al., 2015). Also, explained that in this mode, the narrative may be composed of several plots, each of which is composed of characters, scenes, problems, actions, and solution to problems (the outcome).

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3. Sequence of Pictures is one type of learning media. Also, Sequence of Pictures can be used to test writing skills (Shodiq & Marhamah, 2021) its means that visual content can help writing test be more effective.

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CHAPTER II LITERATURE REVIEW

A. Writing

1. The Writing Concept in General

Writing is among four skills needed in learning English, the others being reading, listening, writing, speaking. Writing entails more than creating phrases and word. Writing must be able to generate a succession of sentences and phrases that are grammatical and logical accurate. So the readers might potentially grasp what the researcher thinking and intent. (A Rikani, 2019).

Writing also a difficult task that requires several talents, such as deciding what the researcher will express, the ideal manner to communicate it, or how to convey thoughts on a slip of paper that everyone will understand (Martha & Situmorang, 2018).

Moreover, writing like a learnt talent which is developed via practice and constructive criticism. It necessitates desire, methods, abilities, and information (Agustinus & Treesje, 2020). When youngsters write, their develop cognitive methods for attention, observing, researching, analyzing, and identify their actions.

According to (Lengan john, 2008) stated that writing is a talent, just like flying, texting, or baking, that can be learnt just like any other talent. These remarks plainly shows the writing is a talent that we can be master

but it is not an automatic process and it does not come instantly. We need a lot of practice to master it.

In addition, Writing is more than just letter combinations that correspond to the sounds created when people talk. The generic symbols should be placed in a way that they create syllables, phrases, sentences, essays, text, or passages according to specified conventions (Susanti et al., 2017).

Based on reasoning above, the researcher found that writing being one of the talents, is both difficult and effortless. Writing necessitates certain mental activities that need to be coordinated and organized. When pupils write, they must put forth a lot of effort. They not need to maintain their thoughts sharp, but it also evaluate the concepts are pertinent to their education purpose.

2. The Writing Process

According to (Abas, 2018) said that there are six phases in the writing process:

a. Trying to devise

Most types of writing may begin with acquiring all relevant information.

b. Selecting

Following the trying to devise, authors may select relevant items for use in their work while discarding those that do not fit.



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c. Outlining

The writing process ought to begin with the beginning and continue through the middle and ends parts of outlining. It doesn't simply move round randomly it follows a pattern, ranging from A to B through C. Outlining can refer to the act of organizing your thoughts into sequence. For most types of writing, the sequence is similar.

d. Writing

It's the stage when the authors follow the initial stage. The mid and ends of organizing concepts and fleshing it up in the initial draft.

e. Rephrasing

During the inception stage, the authors go through their work. Users can identify an error and mark it for correction in the next phase.

f. Formatting

last final stage after detecting certain errors in your writing is formatting. In this process the authors ensure that the text is error-free before it is ready for the readers to read.

Moreover, (Latief, 2009) separates the writing process in detail:

a. Planning

This is essential for the author to prepare and determine what else to convey. The following factors impact authors' planning, mission, readership, and contents organizing.



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b. Formulating

The first version of a piece of writing is referred to as a draft. This is a first draft, which is produced with the expectation it will be changed soon.

c. Proofreading (reflecting and revising)

This stage includes the process of reflecting on and editing the writers' work. The writer may read or reflect on their own writing to determine its suitability in aspect of concept, problems and grammar. Other readers' known as editors, can indeed participate in recognizing and modifying activities by providing feedback, advice, and adjustment to the authors.

d. Final Draft

Writers develop their final version after editing the draft and making the adjustment they believe are required. This document is now ready to be distributed to the targeted individuals.

3. The Goal of Writing

Writing must have some purpose. It is impossible if people write for no reason, even if they only produce a basic writing. According to (Kaczmarzyk, 2019) there are certain reasons for writing. They are as follows:

a. To Educate

The most prevalent reason for writing is to educate what individuals write. People frequently present information in writing.



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b. To Convince

Individuals will occasionally write to persuade someone to do or think something by providing reasons. It is to convince someone by writing.

c. To Describe

Almost everything that people write incorporates their self-expression. Writing also allows them to express their personalities.

d. To Have Fun

Writing may also able be used to entertain by reading hilarious stories. People may laugh, and it is possible that someone is being targeted for this purpose.

In addition, according to (Alhashimi et al., 2019) The following are some the reasons for writing:

1) Writing to comprehend an experience

In this context, the writer does not settle for simply recording what has happened to him/her instead he or she will use that record to investigate the significance of what happened. Because they are writing about their own lives, they use first person. Despite the fact that they are writing about themselves, readers gain a better understanding of experiences other than their own. Writing to understand experience relies more on thought and reflection than on emotion confession.



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2) Reporting information in writing

When reporting information, the goal is to educate the readers about a topic about which someone is knowledgeable. Published sounds inspire informative writing. It is typically thought in university course.

3) Information explanation writing

When we explain, we must analyze and categorize information, investigate causes and consequences, and define concepts by distinguishing them from others that are similar. Explanation is a necessary skill for making sense of our surroundings.

4) Writing to asses something

Writing to evaluate necessitates the writer determining the nature of what he/she is judging, such as writing to judge the use of the internet in the educational field. Evaluation also refers to determining significant, benefits, or worth.

5) Images analysis through writing

Writing to analyze images necessitates the ability to distinguish effective and ineffective images and to explain why you reached that conclusion. This article will explain why some images are memorable while others go unnoticed.

6) Text analysis writing



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Writing to analyze text is very similar to writing to analyze images.

The goal of writing to analyze the text is to analyze a specific text.

7) Writing influence others

This writing is instead to persuade other to do something you desire for yourself. Comparison and contrast are frequently used in persuasive writing to develop a topic.

8) Writing to motivate others

Writing to inspire is instead to uplift or move the reader in the case of something. It is primarily concerned with readers' motivation.

9) Writing to entertain others

This writing provides opportunities for writers to entertain to entertain readers.

On the other hand, the researcher must have something to write about and must pay attention what they will write and its purpose. Tell the readers what the writer is attempting to accomplish with her/his writing.

4. Teaching Writing in Junior High School

Writing is a skill that is seldom taught to students in junior high school. There are various reasons why teachers frequently overlook students' writing abilities. First, the teacher is having difficulty planning and teaching these abilities. Second, pupils found it challenging of time, both in the process and in offering feedback. In junior high school, the curriculum included not just writing but also

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listening, speaking and reading. Moreover, English education is an essential subject in Indonesia. According to the government recommended curriculum 2013 for Junior High School in ninth grade, there are various texts that must be learned. The narrative text is one of them.

Additionally, the English language teaching and learning program seeks to increase learners' communication ability in interpersonal situations. Using numerous and spoken written English texts, created transactional and functional texts. Learner are guided to apply conceptual, factual, and procedural information, as well as to inculcate the noble ideals of the nation's characters, in the context of life in the family, community, and school, via the use of these texts.

B. Narrative Text

1. Definition of Narrative Text

The narrative text is most appropriate for telling past events which it work to entertain or thrill the reader with a story that discusses complications or troublesome indicants and come up with a solution in exchange (Mulyani, 2019). The most common narrative texts are short stories, novels, legends or fairy tales, in which there is conflict-resolution. Language features used in narrative text writing include action verbs, direct speech, thinking verbs, past tense, connections, adjective and etc.



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Furthermore, according to curriculum 13, social function of narrative text is to examine moral values, increase patriotism, and appreciate other cultures. The narrative text structure are the introduction of character and setting (orientation), the complication of the main character, and the solution where the story's problem are solved (re-orientation). The syllabus includes language future such as the use of modal auxiliary verbs, adjectives, spelling and punctuation, the intonation of presenting orally and the pronoun. The subject is an example of noble behavior and values.

In addition, (Ayu Zawiya Mufida, 2020) stated narrative text using spoken or written language. It can be communicated using books, television, radio, newspaper or files on a computer, images, facial expressions, and cameras can also be used to interpret meaning in communication. Narrative text also told by storyteller, someone will describe how the point of view to the listener and determines the order in which the events will be told.

Moreover, (Cooper et al., 2015) point out that the narrative story is the text that tells the story, usually organized into a sequential pattern, including beginning, middle and end. also, explained that in this mode, the narrative may be composed of several plots, each of which is composed of characters, scenes, problems, actions, and solution to problems (the outcome).



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2. Generic Structure of Narrative Text

In addition (Sulistyo, 2013) define that the steps for creating narrative text are as follows:

a. Orientation

The author attracts the readers or listeners' attention by introducing the characters, giving an initial picture of the whole story, and also defining the starting point of the scene.

b. Complication

This is where conflicts start. The collection of issues varies depending on author's decision in the story.

c. Sequences of Events

The sequences of events is an extended conflict that occurs throughout the story. This causes the story to progress by introducing new characters, plots, and settings.

d. Resolution

It is a solution or a way to solve the problem. The plot here leads to the conclusion by demonstrating the severity of the problem to the readers.

e. Reorientation/Coda

It is a scene renewal in which the situation is rebuilt following complication, a series of events and resolution.

3. Language Features of Narrative Text



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According to (Zein et al., 2019) every text have some characteristics that set it apart from others. These are some language features of narrative text include:

- a. Can use past tense
- b. Use varied sentence length
- c. Used varied sentence type
- d. Use variant sentence beginnings
- e. Topics sentence is not necessarily used
- f. Use paragraph of unequal length
- g. Use vocabulary related to the subject.

However, the researcher can choose the style in writing or narrate the story freely. It can also be said that there is no rigid pattern on creating and developing a narrative text as long as it delivers the story successfully.

C. Instructional Media in Teaching English

According to (Aini, 2013) there are various kinds of instructional media that teachers can use:

1. Students Themselves

The teacher may accomplish a great deal in the classroom by utilizing the pupils themselves.

2. Realia



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Realia may be defined real items within or outside the classroom that are used by the instructor to educate and learn. Realia can be utilized as a jumping off point to present the lesson and grasp the material's concepts imaginative and paraphrase.

3. Pictures

Pictures or graphic materials are non-photographic and two-dimensional items used by teachers to impart messages to students. Cartoons, drawings, posters, graphs, charts, and other similar materials fall under this category.

4. Boards

Boards include a chalkboard/blackboard, a white board, and an interactive whiteboard. Boards, like photographs, serve a variety of functions.

D. Picture

1. Definition of Picture

Pictures is one of media used to teach English, it may be an excellent stimulus for writing, but it must be dependent on the students' abilities. Picture can be very simple, designed to elicit a word or phrase, or it can be slightly more elaborate, made up of a series that tells a story or incident (Wright, 1989). Also, picture is a two-dimensional visual depiction of a person, place, or things, although drawings, cartoons, and maps are all



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popular. Learners may observe object from different regions for their personal experience by using pictures (Wright, 1989).

In addition, (Asrifan et al., 2019) points out image are more than simply a means via their portrayal of location, things, and people, they are a crucial element of the entire experiences that should assist pupils in coping. Students view people, places, and object from their personal experiences through pictures.

Based on the above assertion, language should pay attention to the learners' experiences with involved situations. Language learners benefit from both because they can view the object or circumstance of the information immediately. As a results, they will remember it for much longer after seeing it.

2. Kinds of Pictures

According to (Wright, 1989) there are 21 kinds of picture based on the form, they are:

- | | |
|------------------------------|---------------------------------|
| a) Check chart for picture | l) Sequence of pictures |
| b) Picture for single object | m) Related Pictures |
| c) Picture of famous people | n) Single stimulating pictures |
| d) Picture of several people | o) Pictures of maps and symbols |
| e) Pictures of people action | p) Pairs of pictures |
| f) Picture of one person | q) Pictures and texts |
| g) Picture of the news | r) Ambiguous pictures |



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- h) Picture of fantasies
- i) Picture of places
- j) Pictures from history
- k) Pictures with a lot of information
- s) Bizarre pictures
- t) Explanatory pictures
- u) Students and teacher drawings

There are so many types of pictures that can be useful for both teachers and students for helping them in mastering English. This kind of pictures also can be applied in teaching and learning activities.

3. Function of Pictures

Images play a significant part in the teaching and learning process (Karsono, 2014). As a result, an image is a useful resource since it provides:

- a) A shared learning experience in the class room
- b) A need for common language forms to be used in the classroom
- c) A wide range of duties
- d) A emphasis on students interest.

Students can use pictures to help them the general background, the nature and conduct of the protagonist, and the predicament they are in.

In addition, (Mar'atus Sholeha, 2021) mentioned that the use of images is unquestionable. They bring diversity by giving a change of pace, which is essential for keeping a high level of attention. They are considerably easier and more vivid than along explanation to convey a



clear picture of what a word or structure may signify. Images can also be used to present and educate parts of the target language's culture.

Furthermore, picture also can be applied in various configurations to increase and practice (Amelia, 2021). Pictures provide a lot of diversity to the classroom. Picture that are interesting or engaging stimulate pupils to participate in a variety of teaching and learning activities.

From the explanation above, the writer can synthesize that the job of images is to give both the settings in which language may be employed and the topic on which language is used, that is reveals grammatical relations and that it develops a comprehension of other foreign cultures.

4. The Use of Picture in The Classroom

According to (A.Raimes, 2009) before delving into how to utilize actual pictures in the classroom, there are some ideas for using pictures beneficial in the following ways:

a. Class Discussion

It may be created by a variety of pictures, including magazine pictures, textbook pictures, posters, glued onto stiff cardboard and exhibited in the front of the classroom, a simple drawing on the whiteboard, or a copied drawing.

b. To supply student writers with a students audience



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Giving one photo to half the class and another to the other. A variety of communication assignments for small groups are now available, with students conveying.

c. Pairs or small groups of students

It gives a genuine communication job. When a few pupils have the only copy of a pictures, they must be able to educate the rest of the class about it.

d. Real-world communication tasks can be created.

The teacher is relieved of the burden of selecting a picture by using pictures in the classroom, and the pupils have something that has personal importance for them to answer questions about and write about. Students can than be requested to bring in their favorite commercials, drawings, replica of a beloved work pf art, or a family pictures.

e. Do not restrict classroom work

Students can see what is in the picture an then make conclusions and predictions. The teacher instruct the pupils to use their imaginations to imagine what happened right before the time depicted in the pictures and what would happen next, or to deduce what caused the event depicted.

5. Sequence of Pictures

Sequences of pictures is every item, every image, and truly every observed moment has a million different tales hidden inside of it, based on the sequence of pictures. A plot only becomes a story when it advances



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past the fact and the specifics to describe a series of actions in which a character is motivated by a distinct want, takes action to comply that desire, and learns something as a result (Wright, 1989).

Additionally, one type of learning media is the sequences of pictures. it is extremely crucial in the learning process, for students without media in the learning process, it is impossible to learn, and also difficult for the teacher to explain or describe anything, and this might make it difficult for the students to comprehend what the content is about. Sequences of pictures is one of the most significant aspects media for teaching learning process. (Riyan, 2014).

According to (Inayah et al., 2022) stated “using sequences of pictures will be assisted in illustrating it in a short story by using sequences pictures”. It means that the sequences of pictures is an effective media to encourage pupils’ writing skills. There is a lot of story that can be found in the photographs. Combined with a different word, phrase, sentence, or paragraph.

Sequences of picture also collection of images. Focusing on a single subject. It might portray an event, describe a location, identify a person, or show a process. The depiction of a person during a presentation is a frequent application for sequences of pictures. The finest sequences of pictures provide a large number of emphasis-and action-filled visual images (Efendi, 2021). Sequences of pictures may be a great resource in



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the foreign language classroom. This kind of information is easily accessible from magazine, newspaper, catalogs, posters, advertisements, coloring books, comic books, postcards, prints, and travel brochures.

Sequences of Pictures can be used to test writing skills” (Shodiq & Marhamah, 2021) its means that visual content can help writing test be more effective. Students can respond to question about the picture, compose a series of events in paragraph form, construct a comparison or contrast of two objects in a photograph, write vocabulary terms in a photograph, or describe a cultural point depicted in the photograph.

The writer concludes from the explanation above that sequences of pictures are when a teacher utilizes a pictures from a book, newspaper, or magazine to support a lesson. The picture can be utilized via slide in laptop or shown to the pupils one by one. Sequences of pictures is a media that the teacher use while preparing content and transferring information and knowledge to pupils.

6. The Teaching Procedure Using Sequence of Pictures

According to (Peters, 2009) present the Sequences of Pictures class technique as follows:

- a. The teacher greets the pupils.
- b. The teacher provides pupils with background information about sequences of pictures
- c. The teacher gives the pupils example sequences of pictures.



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- d. The teacher shows the pupils the sequence of pictures and then questions them about the sequences of pictures action.
- e. The teacher assigns activities to the pupils using a sequences of pictures.

It indicates that, sequences of pictures is adequate the teacher must provide a high-quality picture. As a results, the pupils will be eager to study with the sequences of pictures, and the teacher must split the students into groups fairly.

7. Advantages of Sequence Pictures

The advantages of the sequences of pictures according to (Lubis et al., 2021) include:

- a. making it easier for students to understand what the teacher meant when presenting learning materials.
- b. The material is accompanied by a picture, students respond quickly to it.
- c. Students will read one at a time, following the picture instruction.
- d. Students concentrate better and become more excited because the teacher's activities, such as playing the picture, are related to their daily play.
- e. The conceptual or literary competence of the concepts of reading in the illustration. The presence of the competency in the representation of concepts of readings.
- f. It is presented in the form of pictures, it will appeal to pupils.



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The researcher claimed that the advantages of the sequences of pictures include the researcher's ability creative and attentive.

8. Disadvantages of Sequence Pictures

Disadvantages of the using sequences pictures by (Mar'atus Sholeha1, 2021) include:

- a. It takes a long time.
- b. When it comes to learning, all of those pupils are perplexed.

According to the researcher, the disadvantages of the sequences of pictures are that it takes a long time and that the researcher or instructor must prepare a wide range of diverse tactics and resources related to the information to be taught using it.

E. The Previous Studies

Previous research has been incorporated into this study. The researcher compares this research to the work of earlier researchers.

The first researcher was carried out by (Herlina, 2019) the title "Sequence Picture as Teaching Medium to Teach Procedure Text in the Writing Context" The researcher used quasi-experimental design. This study compared the writing skills of procedure text for the eight grade of SMPN 1 Sindang in the academic year 2019/2020 utilizing sequences of pictures media and conventional medium. The research sample included



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25 students from grade VIII B as the experimental class and 25 students from grade VIII C as the control class. The data gathering technique was examined. The t-test statistical formula was used as the method of data analysis in this study. The study's findings show that different procedural writing talents existed. Text between the control class and the experimental class. The post-test mean might be used to demonstrate it. The difference between the means of the post-test for the experimental and control class, respectively, was significant 69.72 for the experimental class and 57.56 for the control group. T-test result was 3,7 t-table result was 2.01. Ho is disregarded since T-test higher than t-table. In conclusion, this research explain that the use of Sequence Pictures in procedure text is successful.

Second, (**Anisa Ramadhani, 2016**) conducted the research entitled “ the implementation of sequences of pictures technique in teaching procedure text writing at third year of SMPN 23 Bandar Lampung”. This research used quantitative methods. This study was taken place during the third year of SMPN 23 Bandar Lampung in one academic year of 2016/2017. The group selected as the using a lottery as an example class IX B which had 29 questions was a writing test administrated as the research primary tool. Paired sample t-test was used to evaluate the data. The findings revealed a statistically significant increase in the students wrote a procedure text after being instructed through sequences of pictures technique. In conclusion, this study a statistically demonstrates how the



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use of sequences of pictures can enhance one's capacity to write procedure text.

Third, (**Indra Yanuar, 2015**) conducted the researcher entitled "The effectiveness of using sequences of pictures for teaching writing procedure text" the purpose of this study was to determine if teaching writing procedure text using sequences of pictures was effective or not. The ninth graders at SMPN 2 Tonjong in Brebes during the academic year 2014/2015 made up the population of this study. Class IX B served as the experimental class for the study, with 35 students, and class IX C served as the control class, with 35 students. This study was designed as an experimental. Pre-test and post-test were utilized by the author to collect data, and quantitative methods were used to analyze the results. The experimental class mean was 79.94, greater than the control class average of 74.71. Then, the post-test mean for the experimental class was 79.94, which was higher than the pre-test mean of 72.66. As a results, it is possible to draw the conclusion that sequences of pictures were successful in teaching the ninth-grade students at SMPN 2 Tonjong how to write a procedure text in the academic year 2014/2015.

From the review of related research above, most of them analyzed about teaching writing their focus on procedure text. The differences in this research is the resulting invention, the research system, and the problem of the skills. Nevertheless, the researcher focused on The Effect of Using Sequences of Pictures on Students Writing Skill at Islamic Junior



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High School Al-Falah Jambi. On the other hand, this research has similarities with the research above, which was use sequences of pictures.

F. Research Hypotheses

This research is to determine whether or not using sequences of pictures has an effect on students' writing skills. The hypotheses of the research are proposed in terms H_a (alternative hypothesis) and H_0 (null hypothesis). They are follows:

1. H_{a1} : There is significant effect of using Sequences of Pictures media on Students' Writing Skill.
2. H_{01} : There is no significant effect of using Sequences of Pictures media on Students' Writing Skill.
3. H_{a2} : There is significant difference between pupils taught using Sequences of Pictures media on students' Writing Skill.
4. H_{02} : There is no significant difference between pupils taught using Sequences of Pictures media on Students' Writing Skill.



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CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

The researcher used a quantitative experimental design in this study. (Creswell, 2009) mention that a Quasi-experimental consist of an experimental and a control group. It required two equal sample group qualification. One group was treated as an experimental group with sequences of pictures, where as another group was treated as a control group without sequences of pictures.

The study design adopted is a quasi-experimental research design, which is separated into two types: time series design and nonequivalent control group. In this investigation, a non-equivalent control is used. Here's the example of a design pattern with no comparable control group.

Table 3.1: Nonequivalent Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental	O₁	X	O₂
Control	O₃	-	O₄

(Source: Creswell, 2019)

Where:

- O₁ : Pre-test of experimental class
- O₂ : Post-test of experimental class
- O₃ : Pre-test of control class
- O₄ : Post-test of control class

- X : Treatment using Sequences of Pictures Media
 Y : Treatment using Teacher Media

B. Research Variable

According to (Creswell, 2009) experimental research is utilized to demonstrate the relationship between independent and dependent variables. The independent variable is the variable that is not impacted by the dependent variable, whereas the dependent variable is the variable that is affected by the independent variable. The independent variable in this study is the use of sequences of pictures, whereas the dependent variable is students' writing skill.

C. Population and Sample

1) Population

The population in this research comprised of all pupils from class IX Islamic junior high school Al-Falah Jambi which had 5 classes:

Table 3.2

Total Population of the study

Class	Number
IX.1	29
IX.2	28
IX.3	27



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IX.4	26
IX.5	29
Total	139

(Source: SMP Islam Al-Falah Jambi)

2) Sample

To create a representative sample accurately represent the complete population is the goal of sampling. In obtaining a sample from the population, the researcher employs the cluster random sampling technique. It is straightforward since sample are drawn from the population at random, without taking the population's stratification into account. The sample was all ninth grade at Islamic Junior High School Al-Falah Jambi, according to the researcher. The sample consist of 53 people in total and is classified into two categories: experimental and control class.

Table 3.3: The Samples

No.	Classes	Number
1.	IX.4 (control class)	26
2.	IX.3 (experimental class)	27

D. Research Instrument

The research instrument is a tool used in research to writing test. The tools used in this study were pre-test and post-test. A pre-test will be administered to assess the students' abilities prior to treatment as a starting point for the researcher to administer the treatments, and post-test will be

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administered to assess the effects of the treatment. The narrative text about one of the legend stories that the students know in their own word will be used as the topic for the pre-test and post-test.

The test was graded using a scoring rubric modified from brown.

The soring rubric table is shown below:

Table 3.4: Rubric Scoring of Writing

Aspect	Score	Performance Description	Weight
Content (C) 30% -Topic -Details	4	The theme is through and clear and details are relevant to it.	3 x
	3	The topic is complete and clear but the details are almost irrelevant.	
	2	The topic is incomplete and unclear, but the specifics are irrelevant.	
	1	The theme is unclear and the specifics are unrelated to it.	
Organization (O) 20% -identification	4	Identification is complete and descriptions are properly connected.	2 x
	3	Identification is nearly complete, and descriptions are nearly full, with nearly appropriate connectives	
	2	Identification is incomplete and descriptions are structured with few connection errors.	
	1	The identification is incomplete and the description disorganized due to the usage of connectives.	
Grammar (G) 20% -Use past tense -Agreement	4	There are very few grammatical or agreement errors.	2 x
	3	There are a few grammar or agreement errors, but they have no effect on meaning.	
	2	Several grammatical or agreement errors	
	1	There are a few grammar or agreement errors, but they have no effect on meaning	
Vocabulary (V)	4	Effective word choice and word form.	
	3	Few vocabularies and word forms are misused, but not this does not affect the meaning	



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15%	2	Limited variety of perplexing words and word forms.	1.5 x
	1	Very bad word knowledge, word form, and incomprehensible	
Mechanics (M) 15% -Spelling -Capitalization	4	It employs proper spelling, punctuation, and capitalization	1.5 x
	3	It has some spelling, punctuation, and capitalization problems.	
	2	It contains several spelling, punctuation, and capitalization problems.	
	1	It is dominated by spelling, punctuation, and capitalization problems.	

Adapted from Brown (2007)

$$\text{Score } \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

In Islamic Junior High School Al-Falah Jambi, pupils' writing was classified into five categories. Each component has the greatest score, and the sum of the scores is 100. The score was then classified into the following categories:

SCORE	CATEGORIES
81 – 100	<i>Excellent</i>
61 – 80	<i>Good</i>
41 – 60	<i>Fair</i>
21 – 40	<i>Poor</i>
0 – 20	<i>Very Poor</i>

(Source: SMP Islam Al-Falah Jambi)

E. The Validity and Reliability Test

1. Validity

According to (Ramdan, 2019), "Validity is the accuracy of the evaluation, while validity proof is the evidence that the evaluation was

made correctly. A standard or criterion called validity determines whether or not an instrument is valid. (Asmat & Naz, 2020) indicates that a test is valid if it assesses the intended outcome. The study is interested in how well the exam captures course and learning objectives attained through instruction. Thus, by using content validity, the researcher may determine whether or not the test items are valid for the behavioral objectives.

2. Reliability

According to (Latief, 2009) clearly define reliability as the stability or consistency of the test results. After that, the researcher employed inter-rater reliability to assess the instrument's dependability. The correlation coefficient between two raters was employed by the researcher to determine inter-rater reliability. The degree of agreement between two or more raters or scored is known as inter-rater reliability (Asmat & Naz, 2020). It is measurement of how similarly two or more raters interpret the same piece of facts. If there is high reliability, one may reasonably infer that raters are identifying the same set of data as the same phenomena. The raters is expected to have a professional level of English proficiency. Two series of scores were obtained by two raters for this study. The first is an English teacher in Junior High School Al Falah Jambi Destriana, S.Pd, and the second is an English teacher in Senior High School Al Falah Jambi Merci Zubaidah, S.Pd.



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F. Technique of Data Collection

The following data collection were employed in this study:

1. Pre-test

Students from both the experimental and control class took a Pre-test. Pre-test conducted to determine whether the two groups of the sample are reasonably homogenous in terms of previous knowledge or beginning ability of students in each class. This test was performed before treatment. Following that, the researcher gathered and scored answer sheets.

2. Treatment

The treatment was administered to students after the Pre-test. The experimental and control class were taught using different teaching media. The experimental class was taught using sequence of pictures media on students' writing narrative text, where as the control group employed a book as media with teacher guidance. The treatment was administered to both class four meetings after pre-test.

3. Post-test

After administering the treatment, the post-test was given to both the experimental and control class. Finding out the effect of teaching presentation in both classes was the goal of the post-test. The test essay, which was one item on the post-test, was distributed by the teacher.

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G. Technique of Data Analysis

To determine if utilizing sequences of pictures has any impact on students' writing skills, the data is thoroughly studied. The researcher utilized SPSS (Statistical Product in Service Solution) software to examine the data. The necessary tests, such as the normality test, homogeneity test, and T-test, are used to assess the data.

1. Normality test

The purpose of test for normalcy is to establish whether or nor the distribution of responses follows a normal distribution, the *Kolmogorov-Smirnov* formula was used to test for normalcy.

The results of the test for normalcy can be interpreted as follows:

- The data came from populations with normally distributed data if the value of Asymp. Sig. (2-tailed) is more than the rate of 5% Alpha (Asymp. Sig. (2-tailed) > 0.05).
- It can be said that the data produced from the population distribution is not normal if the Asymp. Sig. (2-tailed) value is less than the Alpha level of 5% (Asymp. Sig. (2-tailed) 0.05)

2. Homogeneity Test

The goal of homogeneity test is to ascertain whether the sample of the population has the same variance or does not differ significantly from one another. By examining the value of Sig. (2-tailed), the homogeneity test findings can be understood.

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The meaning can be summarized as follows:

- The variations differ significantly if the significance is less than 0.05 (Sig. (2-tailed) 0.05), (not homogeneous)
 - The variations are significantly comparable when the significance level is greater than 0.05 (Sig. (2-tailed) >0.05). (homogenous)
3. T-test

The researcher utilized the statistical package SPSS to analyze the data. The paired sample t-test and the independent sample t-test are the two different types of sample T-tests. To determine whether there is significant effect on students' writing skills after being taught using sequences of picture, the paired sample t-test is performed. To determine whether there is a significant difference on the students' ability to writing skills between those who were taught using sequences of pictures and those who weren't, and independent sample t-test is utilized.

1) Paired Sample T-test

The researcher used Paired Sample T-test to test the hypothesis that whether there was a significant effect of students' writing skill before and after using sequences of picture media.

The researcher used the criteria below to analyze the test hypothesis:

- If t-test (t_0) > t-table (t_1) in the significance degree of 0.05, H_0 (null hypothesis) is rejected



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- If t-test (t_0) < t-table (t_1) in the significance degree of 0.05, H_0 (null hypothesis) is accepted

2) Independent Sample T-test

The researcher used Independent Sample T-test to test the hypothesis that whether there was any difference between those who are taught by using sequences of picture media and those who are not.

The researcher used the criteria below to analyze the test hypothesis:

- If t-test (t_0) > t-table (t_t) in the significance degree of 0.05, H_0 (null hypothesis) is rejected
- If t-test < t-table (t_t) in the significance degree of 0.05, H_0 (null hypothesis) is accepted.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings of The Study

The data were presented and analyzed quantitative data. This study included two classes of IX Islamic Junior High School Al Falah Jambi. Researchers conducted their research over the course of six meetings. Class IX.3 as the experimental class, and class IX.4 as the control class. Writing learning in the experimental class was used Sequences of Pictures as Media, whereas writing learning in the control class was used a book as media with teacher guidance. The researcher utilized SPSS (Statistical Product Service Solution) version 29 to assess the data of pupils' writing tests in the pre-test and post-test at experimental and control classes after obtaining the data from two raters. The Independent Sample T-test and Paired Sample T-test were used in this instance to assess the data.

The findings consist of two types of analysis: 1). Descriptive analysis of students' writing tests 2). Statistical analysis of students' writing test

1. Descriptive Analysis

In this section, the researcher detailed the percentages, frequencies, mean, and other aspects of the test based on test results before and after treatment in both classes experimental and control class. The scoring criteria in Islamic Junior High School Al Falah Jambi based on the standard score.

Table 4.1. Scoring Grade

SCORE	CATEGORIES
<i>81 – 100</i>	<i>Excellent</i>
<i>61 – 80</i>	<i>Good</i>
<i>41 – 60</i>	<i>Fair</i>
<i>21 – 40</i>	<i>Poor</i>
<i>0 – 20</i>	<i>Very Poor</i>

(Source: SMP Islam Al-Falah Jambi)

Figure 4.1
Percentage pre-test experimental class

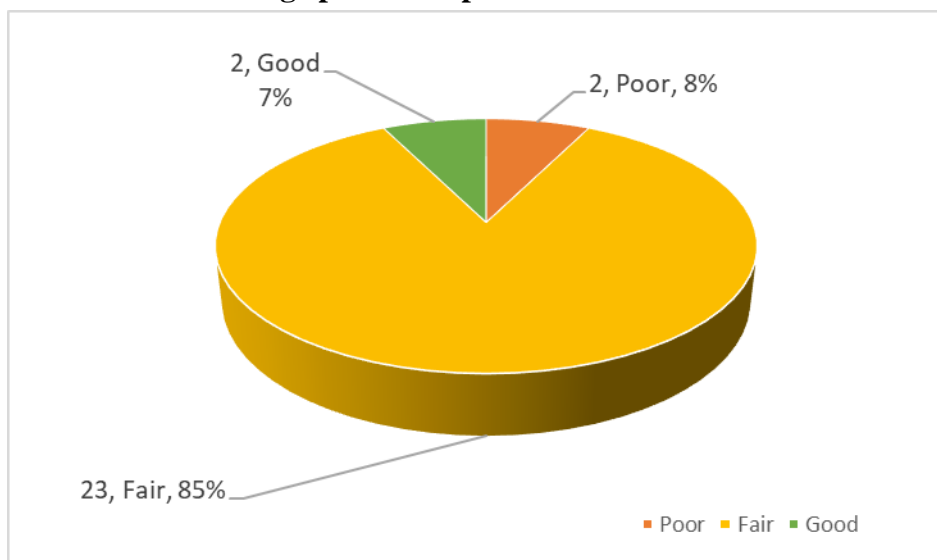


Figure 4.1 shows the results of the students from the experimental class, with 2 students (7%) categorized as good, 2 students (8%) categorized as poor, and 23 students (85%) as fair. There were no pupils who were categorized as very poor or excellent.

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Figure 4.2
Percentage pre-test control class

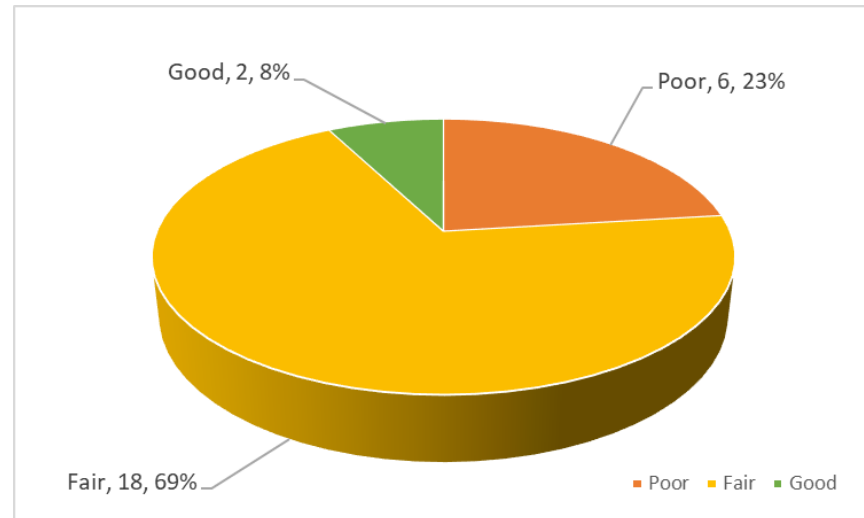
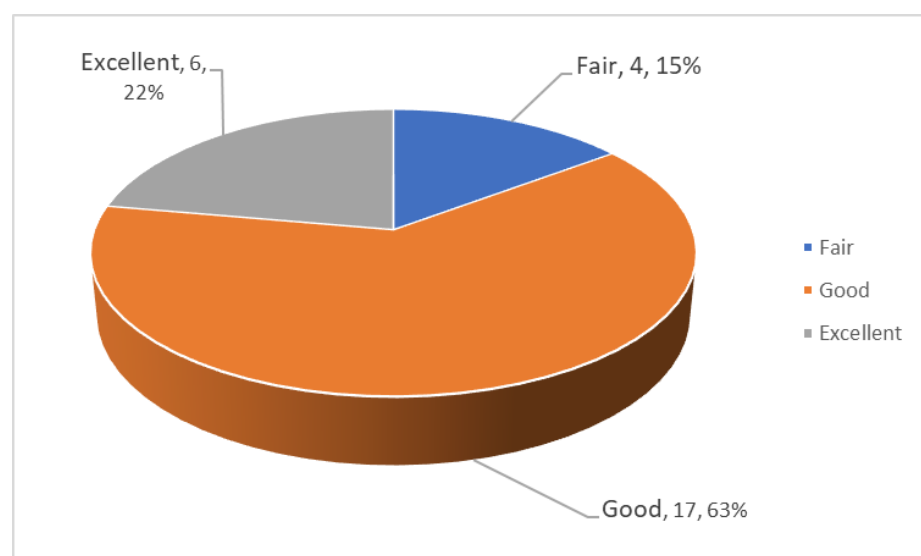


Figure 4.2 shows the pre-test written outcomes for the control class, which show that 2 students (8%) categorized as good, 6 students (23%) categorized as poor, 18 students (69%) categorized as fair, and no one pupils got very poor or excellent scores.

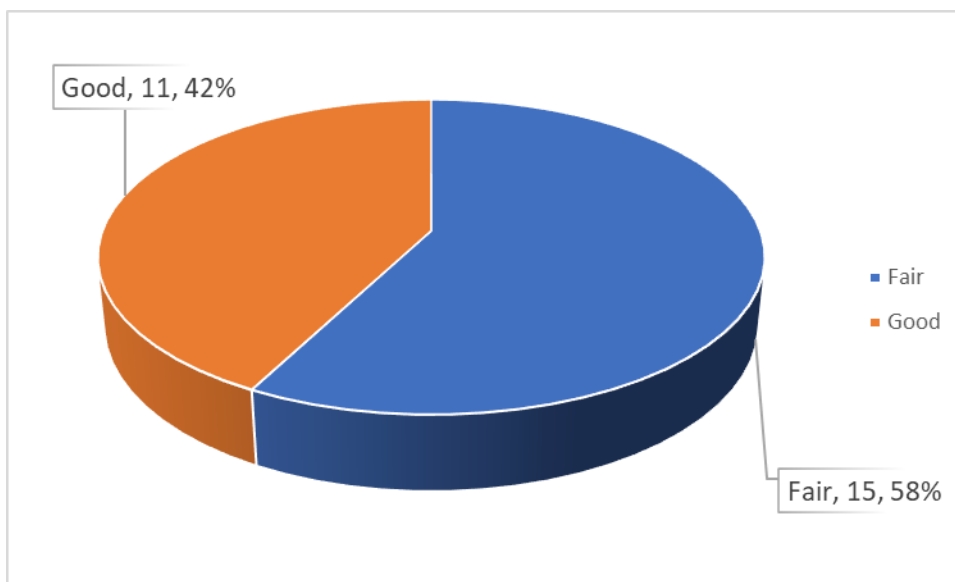
Figure 4.3
Percentage Post-test experimental class



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Some students in the experimental class improved significantly after receiving treatment (using Sequences of Pictures Media). figure 4.3 shows that 6 students (22%) were classified as excellent, 4 students (15%) were classified as fair, and 17 students (63%) were classified as good. There were only in the post-test experimental class got excellent, no pupils who were classified as very poor or poor.

Figure 4.4
Percentage Post-test control class



Based on figure 4.4 it is clear that there is no such thing as excellent, poor, or very poor. There were 11 students (42%) who received a good score and 15 students (58%) who received a fair score. The above results can be classified into two categories good and fair.

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The results indicate that when students accept treatment, their post-test scores for the experimental class improve when compared to their pre-test and post-test scores for the control class and before. The post-test results showed that the experimental class made significant progress. There were no excellent students in the pre-test, but the percentage of sample categorized greatly increased in the post-test for the experimental class. Furthermore, the post-test minimum score (51) of the experimental class was higher than pre-test of the control class. The maximum post-test score for the experimental class (91) is higher than the results in the experimental class pre-test post-test, and pre-test of the control class.

This study concluded that when pupils used Sequences of Pictures Media, their writing skill improve, as do their pre-test and post-test scores.

Table 4.2 Descriptive Statistic

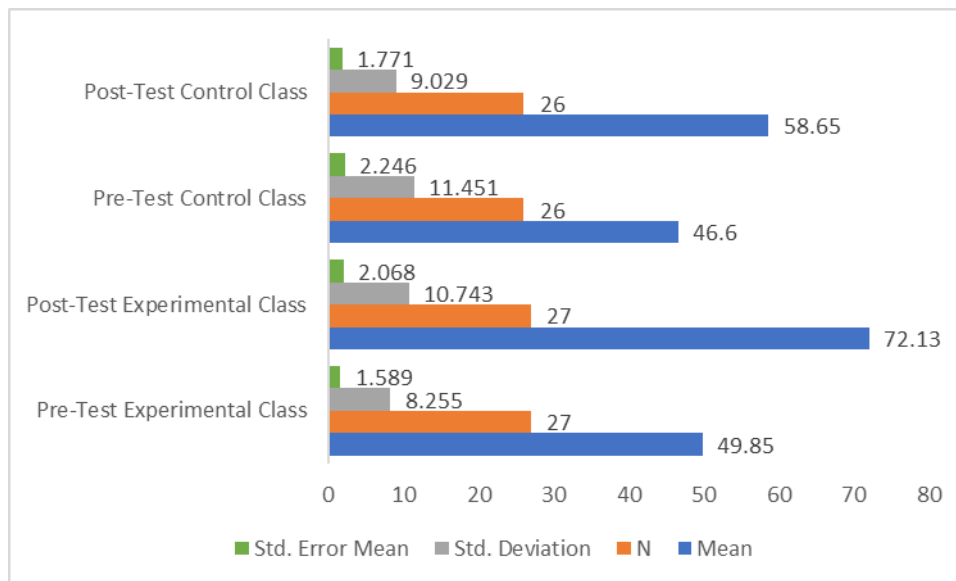
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	27	25	63	49.85	8.255
Post-Test Experimental	27	51	91	72.13	10.743
Pre-Test Control	26	25	68	46.60	11.451
Post-Test Control	26	41	78	58.65	9.029
Valid N (listwise)	26				



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Figure 4.5 Bar Diagram Descriptive Statistic



As table 4.2 showed and further explained by figure 4.5, the mean of Post-Test score of experimental class (72.13). it implies that using Sequences of Pictures media has improved pupils average results, but remember that this is just descriptive conclusion. That should be checked to determine if this progress is meaningful. Therefore, to evaluate whether Sequences of Pictures media is useful in increasing students' skill in writing narrative text, and whether Sequences of Pictures media has a significant effect on pupils writing skill, the researcher used Paired Sample Test of Case in IBM SPSS Statistic 29 to test the results of the Pre-test and Post-test.

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2. Statistical Analysis

a. The Results of Normality

Table 4.3 Test of Normality Kolmogorov-Smirnov & Shapiro-Wilk

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Students' Writing	Pre-test Experimental Class	.128	27	.200*	.927	27	.058
	Post-test Experimental Class	.106	27	.200*	.966	27	.498
	Pre-test Control Class	.078	26	.200*	.975	26	.763
	Post-test Control Class	.129	26	.200*	.971	26	.639

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As indicated in the table 4.3 Kolmogorov-Smirnov, the significance value for each Pre-test and Post-test is more than 0.05. in the Pre-test of the experimental class, the Sig / p-value was 0.200, which was more than 0.05 (0.200>0.05). The p-value on the Post-test of the experimental class was 0.200 and was more than 0.05 (0.200>0.05), indicating that the data was normally distributed. The p-value on the control class Pre-test was 0.200 and was more than 0.05 (0.200>0.05), and the p-value on the control class Post-test was 0.200 and

was greater than 0.05 ($0.200 > 0.05$), indicating that the data was normally distributed.

b. Homogeneity Test

To determine Homogeneity, the researcher used the test of variance Homogeneity using SPSS 29 and a significance (α) = 0.05 value. The final outcome is as follows:

Table 4.4 Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result of Students' Writing	Based on Mean	1.795	1	51	.186
	Based on Median	1.533	1	51	.221
	Based on Median and with adjusted df	1.533	1	50.655	.221
	Based on trimmed mean	1.764	1	51	.190

As shown in table 4.4, the significance of each data point was 0.186. As a result, it is acceptable to conclude that the data is more than 0.05. it demonstrates that H_0 has been rejected and H_a has been approved, and the data may be seen as Homogenous.



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Table 4.5. Paired Sample Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experimental Class	49.85	27	8.255	1.589
	Post-Test Experimental Class	72.13	27	10.743	2.068
Pair 2	Pre-Test Control Class	46.60	26	11.451	2.246
	Post-Test Control Class	58.65	26	9.029	1.771

The data in the table above represented the performance scores of a sample group of pupils before and after they were taught employing Sequences of Pictures media as treatment. The Pre-test mean score was 49.85, while the mean Post-test score was 72.13. in the experimental class, there were 27 pupils in both the Pre-test and Post-test. The Pre-test standard deviation was 8.225, and the standard error mean was 1.589. the standard deviation on the Post-test was 10.743 and the standard error mean was 2.068. According to the mean outcome, the mean score of the Pre-test experimental differed from the mean score of the Post-test experimental. As a result, because the mean Post test score was higher than Pre-test score, there was an increase.



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Table 4.6. Paired Sample Test

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-test Experimental Class – Post-test Experimental Class	-22.278	15.379	2.960	-28.361	-16.194	-7.527	26	<.000	<.000

Table 4.6 displays the results of the comparison analysis using the t-test.

The results of the Paired Sample Test. The output displayed the mean of the Pre-test and Post-test (-22.278), as well as the standard deviation (15.379), standard error mean (2.960). The lower different (-28.361), whereas the upper different (-16.195). The t-test (-7.527) result with $df = 26$ and significance (0.000).

To determine whether the null hypothesis may be rejected, we can compare p-value to the obtained statistic that is less than 0.05. as shown in table 4.6 in the p-value/sig one side and two side was less than 0.05 ($0.000 < 0.05$). it demonstrates that the outcome was significant. As a result, there was enough evidence to reject the null hypothesis, and it was able to conclude that using Sequences of Pictures media increased students' narrative text writing abilities.

The goal of this research was to determine whether or not there was a difference score between pre-test and post-test. The researcher conducted Paired

Sample t-test to determine the used Sequences of Pictures Media significantly enhanced students' writing skill. Before to intervention, the researcher wanted to evaluate the pupils' performance. The calculation in t-count -7.527. In reality, the t-table for 26 samples (df=n-1) was 2.055. It can be seen that t-count is more than t-table, $7.527 > 2.055$ showed that there was a significance effect on pupils scores before and after employing Sequences of Pictures Media.

Table 4.7 Independent Sample Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of Students' Writing	Post-test Experimental Class	27	72.13	10.743	2.068
	Post-test Control Class	26	58.81	9.024	1.770

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Result of Students' Writing	Equal variances assumed	1.795	.186	4.879	51	<.000	<.000	13.322	2.731	7.840	18.804
	Equal variances not assumed			4.895	50.092	<.000	<.000	13.322	2.722	7.856	18.788

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Based on the table before, it was determined the t value is more than t table ($4.879 > 2.007$) and the P-value is less than 0.05 ($0,000 < 0.05$). it shown that H_a is accepted but H_0 is rejected. As a result, it also implies that there is significant difference between the post-test in the control class and the post-test in the experimental class. In the group statistic table, we can see that the mean value for post-test control class is 58.81 and the mean value for post-test experimental class is 72.13. it implies that the mean value of the post-test experimental class is higher than the mean value of the post-test control class.

B. Discussion

The goal of this research is to determine whether the used of Sequences of Pictures has a significant effect on students' writing skills, especially in narrative text. The findings showed a significant difference between the groups that are learned by used Sequences of Pictures and those who did not. The pre-test and post-test findings in both groups demonstrate this. The pre-test Experimental class mean score was 49.85, with a minimum score of 25 and maximum of 63. And the mean post-test Experimental class score was 72.13, with a minimum of 51 and maximum of 91. However, the pre-test control class mean score was 46.60, with a minimum of 25 and maximum of 68. The control class score was 58.65, with a minimum of 41 and maximum of 78, and the results of the paired sample t-test and independent sample t-test are both very significant. As a result, it can be concluded that there is significant effect on students' writing skills after used



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Sequences of Pictures Media and that there is significant difference on students' writing skills between experimental class and control class.

Using Sequences of Pictures Media in writing skill can help students write regularly and learn structure consciously. Based on theory by (Wright, 1989) using Sequences of Pictures are considered to be effective in assisting students to enhance their writing skill. Other than that is related to previous research by (Zathira, 2014) Sequences of Pictures Media helps pupils improve their writing skills. Finally, in this study before the treatment conducted in the class, the pupils had difficult to write the story in English. After the treatment, the pupils are more active, write well, and like writing in English. In conclusion, the using Sequences of Pictures Media is thought to increase students' writing skills. Students are more active and enjoy learning English.

Another previous study from (Herlina, 2019), compared the writing skills of procedure text for the eight grade of SMPN 1 Sindang. According to the study findings, different procedure writing text talents existed. The difference in post-test mean results for the experimental and control classes was significant 69.72 for the experimental class and 57.56 for the control group. The t-test results was 3.7 an the t-table was 2.01. H_0 is ignored because t-test is higher than t-table. According to data analysis, Sequences of Pictures are useful for teaching procedure text.

In addition, another previous research by (Indra Yanuar, 2015), the purpose of this study was to determine if teaching writing using Sequences of Pictures was effective or not. Then the results, the experimental class mean was



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79.94, greater than the control class average of 74.71. as a results, it is possible to draw the conclusion that Sequences of Pictures were successful in teaching writing.

Using Sequences of Pictures will be illustrated it in a short story, the Sequences of Pictures is an effective media to encourage pupils' writing skills. There is a lot of story that can be found in the pictures. Combined with a different word, phrase, sentences or paragraph. By using Sequences of pictures pupils' got much idea in writing skills. According to statements above, it is possible to conclude that using Sequences of Pictures media had a significant impact on students' writing skills.

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CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

The study findings indicated that the use of Sequences of Pictures Media on students' writing skill had a significant effect and significant difference in writing Narrative text. Based on the data from a quasi-experimental design with non-equivalent control groups. Students in the class experimental post-test results were on mean 72.13 higher than the pre-test results 49.85. Furthermore, the experimental class pre-test and post-test results showed that the sig.(2-tailed) value was 0.000 less than 0.05 ($0.000 < 0.05$). It indicates that the null hypothesis (H_{01}) was rejected and the alternative hypothesis (H_{a1}) was accepted, or that the used Sequences of Pictures Media had a significant effect on students' writing skills.

The research also revealed that employing Sequences of Pictures Media in teaching writing Narrative text results has a significant difference in writing skill between those who were taught and those who were not. Based on the experimental and control class post-test results, the sig.(2-tailed) value was 0.000 less than 0.05 ($0.000 < 0.05$). And t value 4.879 higher than t table 2.007 ($48.79 > 2.007$) as a results, the researcher indicated than (H_{02}) was rejected and (H_{a2}) was accepted. It indicates that there was a significant difference in learning results between the experimental class and control class.

In conclusion, Sequences of Pictures Media have a good influence on students' writing skills. it means that the alternative hypothesis (H_{a1}) that there was a significant effect on students; writing skill after using Sequences of Pictures and alternative hypothesis (H_{a2}) there was significant difference on students' writing skill who were taught by using Sequences of Pictures Media and those who were not was accepted.

B. Suggestion

Based on the conclusion above, the researcher offers the suggestions that follows:

1. The students' should be stimulated before teaching to get their attention, focus, and interested in learning English.
2. The students should pay attention to what the teacher explain for the learning process to running well. If students do not understand the lesson or the teacher's explanation, they should ask to their teacher.
3. The teacher should provide good material or media to make the pupils' interest in learning, because the teaching material has an impact on the pupils' understanding. The teacher must also be aware of the pupils' writing issues and help to solve their problem.
4. The use of Sequences of Pictures Media in teaching English, particularly in writing is recommended for the teacher because it is very interesting and gives pupils' many ideas. By using Sequences of Pictures may help



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pupils' understand the writing skill of narrative text, also make them more active in the classroom.

5. The further researcher can investigate the employing Sequences of Pictures Media in Narrative text or another type of text, as well as other language skill components including vocabulary, listening, grammar, speaking and reading.



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APPENDICES

Appendix 1 Scoring Rubric

Aspect	Score	Performance Description	Weight
Content (C) 30% -Topic -Details	4	The theme is through and clear and details are relevant to it.	3 x
	3	The topic is complete and clear but the details are almost irrelevant.	
	2	The topic is incomplete and unclear, but the specifics are irrelevant.	
	1	The theme is unclear and the specifics are unrelated to it.	
Organization (O) 20% -identification	4	Identification is complete and descriptions are properly connected.	2 x
	3	Identification is nearly complete, and descriptions are nearly full, with nearly appropriate connectives	
	2	Identification is incomplete and descriptions are structured with few connection errors.	
	1	The identification is incomplete and the description disorganized due to the usage of connectives.	
Grammar (G) 20% -Use past tense -Agreement	4	There are very few grammatical or agreement errors.	2 x
	3	There are a few grammar or agreement errors, but they have no effect on meaning.	
	2	Several grammatical or agreement errors	
	1	There are a few grammar or agreement errors, but they have no effect on meaning	
Vocabulary (V) 15%	4	Effective word choice and word form.	1.5 x
	3	Few vocabularies and word forms are misused, but not this does not affect the meaning	
	2	Limited variety of perplexing words and word forms.	
	1	Very bad word knowledge, word form, and incomprehensible	
Mechanics (M) 15%	4	It employs proper spelling, punctuation, and capitalization	
	3	It has some spelling, punctuation, and capitalization problems.	

-Spelling	2	It contains several spelling, punctuation, and capitalization problems.	1.5 x
-Capitalization	1	It is dominated by spelling, punctuation, and capitalization problems.	

Adapted from Brown (2007)

$$\text{Score } \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

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Scoring Rubric Narrative Text of Pre-Test Experimental Class

No	Name	Scoring Rubric of Narrative Text						Total	Score
		Content	Organization	Grammar	Vocabulary	Mechanics			
1	S1	3	2	2	2	2	11	57	
2	S2	1	1	1	1	1	5	25	
3	S3	2	3	2	2	3	13	68	
4	S4	1	1	1	1	1	5	25	
5	S5	2	2	2	2	2	10	49	
6	S6	3	2	2	2	2	11	56	
7	S7	3	2	3	3	2	13	68	
8	S8	2	2	3	3	2	12	59	
9	S9	2	2	2	2	2	10	49	
10	S10	3	2	2	2	1	10	49	
11	S11	3	1	1	1	1	7	34	
12	S12	2	1	1	1	1	6	33	
13	S13	3	3	2	2	1	11	57	
14	S14	2	1	2	3	1	9	45	
15	S15	2	2	1	2	2	9	46	
16	S16	3	3	3	3	3	15	79	
17	S17	3	2	3	2	2	12	59	
18	S18	2	2	3	2	3	11	59	
19	S19	2	3	2	2	1	10	49	
20	S20	3	3	2	3	2	13	68	
21	S21	2	1	2	2	1	8	41	
22	S22	3	3	3	3	3	14	70	
23	S23	2	2	2	3	2	11	57	
24	S24	2	1	2	3	2	10	49	
25	S25	2	3	3	2	1	11	57	
26	S26	4	3	2	2	2	13	66	
27	S27	2	3	1	1	1	8	41	

Interrater I

Destriana, S.Pd



Scoring Rubric Narrative Text of Post-Test Experimental Class

No	Name	Scoring Rubric of Narrative Text						Total	Score
		Content	Organization	Grammar	Vocabulary	Mechanics			
1	S1	2	2	2	2	3	11	54	
2	S2	4	3	3	3	3	16	83	
3	S3	3	3	3	4	4	17	86	
4	S4	3	4	3	3	4	17	86	
5	S5	2	2	2	2	2	10	50	
6	S6	3	2	2	2	2	11	55	
7	S7	3	2	3	3	2	13	66	
8	S8	4	3	3	3	3	14	71	
9	S9	4	4	4	3	3	18	90	
10	S10	3	4	3	3	2	15	79	
11	S11	2	2	3	3	3	13	68	
12	S12	4	3	3	3	4	17	86	
13	S13	2	2	2	2	2	10	50	
14	S14	3	3	2	2	1	11	58	
15	S15	3	3	3	2	2	13	68	
16	S16	3	3	3	3	3	15	79	
17	S17	3	2	3	2	2	12	59	
18	S18	4	3	3	3	1	14	71	
19	S19	3	3	2	2	2	12	59	
20	S20	3	3	2	3	2	13	68	
21	S21	4	1	3	3	3	14	70	
22	S22	3	3	3	3	4	15	79	
23	S23	2	2	2	3	2	11	54	
24	S24	3	4	3	3	4	17	86	
25	S25	2	2	3	2	1	10	50	
26	S26	4	3	2	2	2	13	66	
27	S27	3	3	3	3	4	16	83	

Interrater I



Destriana, S.Pd

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Scoring Rubric Narrative Text of Pre-Test Control Class

No	Name	Scoring Rubric of Narrative Text						Total	Score
		Content	Organization	Grammar	Vocabulary	Mechanics			
1	S1	2	3	3	3	1	12	66	
2	S2	3	2	2	4	2	13	68	
3	S3	2	3	1	3	2	11	59	
4	S4	1	1	1	1	1	5	25	
5	S5	2	2	3	3	1	11	59	
6	S6	3	2	2	4	1	12	68	
7	S7	3	2	3	3	2	13	68	
8	S8	1	2	1	2	1	11	59	
9	S9	3	1	2	1	1	8	41	
10	S10	3	2	2	2	1	10	50	
11	S11	3	1	1	1	1	7	34	
12	S12	2	1	1	1	1	6	33	
13	S13	1	1	1	1	1	5	25	
14	S14	1	1	1	1	1	5	25	
15	S15	2	2	1	2	2	9	45	
16	S16	2	2	2	3	2	11	58	
17	S17	4	2	1	3	2	12	61	
18	S18	2	2	1	2	1	8	41	
19	S19	1	1	1	1	1	5	25	
20	S20	3	3	2	3	2	13	68	
21	S21	1	1	1	1	1	5	25	
22	S22	1	1	1	1	1	5	25	
23	S23	2	2	3	2	2	11	58	
24	S24	3	2	2	2	1	11	56	
25	S25	2	3	3	2	1	11	58	
26	S26	1	1	1	1	1	5	25	

Interrater I



Destriana, S.Pd



Scoring Rubric Narrative Text of Post-Test Control Class

No	Name	Scoring Rubric of Narrative Text						Total	Score
		Content	Organization	Grammar	Vocabulary	Mechanics			
1	S1	3	3	3	2	4	14	70	
2	S2	3	3	3	3	3	15	79	
3	S3	3	3	3	3	3	15	79	
4	S4	4	2	2	3	3	14	70	
5	S5	4	2	2	2	3	13	68	
6	S6	3	3	2	2	3	12	59	
7	S7	3	3	3	2	2	13	68	
8	S8	4	3	2	2	3	14	70	
9	S9	3	3	2	1	3	12	59	
10	S10	3	4	2	1	4	14	70	
11	S11	3	3	2	2	4	13	68	
12	S12	2	3	2	2	2	11	59	
13	S13	2	1	2	2	2	9	45	
14	S14	3	3	2	3	1	12	59	
15	S15	2	2	2	2	1	9	45	
16	S16	3	3	2	1	3	12	59	
17	S17	3	2	3	2	2	12	59	
18	S18	2	2	2	2	2	8	41	
19	S19	3	3	3	3	2	14	70	
20	S20	3	3	3	3	3	15	79	
21	S21	2	3	2	2	3	12	59	
22	S22	3	3	2	2	2	12	59	
23	S23	1	1	1	1	1	5	25	
24	S24	2	2	2	2	2	10	49	
25	S25	3	2	2	2	1	10	49	
26	S26	1	1	2	2	2	9	45	

Interrater I



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Scoring Rubric Narrative Text of Pre-Test Experimental Class

No	Name	Scoring Rubric of Narrative Text						Total	Score
		Content	Organization	Grammar	Vocabulary	Mechanic			
1	S1	3	2	2	1	2	10	49	
2	S2	3	2	3	3	2	13	63	
3	S3	2	2	2	1	2	9	45	
4	S4	1	1	1	1	1	5	25	
5	S5	2	2	2	2	2	10	49	
6	S6	3	2	2	1	1	9	45	
7	S7	1	1	1	1	1	5	25	
8	S8	2	2	2	1	1	8	41	
9	S9	2	2	2	2	2	10	49	
10	S10	2	2	2	2	2	8	41	
11	S11	3	2	2	2	2	11	58	
12	S12	2	1	1	1	2	7	34	
13	S13	3	3	2	2	1	11	58	
14	S14	2	2	2	2	2	10	49	
15	S15	3	2	2	2	3	12	59	
16	S16	1	1	2	3	3	9	45	
17	S17	3	2	3	2	1	11	58	
18	S18	2	2	3	2	3	11	58	
19	S19	1	2	2	2	2	9	45	
20	S20	3	2	2	2	2	11	58	
21	S21	2	1	2	2	1	8	41	
22	S22	1	1	1	1	1	5	25	
23	S23	1	2	2	3	2	10	49	
24	S24	2	1	2	3	2	10	49	
25	S25	1	1	2	2	2	8	41	
26	S26	3	2	2	1	2	10	49	
27	S27	2	2	2	2	3	11	58	

Interrater II



Mercu Zubaidah, S.Pd

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
 2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Scoring Rubric Narrative Text of Post-Test Experimental Class

No	Name	Scoring Rubric of Narrative Text						Total	Score
		Content	Organization	Grammar	Vocabulary	Mechanics			
1	S1	3	2	2	3	3	11	54	
2	S2	4	3	3	3	3	16	83	
3	S3	3	3	3	3	2	14	70	
4	S4	3	3	3	3	2	14	70	
5	S5	4	3	3	3	3	16	83	
6	S6	2	2	2	2	2	10	50	
7	S7	3	4	3	3	3	16	83	
8	S8	4	3	3	3	4	17	86	
9	S9	4	4	4	3	3	18	91	
10	S10	3	3	3	3	2	14	70	
11	S11	2	2	3	3	3	13	68	
12	S12	4	3	3	3	4	17	86	
13	S13	2	2	2	2	2	10	51	
14	S14	3	3	2	3	3	14	70	
15	S15	2	2	2	2	2	10	51	
16	S16	2	3	3	2	2	12	59	
17	S17	4	4	2	2	2	15	79	
18	S18	2	3	2	3	3	13	69	
19	S19	3	3	2	2	3	13	69	
20	S20	3	3	2	3	2	13	69	
21	S21	4	3	3	3	3	16	83	
22	S22	2	3	2	4	4	15	79	
23	S23	4	4	2	2	2	15	79	
24	S24	3	4	3	3	3	16	83	
25	S25	3	2	4	4	2	15	79	
26	S26	3	3	3	4	4	17	86	
27	S27	3	3	3	3	4	16	83	

Interrater II



Mercu Zubaidah, S.Pd

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
 2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Scoring Rubric Narrative Text of Pre-Test Control Class

No	Name	Scoring Rubric of Narrative Text						Total	Score
		Content	Organization	Grammar	Vocabulary	Mechanics			
1	S1	3	2	2	2	1	10	49	
2	S2	3	2	2	4	2	13	68	
3	S3	2	3	2	2	2	10	49	
4	S4	1	1	1	1	1	5	25	
5	S5	2	1	1	2	2	9	45	
6	S6	2	2	2	3	1	10	49	
7	S7	2	2	1	1	1	7	34	
8	S8	1	2	1	1	1	6	33	
9	S9	3	1	2	1	1	8	41	
10	S10	3	2	2	2	1	10	49	
11	S11	3	2	2	2	2	11	58	
12	S12	2	1	1	1	1	6	33	
13	S13	3	2	1	2	3	12	63	
14	S14	3	2	2	2	1	10	49	
15	S15	2	2	1	2	2	9	45	
16	S16	2	2	1	2	2	9	45	
17	S17	2	2	2	2	3	11	58	
18	S18	2	2	1	2	2	9	45	
19	S19	1	1	1	4	1	8	41	
20	S20	3	3	2	3	2	13	68	
21	S21	1	1	1	1	1	5	25	
22	S22	2	3	2	2	1	10	49	
23	S23	1	2	1	2	2	8	41	
24	S24	3	3	2	2	2	12	63	
25	S25	1	1	1	1	1	5	25	
26	S26	2	2	3	2	2	11	58	

Interrater II



Mercu Zubaidah, S.Pd

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
 2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Scoring Rubric Narrative Text of Post-Test Control Class

No	Name	Scoring Rubric of Narrative Text						Total	Score
		Content	Organization	Grammar	Vocabulary	Mechanics			
1	S1	4	3	3	3	3	16	86	
2	S2	3	2	2	2	2	10	49	
3	S3	2	2	2	2	3	10	49	
4	S4	3	3	3	3	3	15	75	
5	S5	4	2	2	2	3	13	68	
6	S6	3	3	2	2	3	12	59	
7	S7	2	2	2	2	1	9	45	
8	S8	2	2	1	2	2	9	45	
9	S9	3	3	2	1	3	12	59	
10	S10	2	3	2	1	4	14	70	
11	S11	3	3	2	2	2	12	59	
12	S12	2	3	2	2	2	11	58	
13	S13	2	1	2	2	2	9	45	
14	S14	2	2	2	3	1	10	49	
15	S15	3	2	2	2	2	10	49	
16	S16	3	3	2	1	3	12	63	
17	S17	3	3	3	2	2	13	68	
18	S18	2	2	2	2	2	8	41	
19	S19	3	2	2	2	2	11	58	
20	S20	3	1	2	3	2	10	49	
21	S21	2	3	2	2	3	12	59	
22	S22	3	3	2	2	2	12	59	
23	S23	4	2	1	3	3	12	60	
24	S24	3	2	2	3	2	12	59	
25	S25	2	2	2	2	2	10	49	
26	S26	3	2	2	2	2	11	58	

Interrater II



Mercu Zubaidah, S.Pd

- Hak Cipta Dilindungi Undang-Undang:
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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
 2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

The Result of Pre-Test Experimental Class

NO	NAME	PRE-TEST EXPERIMENTAL CLASS		MEAN
		RATER 1	RATER 2	
1	S1	59	49	54
2	S2	25	63	44
3	S3	68	45	56.5
4	S4	25	25	25
5	S5	49	49	49
6	S6	59	45	52
7	S7	66	25	45.5
8	S8	59	41	50
9	S9	51	49	50
10	S10	49	41	45
11	S11	34	58	46
12	S12	33	34	33.5
13	S13	59	58	58.5
14	S14	45	49	47
15	S15	46	59	52.5
16	S16	79	45	62
17	S17	59	58	58.5
18	S18	59	58	58.5
19	S19	49	45	47
20	S20	68	58	63
21	S21	41	41	41
22	S22	70	25	47.5
23	S23	59	49	54
24	S24	49	49	49
25	S25	59	41	50
26	S26	66	49	57.5
27	S27	41	58	49.5



Hak Cipta Dilindungi Undang-Undang:

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suttha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suttha Jambi

The Results on Post-Test Experimental Class

NO	NAME	POST-TEST EXPERIMENTAL CLASS		MEAN
		RATER 1	RATER 2	
1	S1	54	54	54
2	S2	83	83	83
3	S3	86	70	78
4	S4	86	70	78
5	S5	50	83	66.5
6	S6	55	50	52.5
7	S7	66	83	74.5
8	S8	71	86	78.5
9	S9	90	91	90.5
10	S10	79	70	74.5
11	S11	68	68	68
12	S12	86	86	86
13	S13	50	51	50.5
14	S14	58	70	64
15	S15	68	51	59.5
16	S16	79	59	85
17	S17	59	79	69
18	S18	71	69	70
19	S19	59	69	64
20	S20	68	69	68.5
21	S21	70	83	76.5
22	S22	79	79	79
23	S23	54	79	66.5
24	S24	86	83	84.5
25	S25	50	79	64.5
26	S26	66	86	76
27	S27	83	89	86



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suttha Jambi
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suttha Jambi

The Results of Pre-Test Control Class

NO	NAME	PRE-TEST CONTROL CLASS		MEAN
		RATER 1	RATER 2	
1	S1	66	49	57.5
2	S2	68	68	68
3	S3	59	49	54
4	S4	25	25	25
5	S5	59	45	52
6	S6	68	49	58.5
7	S7	68	34	51
8	S8	49	33	41
9	S9	41	41	41
10	S10	50	49	49.5
11	S11	34	58	46
12	S12	33	33	33
13	S13	25	63	44
14	S14	25	49	37
15	S15	45	45	45
16	S16	58	45	51.5
17	S17	61	58	59.5
18	S18	41	45	43
19	S19	25	41	33
20	S20	68	68	68
21	S21	25	25	25
22	S22	25	49	37
23	S23	58	41	49.5
24	S24	56	63	59.5
25	S25	58	25	41.5
26	S26	25	58	41.5



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

The Result of Post-Test Control Class

NO	NAME	POST-TEST CONTROL CLASS		MEAN
		RATER 1	RATER 2	
1	S1	70	86	78
2	S2	79	49	64
3	S3	79	49	64
4	S4	70	75	72.5
5	S5	68	68	68
6	S6	59	59	59
7	S7	68	45	56.5
8	S8	70	45	57.5
9	S9	59	59	59
10	S10	70	70	70
11	S11	68	59	63.5
12	S12	59	58	58.5
13	S13	45	45	45
14	S14	59	49	54
15	S15	45	49	47
16	S16	59	63	61
17	S17	59	68	63.5
18	S18	41	41	41
19	S19	70	58	64
20	S20	79	49	64
21	S21	59	59	59
22	S22	59	59	59
23	S23	25	60	42.5
24	S24	49	59	54
25	S25	49	49	49
26	S26	45	58	51.5

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Appendix 2

The Students' Writing Results

Pre-Test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	3.7	3.7	3.7
	34	1	3.7	3.7	7.4
	41	1	3.7	3.7	11.1
	44	1	3.7	3.7	14.8
	45	1	3.7	3.7	18.5
	46	1	3.7	3.7	22.2
	46	1	3.7	3.7	25.9
	47	2	7.4	7.4	33.3
	48	1	3.7	3.7	37.0
	49	2	7.4	7.4	44.4
	50	1	3.7	3.7	48.1
	50	3	11.1	11.1	59.3
	52	1	3.7	3.7	63.0
	53	1	3.7	3.7	66.7
	54	2	7.4	7.4	74.1
	57	1	3.7	3.7	77.8
	58	1	3.7	3.7	81.5
	59	3	11.1	11.1	92.6
	62	1	3.7	3.7	96.3
	63	1	3.7	3.7	100.0
Total		27	100.0	100.0	

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Pre-Test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	2	7.4	7.7	7.7
	33	2	7.4	7.7	15.4
	37	2	7.4	7.7	23.1
	41	2	7.4	7.7	30.8
	42	2	7.4	7.7	38.5
	43	1	3.7	3.8	42.3
	44	1	3.7	3.8	46.2
	45	1	3.7	3.8	50.0
	46	1	3.7	3.8	53.8
	50	2	7.4	7.7	61.5
	51	1	3.7	3.8	65.4
	52	1	3.7	3.8	69.2
	52	1	3.7	3.8	73.1
	54	1	3.7	3.8	76.9
	58	1	3.7	3.8	80.8
	59	1	3.7	3.8	84.6
	60	2	7.4	7.7	92.3
	68	2	7.4	7.7	100.0
	Total	26	96.3	100.0	

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Post-Test Experimental Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51	1	3.7	3.7	3.7
	53	1	3.7	3.7	7.4
	54	1	3.7	3.7	11.1
	60	1	3.7	3.7	14.8
	64	2	7.4	7.4	22.2
	65	1	3.7	3.7	25.9
	67	2	7.4	7.4	33.3
	68	1	3.7	3.7	37.0
	69	1	3.7	3.7	40.7
	69	1	3.7	3.7	44.4
	70	1	3.7	3.7	48.1
	75	2	7.4	7.4	55.6
	76	1	3.7	3.7	59.3
	77	1	3.7	3.7	63.0
	78	2	7.4	7.4	70.4
	79	1	3.7	3.7	74.1
	79	1	3.7	3.7	77.8
	83	1	3.7	3.7	81.5
	85	1	3.7	3.7	85.2
	85	1	3.7	3.7	88.9
	86	2	7.4	7.4	96.3
	91	1	3.7	3.7	100.0
Total		27	100.0	100.0	

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Post-Test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	1	3.7	3.8	3.8
	43	1	3.7	3.8	7.7
	45	1	3.7	3.8	11.5
	47	1	3.7	3.8	15.4
	49	1	3.7	3.8	19.2
	52	1	3.7	3.8	23.1
	54	2	7.4	7.7	30.8
	57	1	3.7	3.8	34.6
	58	1	3.7	3.8	38.5
	59	1	3.7	3.8	42.3
	59	4	14.8	15.4	57.7
	61	1	3.7	3.8	61.5
	64	2	7.4	7.7	69.2
	64	4	14.8	15.4	84.6
	68	1	3.7	3.8	88.5
	70	1	3.7	3.8	92.3
	73	1	3.7	3.8	96.2
78	1	3.7	3.8	100.0	
Total	26	96.3	100.0		

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Appendix 3**Research Instrument****WRITING TEST OF PRE-TEST**

Name : _____

Class : _____

Instruction!

1. Please, write a narrative text about Legend Story consists of three paragraph (Orientation, Complication, and Resolution)

2. Write text by choosing one of the topics:

- Malin Kundang
- Danau Toba
- Keong Emas

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

WRITING TEST OF POST-TEST

Name: _____

Class: _____

Instruction!

1. Please write a narrative text about Legend Story consist of three paragraph (Orientation, Complication, and Resolution)

2. Write text by choosing one of the topics:

- Sangkuriang
- Bawang Putih dan Bawang Merah
- Batu Menangis

3. Look at the picture and write the story.

State Islamic University of Sulthan Thaha Saifuddin Jambi

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultha Jambi

Appendix 4**Lesson plan****RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****For Experimental Class**

Nama satuan pendidikan	: SMP Islam Al-Falah Jambi
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: IX
Materi pokok	: Narrative Text
Alokasi waktu	: 6 x 45 menit

A. Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar dan indicator pencapaian kompetensi:**Kompetensi Dasar (KD):**

3.4 Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teknarrative tulis, berbentuk legend, pendek dan sederhana.

4.4 Teks deskriptif

4.4.1 Menangkap makna teks narrative tulis, berbentuk legend, pendek dan sederhana

4.4.2 Menyusun teks narrative lisan dan tulis, pendek dan sederhana, terkait cerita lagenda yang terkenal di Indonesia, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar Bahasa Inggris terkait teks narrative sederhana tentang cerita lagenda yang terkenal di Indonesia.

2. Menunjukkan perilaku peduli, percaya diri, dan tanggungjawab dalam melaksanakan komunikasi terkait teks narrative tentang cerita lagenda yang terkenal.

3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks narrative sederhana tentang cerita lagenda yang terkenal

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

4. Merespon makna dalam teks narrative, lisan dan tulis, sederhana, tentang cerita legenda
5. Menyusun teks descriptive lisan dan tulis sederhana tentang legenda yang terkenal di Indonesia.

D. METODE PEMBELAJARAN

Technique : Observing, Asking-Question, Sequences of Pictures, practicing.

E. Langkah-langkah pembelajaran

➤ Pertemuan 1

Pre-Test

➤ Pertemuan 2 & 3

Treatment

Aktifitas Pembelajaran	Alokasi Waktu
<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Mengucapkan salam, berdo'a bersama dan memeriksa kehadiran siswa. 2. Guru menyiapkan siswa untuk mengikuti proses pembelajaran. 3. Guru memotivasi siswa dengan mengajukan beberapa pertanyaan dengan materi terkait. 4. Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. 	5 menit
<p>Inti</p> <ol style="list-style-type: none"> 1. Guru menjelaskan materi, pengertian, tujuan, dan ciri-ciri teks narrative. 2. Guru memberikan contoh teks narrative. 3. Siswa mengidentifikasi contoh teks narrative. 4. guru memberikan teks narrative tentang legend story "Rawa Pening" kepada seluruh siswa untuk menganalisa tentang generic structure dan kata kerja yang ada didalam teks tersebut. 	70 menit
<p>Penutup</p> <ol style="list-style-type: none"> 1. Guru bertanya kepada siswa kesulitan apa yang mereka hadapi tentang materi terkait. 	



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
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2. Guru bertanya kepada siswa apa kesimpulan tentang materi terkait. 3. Guru memberikan kesimpulan dari materi yang telah diajarkan dan menutup proses pembelajaran dengan berdo'a bersama.	10 menit
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➤ **Pembelajaran pertemuan 4 & 5**

Treatment

Aktifitas Pembelajaran	Alokasi Waktu
<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Mengucapkan salam, berdo'a bersama dan memeriksa kehadiran siswa. 2. Guru menyiapkan siswa untuk mengikuti proses pembelajaran. 3. Guru memotivasi siswa dengan mengajukan beberapa pertanyaan dengan materi terkait. 4. Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. 	5 menit
<p>Inti</p> <ol style="list-style-type: none"> 1. Guru mengingatkan siswa tentang materi minggu lalu. 2. Guru memperkenalkan & menjelaskan tentang Sequences of Pictures Media. 3. Guru memberi contoh dari Sequences of Pictures. 4. Guru bertanya kepada siswa tentang Sequences of Pictures yang mereka lihat 5. Siswa diminta untuk menuliskan narrative text berdasarkan Sequences of Pictures 6. Guru menunjuk salah satu siswa maju kedepan untuk melihat hasil tulisannya 7. Guru dan Siswa Bersama sama menganalisis dan mengoreksi kesalahan yang terdapat pada cerita narrative dari perwakilan temannya. 	70 menit



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suttha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suttha Jambi

<p>Penutup</p> <ol style="list-style-type: none"> 1. Guru bertanya kepada siswa kesulitan apa yang mereka hadapi tentang materi terkait. 2. Guru bertanya kepada siswa apa kesimpulan tentang materi terkait. 3. Guru memberikan kesimpulan dari materi yang telah diajarkan dan menutup proses pembelajaran dengan berdo'a bersama. 	<p>10 menit</p>
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➤ Pembelajaran Pertemuan 6

Post-Test

F. Materi Pembelajaran

Narrative text adalah sebuah text yang menceritakan cerita yang pernah terjadi pada masa lampau, dan fungsi social nya untuk menghibur pembaca. Dan juga setiap ceritanya mengandung pelajaran dan moral yang bisa diambil.

1. Generic structure:

- Orientation: tahap ini adalah opening paragraph, yang dimana semua karakter yang ada dalam cerita tersebut di tampilkan (*pengenalan tokoh, tempat dan waktu terjadinya cerita, siapa atau apa, dan dimana*)
- Complication: pada bagian ini menunjukkan masalah yang terjadi pada cerita tersebut. (*permasalahan muncul/mulainya terjadi dan berkembang*)
- Resolution: pada bagian ini berisi tentang menyelesaikan masalah yang ada pada cerita tersebut.



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Contoh Narrative text

Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a lesung, a big wooden mortar for pounding rice. She reminded him; “Please remember, if there is a flood you must save yourself. Use this lesung; as a boat!”

The little boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the lesung, as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

Source: <https://www.shutterstock.com/search/legend-story>



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
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D. Sequences of Pictures Media



- Hak Cipta Dilindungi
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutba Jambi
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

For Control Class

Nama satuan pendidikan	: SMP Islam Al-Falah Jambi
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: IX
Materi pokok	: Narrative Text
Alokasi waktu	: 4 x 45 menit

I . Kompetensi Inti (KI)

5. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

6. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

J.Kompetensi dasar dan indicator pencapaian kompetensi:

Kompetensi Dasar (KD):

4.5 Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teknarrative tulis, berbentuk legend, pendek dan sederhana.

5.4 Teks deskriptif

5.4.1 Menangkap makna teks narrative tulis, berbentuk legend, pendek dan sederhana

5.4.2 Menyusun teks narrative lisan dan tulis, pendek dan sederhana, terkait cerita legenda yang terkenal di Indonesia, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

K. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar Bahasa Inggris terkait teks narrative sederhana tentang cerita legenda yang terkenal di Indonesia.

2. Menunjukkan perilaku peduli, percaya diri, dan tanggungjawab dalam melaksanakan komunikasi terkait teks narrative tentang cerita legenda yang terkenal.

3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks narrative sederhana tentang cerita legenda yang terkenal

4. Merespon makna dalam teks narrative, lisan dan tulis, sederhana, tentang cerita legenda

5. Menyusun teks descriptive lisan dan tulis sederhana tentang legenda yang terkenal di Indonesia.



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L. METODE PEMBELAJARAN

Technique : Conventional Technique

M. Langkah-langkah pembelajaran

- **Pertemuan 1**
Pre-Test
- **Pertemuan 2 & 3**
Treatment

Aktifitas Pembelajaran	Alokasi Waktu
Pendahuluan 1. Mengucapkan salam, berdo'a bersama dan memeriksa kehadiran siswa. 2. Guru menyiapkan siswa untuk mengikuti proses pembelajaran. 3. Guru memotivasi siswa dengan mengajukan beberapa pertanyaan dengan materi terkait. 4. Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	5 menit
Inti 1. Guru mengingatkan siswa tentang materi minggu lalu. 2. Guru menjelaskan materi, pengertian, tujuan, dan ciri-ciri teks narrative. 3. Guru memberikan contoh teks narrative. 4. Siswa mengidentifikasi contoh teks narrative. 5. guru memberikan teks narrative tentang legend story "Rawa Pening" kepada seluruh siswa untuk menganalisa tentang generic structure dan kata kerja yang ada didalam teks tersebut.	70 menit
Penutup 1. Guru bertanya kepada siswa kesulitan apa yang mereka hadapi tentang materi terkait. 2. Guru bertanya kepada siswa apa	

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kesimpulan tentang materi terkait. 3. Guru memberikan kesimpulan dari materi yang telah diajarkan dan menutup proses pembelajaran dengan berdo'a bersama.	10 menit
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➤ Pertemuan 4 Post-Test

N. Materi Pembelajaran

Narrative text adalah sebuah text yang menceritakan cerita yang pernah terjadi pada masa lampau, dan fungsi social nya untuk menghibur pembaca. Dan juga setiap ceritanya mengandung pelajaran dan moral yang bisa diambil.

1. Generic structure:

- Orientation: tahap ini adalah opening paragraph, yang dimana semua karakter yang ada dalam cerita tersebut di tampilkan (*pengenalan tokoh, tempat dan waktu terjadinya cerita, siapa atau apa, dan dimana*)
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- Resolution: pada bagian ini berisi tentang menyelesaikan masalah yang ada pada cerita tersebut.



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Contoh Narrative text

Rawa Pening

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The little boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the lesung, as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

Source: <https://www.shutterstock.com/search/legend-story>



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suttha Jambi
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Appendix 5

Students' Writing

Pre-test Experimental Class

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi

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Research Instrument

WRITING TEST OF PRE-TEST

Name : M. Hadi Ridwan

Class : IX.3

Instruction!

1. Please, write a narrative text about Legend Story consists of three paragraph (Orientation, Complication, and Resolution)
2. Write text by choosing one of the topics:

- Malin Kundang
- Danau Toba
- Keong Emas

Danau Toba

Once upon a time a young man in a small village goes fishing in the river. He waited so long but no fish were near by him. When he want to leave a big fish was pulling his fishing rod, and finally he catch a big fish. He was really happy and brought the fish to his village.

Before he cook the fish he change his clothe. When is back from the room with his surprise the fish turn into a beautiful women, he was so surprise and fall in love and ask her to marry with him. She say yes but in one condition "Don't ever call her fish". After the marriage they have a son that really greedy.

One day his mom ask him to deliver some foods for his dad because of his greedy he ate all his father's foods. When he arrive to his father work place Toba was really mad and call his son "How dare you fish's son" his son ran home with a sad feeling he say to his mom that his father call him "fish son" how dissapoint her, she ask his son to come with her to and run to the highest hill that water seane to flood and Toba failed to run to the highest hill and drown, in a second his wife and his son's vanish.

Pre-test Control Class

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Sulthan Thaha Saifuddin Jambi

Research Instrument

WRITING TEST OF PRE-TEST

Name : Kaysha Aalkhafah .2.A. Class : 1x.4

Instruction!

1. Please, write a narrative text about Legend Story consists of three paragraph (Orientation, Complication, and Resolution)
2. Write text by choosing one of the topics:
 - Malin Kundang
 - Danau Toba
 - Keong Emas

"The Legend OF Main Kundang"

once upon a time, on the north coast of Sumatera lived a poor woman and his son, who called Main Kundang. His father eventually died, and his mother lived alone as a poverty-stricken old woman.

Main Kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, Main Kundang decide going to overseas and promise to come back. After several years had gone by, Main Kundang finally decide to return to his village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

one of the villagers recognized Main Kundang from a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Main Kundang's mother that her son had returned. excitedly, she went to the shore and recognized her son the minute her eyes fell on him. when the older woman called him her son, he refused to believe that he heard such an old woman as a mother. His disbelief was heightened when his wife questioned why he had not told her that he had an elderly, poor mother.

In an alternate translation, Main Kundang was on the ship with just his crew. when his mother attempted to embrace him, he was too embarrassed by her ragged appearance to acknowledge her and instead, had one of them carry her away. distraught and finally realizing he son's wickedness, Main Kundang's mother gave up on her son's acknowledging her and prayed to her god to punish her son for his behavior.

The day after his mother's prayer, Main Kundang sailed out of the village. Shortly there after, the ships was met by a violent storm. Main Kundang believed the storm was his god's and nature's ways of punishing him for his mistreatment of his mother. He felt guilty about his behavior towards

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Post-test Experimental Class

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
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WRITING TEST OF POST-TEST

Name: M. Hadi Rizki Wati Class: 183

Instruction!

1. Please write a narrative text about Legend Story consist of three paragraph (Orientation, Complication, and Resolution)
2. Write text by choosing one of the topics:

- Sangkuriang
- Bawang Putih dan Bawang Merah
- Batu Menangis

Bawang Putih dan Bawang Merah

once upon a time a beautiful girl named Bawang putih she lived with her step mother and her step sister that is really rude to her, one day she was forced to wash the cloth at the nearest river. → Orientation

After a long time walking to the river she finally arrived at the river and started washing the cloths, while washing she suddenly forgot the cloths and she realize that the cloths drift away she started running and chased the cloths and a very kind old woman take the cloths and give it to bawang putih but in one condition she must help the old woman in her house, don't waste her mother mad at her she accept it.

After one week she helped the old woman, because of her diligent habit the old woman give her big and small pumkin but she take the small pumkin and go home when she arrive she opened the pumkin with her surprise inside a bunch of jewelry like diamond and other, seeing it her step mother and sister do the same thing like bawang putih but Bawang merah is lazy and she not work she eat the big pumkin, when she opened the pumkin with her mom and her jewelry but inside of it is a bunch of worm and other animal

Resolution

Post-test Control Class

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State Islamic University of Sulthan Thaha Saifuddin Jambi

WRITING TEST OF POST-TEST

Name: Haniyah Putri Ramadhani Class: ix.4

Instruction!

- Please write a narrative text about Legend Story consist of three paragraph (Orientation, Complication, and Resolution)
- Write text by choosing one of the topics:
 - Sangkuriang
 - Bawang Putih dan Bawang Merah
 - Batu Menangis

(Bawang Putih dan Merah)

(orientation)
 once upon a time, there were 2 little girl with her mom, they lived in a small village.
 the name of the girl is bawang merah and bawang putih, bawang putih mom was
 died because sick. so she ~~live~~ with bawang merah and bawang merah mom.

(complication)
 one day bawang putih and bawang merah wants to go to a river. to search
 a fish and gold. after they both arrive in the river. after they two search
 the fish and gold, bawang putih and bawang merah bacu to their home. after
 bawang merah and bawang putih arrived at home, bawang merah mom was mad to
 bawang putih cause she doesnt get a gold like bawang merah did. bawang
 merah mums ~~was~~ always told bawang putih to clean the house. bawang merah
 dad doesnt know what happened in his home.

resolution:
 one night bawang ~~merah~~ ^{putih} go to a river again. and she got a big
 gold. and she bring the gold to the house. bawang merah was see that and she
 was envy to bawang putih. so she take it bawang putih gold. after that night, on
 next day mom and bawang putih was get a wicked.

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Appendix 6 Documentation

Experimental Class



1 Februari 2023 (SMP Islam Al Falah)

Picture 1. Teacher introduce Sequence of Picture



7 Februari 2023 (SMP Islam Al Falah)

Picture 2, students felling out the Post-test answer sheets.

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Control Class



30 Januari 2023 (SMP Islam Al Falah)

Picture 3. Students learned Narrative Text



3 Febuari, 2023 (SMP Islam Al Falah)

Picture 4. Students ask the teacher about Narrative Text

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





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UIN SULTHAN THAHA SAIFUDDIN JAMBI
FAKULTAS TARBIYAH
DANKEGURUAN**

CONSULTATION CARD OF THESIS

Kode Dokumen	Kode Formulir	Berlaku tgl	No. Resi	Tgl.Revisi	Halaman
In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	1

Name : Devi Tesya Pera Santika
 Student ID : 205190069
 Advisor 1 : Wahyuni Fitria, M.Pd
 Tittle : The Effect of Using Sequences of Pictures on Students' Writing Skill at Islamic Junior High School Jambi
 Major : English Education Program

No	Date	Material concultation	Signature
1	Rabu, 07 Desember 2022	Penentuan Fokus Penelitian dan Saran Untuk Membuat Proposal (Chapter I dan Chapter II)	
2	Selasa, 20 Desember 2022	Perbaikan Novelty (Chapter I dan Chapter 3)	
3	Kamis, 05 Januari 2023	ACC Seminar	
4	Jum'at, 20 Januari 2023	ACC Riset	
5	Kamis, 06 April 2023	Perbaikan Abstrak, dan Chapter IV	
6	Senin, 10 April 2023	ACC for Munaqasah	

Jambi, 10 April 2023
 Advisor I



Wahyuni Fitria, M.Pd
 NIP.198606052015032004

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CURICULUM VITAE



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2.	SMPN 5 Batanghari	2014
3.	SMAN 8 Kota Jambi	2017
4.	UIN Sultha Thaha Saifuddin Jambi	2023

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