



**THE EFFECT OF USING PICTURE SERIES ON THE ELEVENTH  
GRADE STUDENTS' WRITING ACHIEVEMENT AT MAN 2 JEMBER**

**THESIS**

By

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2015**



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Composed to fulfill one of the requirements to Obtain S1 Degree of the English  
Education Program of the Language and Arts Education Department of  
the Teacher Training and Education Faculty of  
Jember University

By

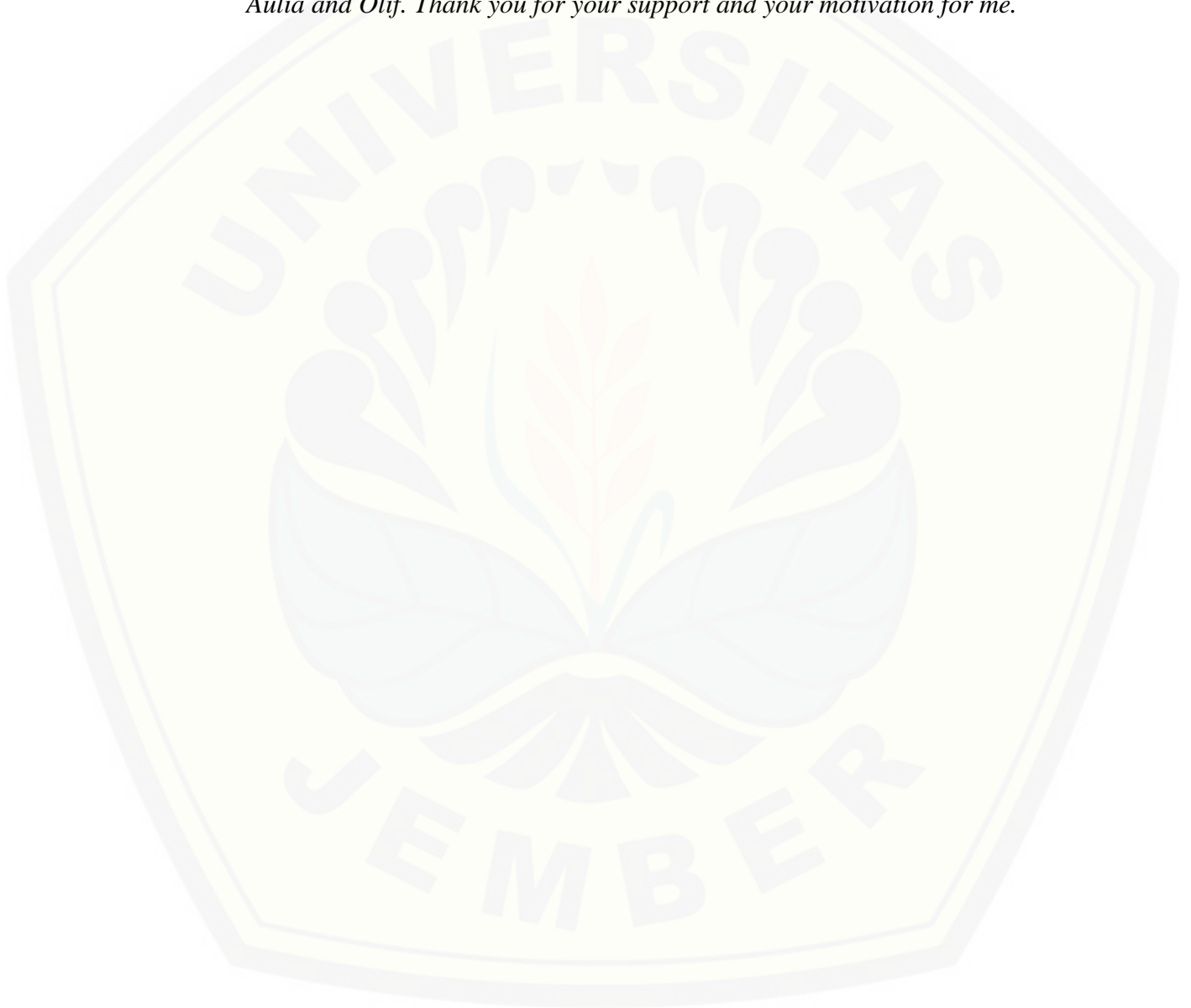
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**DEDICATION**

*This thesis is honorably dedicated to:*

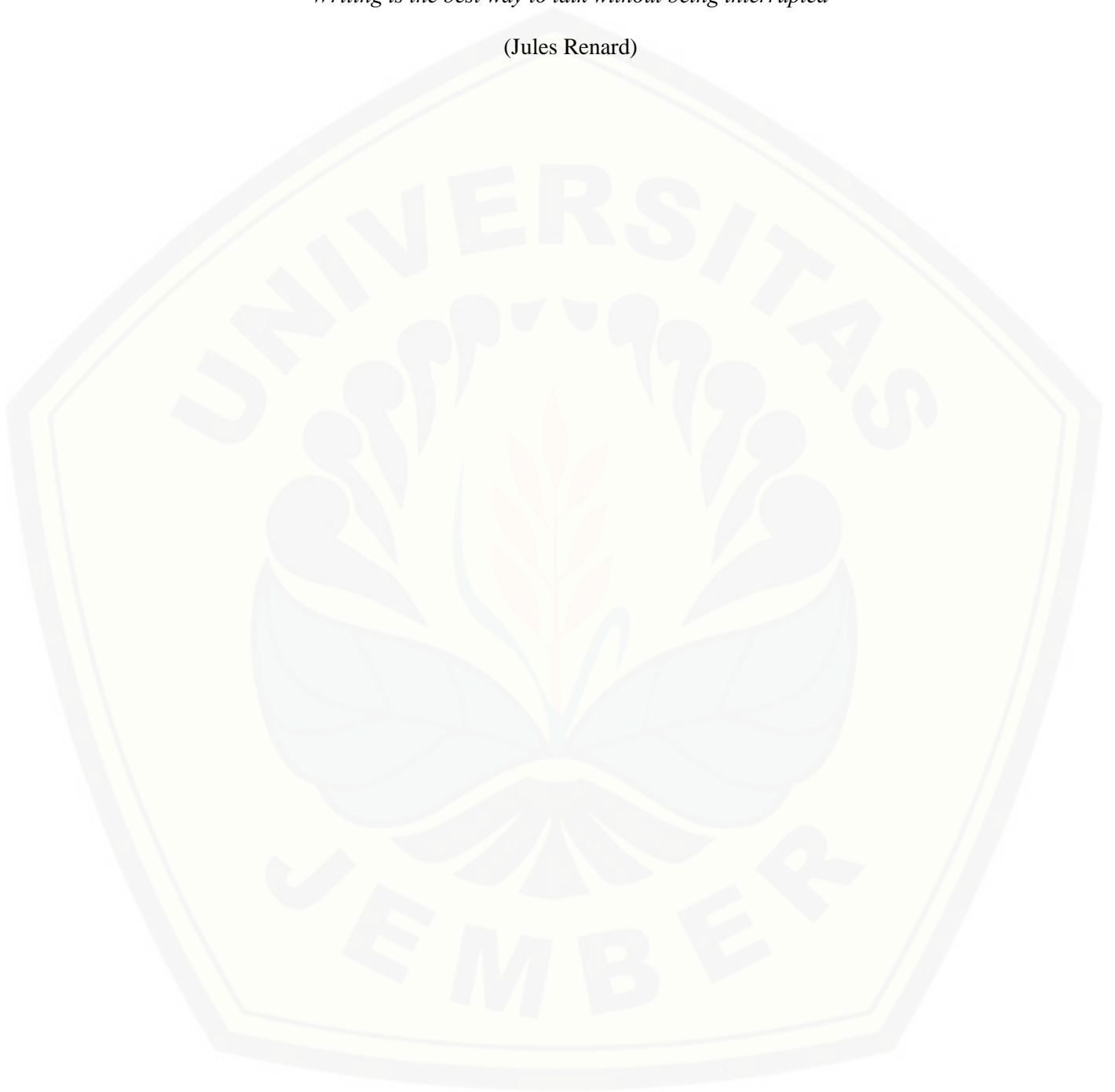
- 1. My parents, Sugeng Hariyadi and Syofiah. Thank you very much for your love, your support and your motivation for me.*
- 2. My husband Denny Herianto, S.Kom and my beloved daughter Rania Fitri Azzahra. Thank you for your love and always make me smile.*
- 3. My beloved best friends, Puput Oktaria, Prastin Maulana, Novitasari, Nur Aulia and Olif. Thank you for your support and your motivation for me.*



**MOTTO**

*“Writing is the best way to talk without being interrupted”*

(Jules Renard)



**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

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**CONSULTANT'S APPROVAL**

**THE EFFECT OF USING PICTURE SERIES ON THE ELEVENTH  
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I believe that this thesis might gave some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, September 22<sup>nd</sup> , 2015

Writer



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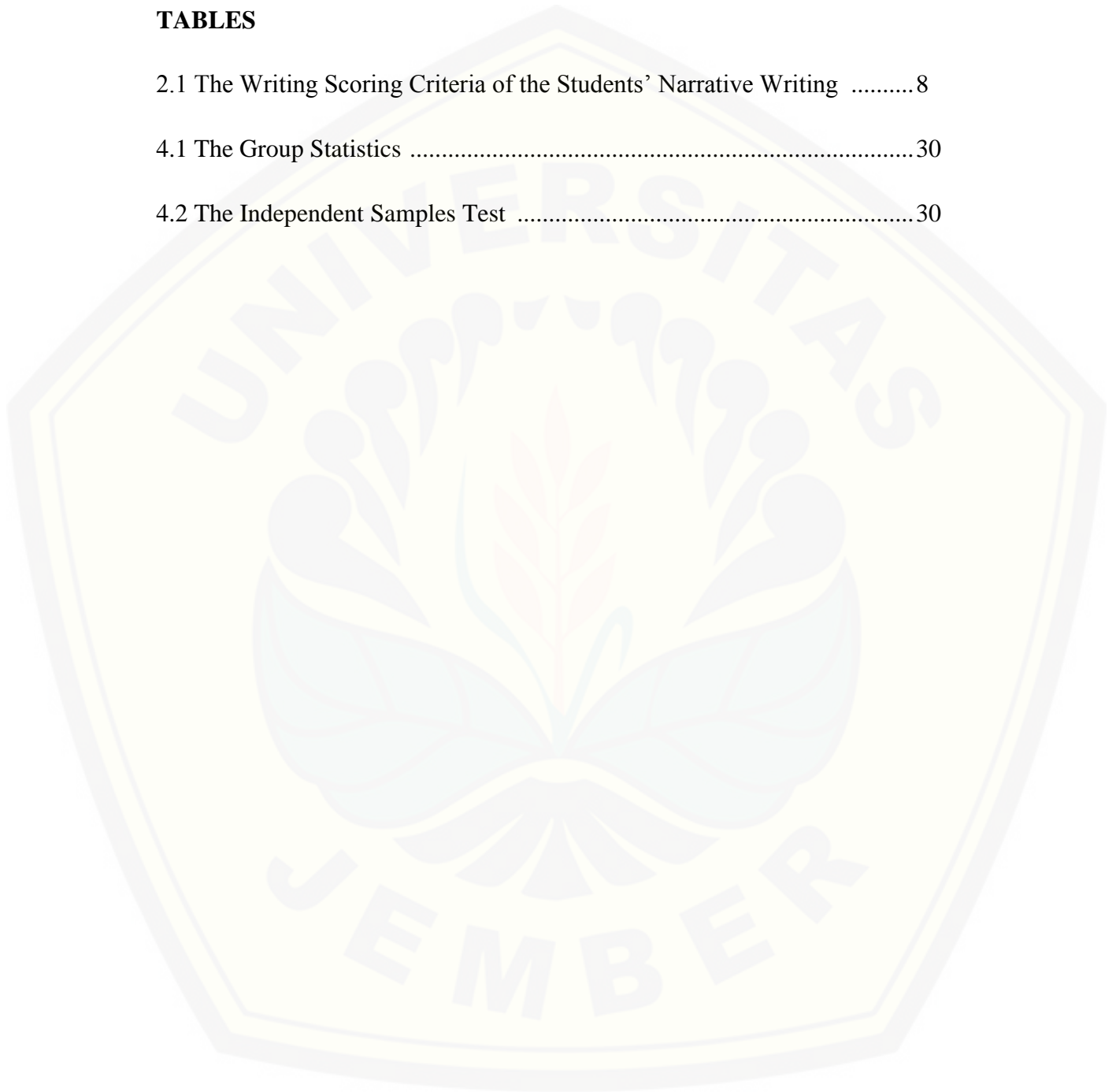
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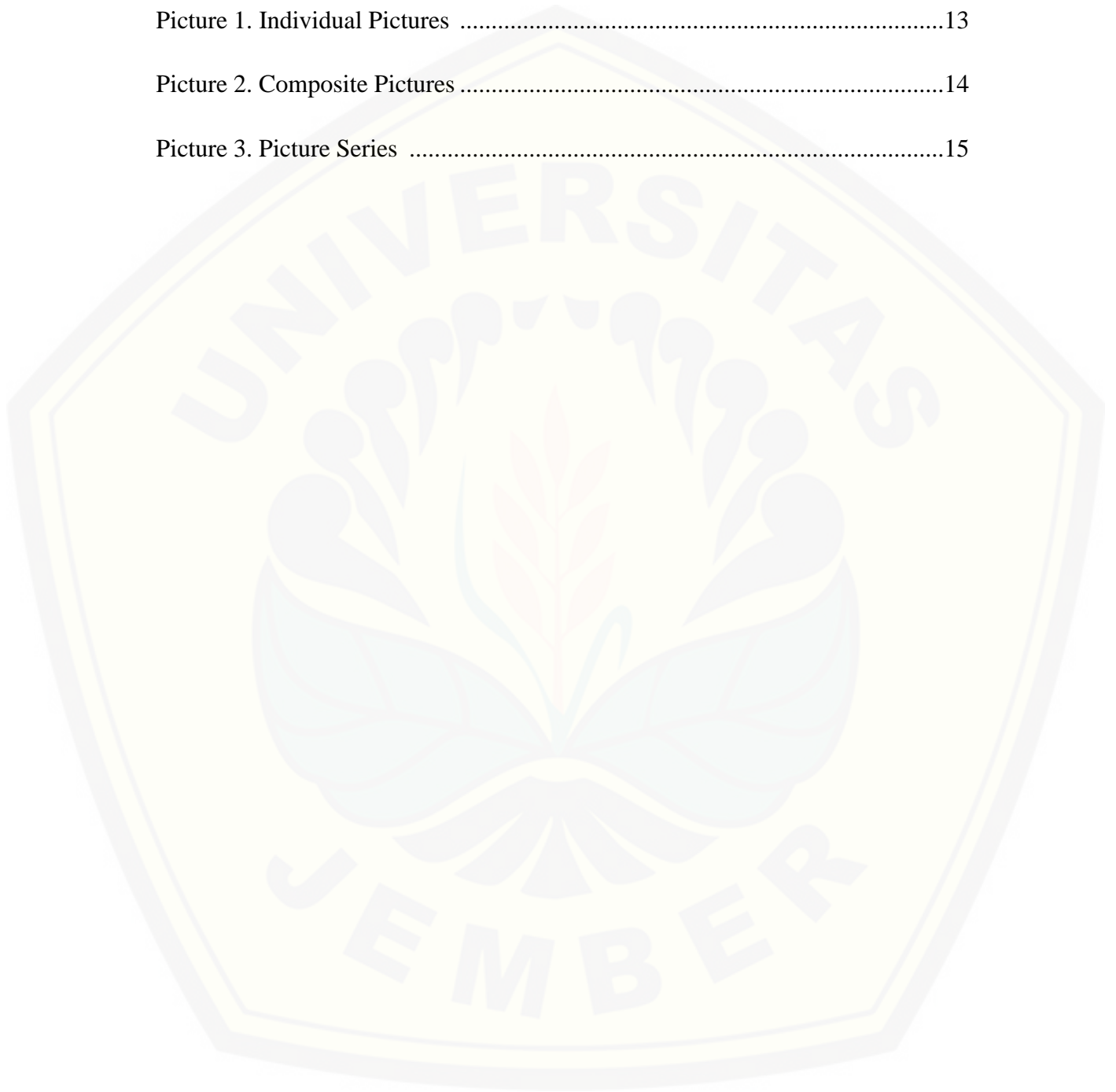
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## SUMMARY

**The Effect of Using Picture Series on the Eleventh Grade Students' Writing Achievement at MAN 2 Jember**, Nila Permatasari, 100210401013; 97 pages; English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, Jember University.

This experimental research was intended to know whether or not there was a significant effect of using picture series on the eleventh grade students' writing achievement at MAN 2 Jember. Based on the English teacher's information, the eleventh grade students had difficulties in writing, especially in grammar, generating and developing ideas. This finding was also supported with the results of post test of the writing test.

To overcome this problem above, the researcher used picture series as media to be able to attract the students, to motivate and to contribute to the context in which the language is being used. It also supported by Wright (1989:17), pictures can motivate students and make them want to pay attention and want to take a part in the teaching learning process. He also stated that pictures can be used to improve some aspects of language such as structure, vocabulary, function, situation and four language skills (Wright, 1989:4-6).

The experimental research was conducted on 9<sup>th</sup>-12<sup>th</sup> June, 2015. The first and second meetings of the research were conducted on June 9<sup>th</sup>, 2015 and June 10<sup>th</sup>, 2015 for both groups. The learning materials for both groups, the experimental group and the control group, was the same. But, the treatment between the experimental and the control groups were different. The treatment for the experimental group was taught a narrative text by using picture series while the the control group was taught a narrative text without using picture series.

The results of the students' narrative writing achievement in the post-test score were analyzed by using independent sample t-test. The writing post test was conducted on June 12<sup>th</sup>, 2015 to find the significance of the data from the two groups involved in this research. There were 34 students in the experimental group and 34 students present in the control group. The test was given to both

groups after the treatments. The researcher used 95% confidence interval of the difference. It means that the standard error in this calculation was only 5 %.

Based on the output of Independent sample T-test by using SPSS, the degree of freedom (df) of post test was 42,948. The value of Lavene's Test of Equality variances is 0.000 or we can say that it is less than 0,05. If the value of Sig. (2 tailed) is less than 0,05, it indicated that the null hypothesis ( $H_0$ ) was rejected. That is why, the alternative hypothesis ( $H_a$ ) with 95% confidence interval of the difference was accepted.

Based on the result above, it could be concluded that there was a significant effect of using picture series on the eleventh grade students and the use of picture series was effective to overcome the students' problems in writing.



## CHAPTER 1. INTRODUCTION

This chapter presents the discussion of some issues related to the topic of the study. Those are the background of the research, the problem of the research, the objective of the research, and the significance of the research.

### 1.1 Background of the Research Problem

Writing is one of the ways used by people to communicate one another. Many journals and books are written in English. By writing, people can express their ideas and inform something to others. Daviest (1995:120) states that writing is used not only to remember things but also to organize our ideas, to communicate with others, to clarify ideas, to inform and to persuade others.

In studying English, writing is not the only skill that students have to master and learn. However, there are three other language skills that should be learned namely listening, speaking, and reading. To master those skills, the students should also learn the language components such as grammar, vocabulary, and pronunciation that should be taught in integrated way with those language skills. Among those skills, writing becomes a difficult subject for the students because it is a productive skill in which students need to express their ideas in a well-structured and understandable written form in accordance with a set of rules (Reid, 2009:198).

Besides, writing is not a simple skill to learn compared with the other skills because it is related to grammar rules, organizing ideas, and vocabulary use. According to that condition, the teacher should have good media in helping the students to master the writing skill. Kasihani (2010:101) states that in learning activities, media can help the teacher in delivering the materials to the students, and help them to understand the material easier.

There are many kinds of media that can be used in teaching learning process. Those are printed, visual, audio and audio-visual media. Printed media include text books, magazines, newspapers, etc. The examples of visual media are

pictures, maps, games, puzzles, etc. Audio media concern with the use of radios, tape recorders, etc. The examples of audio-visual media are videos and films.

In this research, the researcher chose pictures as visual media. Yunus (1981:xii) states that visual aids enable the students to improve the students' comprehension effectively and help them assimilate ideas in more meaningful and interesting manner. In this case, pictures can be applied. Yunus (1981:53) also states that pictures can provide stimulus for using language in productive skills; that is, speaking and writing.

There are three types of pictures that can be used for the writing learning process. They are individual pictures, composite pictures and picture series. The researcher chose picture series in teaching writing a narrative text because a narrative text is a text that tells the readers about imaginative events composed in chronological order to find resolution. It is appropriate with the use of picture series. A picture series is a number of related pictures to form a series or a sequence of events. Therefore, a picture series is chosen because it is appropriate with narrative text writing.

The research by using picture series was conducted by Sudiyani in 2012. She found out that there was a significant effect of using picture series on the eighth grade students' reading comprehension achievement at SMP Negeri 5 Tanggul Jember. Wibowo (2012) also reported in his research that there was a significant effect of using picture series on reading comprehension achievement of the eighth grade students at SMPN Sukorambi in the 2011/2012 academic year. In addition, Mirza (2013) also found in her research that there was a significant effect of using picture series on the eleventh grade students' speaking achievement in story telling at SMAN Arjasa in the 2012/2013 academic year.

In this research, the researcher was conducted the research at MAN 2 Jember, in this school the students had difficulties in writing especially in generating their ideas. The teacher taught writing without using media.

Based on the explanations above, the researcher was interested in conducting a research entitled "The Effect of Using Picture Series on the Eleventh Grade Students Writing Achievement of narrative texts at MAN 2 Jember".

## **1.2 Research Problem**

Based on the research background, the research problem was formulated as follows, “Is there any significant effect of using picture series in teaching writing on the eleventh grade students’ narrative writing achievement at MAN 2 Jember?”

## **1.3 Research Objective**

Based on the problem, the objective of this research was to know whether or not there was a significant effect of using picture series in teaching writing on the eleventh grade students’ narrative writing achievement of MAN 2 Jember.

## **1.4 The Significance of the Research**

The research findings are expected to give a significant input for the following people.

### **1.4.1 For the English Teacher**

Hopefully, the research result can be used as an input for the English teacher to use picture series to improve the students’ writing achievement during the teaching learning process.

### **1.4.2 For the Students**

The treatments given to the students will be useful as stimulus to practice and to improve the students’ writing achievement by using picture series because it can stimulate the students to express their ideas.

### **1.4.3 For Other Researchers**

The research result is significant for other researchers as an input or information to do a further research dealing with the problem of writing by using another design, such as a classroom action research to improve the students’ writing achievement through picture series.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the theories of related literature used in this research. It covers the definitions of writing, evaluation of writing, narrative paragraph, pictures as media, picture series as media in teaching writing, some procedures of teaching writing using picture series and research hypothesis.

### 2.1 Definitions of Writing

Writing is one of the ways for people to communicate to one another. According to Langan (2006:6) three most common purposes of writing are to inform, to persuade, and to entertain the readers. To inform means to give some information to the readers about something, to persuade means to convince the readers to agree with the writer's point of view on the subject; while to entertain is to amuse, to make someone pleased, and to make the readers have imagination with the author's writing. Those three purposes always come up when people are doing communication with each other. It is supported by Bram (1995:25) who states that our purpose is communication, when we write, we intend to interact with our readers using written language. In other words, it can be said that writing is a way of communication.

In writing, it is necessary to make our writing clear and easy to be understood. To make it clear, the writers should to know the elements of writing. As stated by Hughes (1989:93), students need to know some of the elements of writing such as grammar, vocabulary, mechanics, organization, and content. The explanation about each element is given below.

## **2.2 The Aspects of Writing**

### **2.2.1 Grammar**

Fairbairn and Winch (1996:108) state that grammar is a set of rules to construct sentences that makes sense and acceptable English. It is also supported by Heaton (1991:135) who states that the grammatical skill is the ability to write correct and appropriate sentences. Thus, it can be concluded that to produce a good and effective writing, the writers should master the grammatical aspects of language.

In writing a narrative text, the students need to master grammar, especially Simple Past Tense. Simple Past Tense shows the time that happened in the past. According to Hayden et al. (1956:61), the Simple Past expresses activities that existed or occurred in the past. The rule of Simple Past Tense is S+V2+(O)+adverb of time (yesterday, a week ago, a month ago, a year ago, a long time ago, and so on).

### **2.2.2 Vocabulary**

Vocabulary is one of the important aspects in writing. It is difficult to create writing in certain language, especially in writing English if the writer has only few words. It is supported by Bram (1995:92) who states that words are the basic tools for writing, words carry meanings; wrong words surely do not get the writers' message across. In order to make a good writing, the writer should have a great store of words in which the meaning of those words have been understood.

### **2.2.3 Mechanics**

Mechanics are very essential in writing. The use of mechanics in writing can influence the message of writing. The use of mechanics incorrectly can make the readers misunderstand the message in writing. According to Bram (1995:92) using correct punctuation is indispensable to careful writing, misused punctuation may convey a different message.

The other mechanical skill is spelling. In writing, spelling is important because poor spellings can make the meaning ambiguous and non-sense

sentences (Fairbairn and Winch, 1996:100). Thus, it can be concluded that the writers should write with the correct spellings so that the readers are not confused with what the writers write.

#### **2.2.4 Organization**

Organization is the students' ability to arrange or to present their ideas into chronological or logical order. Dealing with writing narrative text in this research, the students should write their ideas based on the pictures given and the organization that will be measured is how the students can organize their ideas following the generic structure of narrative text which covers orientation, complication and resolution. Those elements should develop unity and coherence.

##### **a. Unity**

A paragraph is said to be unity if sentences are related to the main idea. Bram (1995:20) states that a paragraph is said to be unified if the sentences in a paragraph focus on the discussion about one thing stated in the topic sentence. In other words, all sentences in a paragraph should focus on the one thing expressed in the topic sentence and a paragraph has connection and supports the main idea.

##### **b. Coherence**

Coherence means how the students arrange their ideas in a logical or chronological order. Fardhani (2005:113) states that the logical arrangement of ideas and sentences in a paragraph is called coherence. In other words, every sentence in a paragraph should have connection each other logically. Connecting words such as; first, next, then, soon, shortly, last, finally are oftenly used to organize ideas in chronological manner (Carrol, 1990:17)

### **2.2.5 Content**

According to Heaton (1991:135), content is the students' ability to think creatively and develop thoughts, excluding all irrelevant information. In order to be able to compose a good writing, the writers should have an ability to express and develop their ideas about the story. In fact, the students in senior high school especially the eleventh grade students have difficulty to express their ideas in generating a story to become a good narrative text. To solve this problem, the teacher should find ways to make the students more easily in expressing their ideas in the form of writing narrative text.

### **2.3 Evaluation of Writing**

Evaluating the students' writing is sometimes difficult because it needs certain methods to evaluate their work. There are two methods of scoring the students' writing task, namely analytic scoring and holistic scoring. Hughes (2003:86) states that to obtain reliable scoring of writing, holistic scoring and analytic scoring can be applied.

Hughes (2003:100) defines that analytic scoring method is a method of scoring which requires a separate score for each aspect of writing skill. It means that analytic scoring method is a method which gives scores for each number of aspects of the task. The advantages of using this scoring method are deposes of the problem of uneven development of sub skills in individuals and in fact that the scorer has to give a number of scores that tend to make the scoring more reliable. The scorers are compelled to consider aspects of performance which they might otherwise ignore. However, this scoring method has a disadvantage as it takes a long time in correcting. As stated by Hughes (2003:103) the disadvantage of analytic scoring is the time that it takes. This scoring takes a long time because it evaluates each aspects of writing.

Holistic scoring is a method of scoring that involves the assignment at a single score to a piece of writing on the basis of an overall impression on it (Hughes, 2003:94). The advantage of this scoring method takes relatively short

time. According to Hughes (2003:95), holistic scoring has the advantage of being rapid. In holistic scoring, it is possible for each piece of work to be scored more than once if it is necessary. However, this method also has disadvantage. It is the scorer or the teacher who cannot identify in which aspects of writing that the students have difficulties about their writing. The teacher also has difficulties in scoring the strengths and the weakness of the students' writing.

From that explanation above, there are two methods of scoring writing, namely analytic scoring and holistic scoring methods. In this research, the researcher applied analytic scoring method to evaluate the students' writing. The aspects that were evaluated were structure or grammar, vocabulary, mechanics, organization, and content because they were the aspects of writing for the eleventh grade students of SMA/MAN.

Dealing with the aspects of writing, the students' results of writing were evaluated by using analytical scoring proposed by Hughes (2003:103).

According to Hughes (2003:26), a good test must fulfill two requirements, they are validity and reliability. O'Malley and Pierce (1996:25) state that content validity is important to ensure correspondent between curriculum objectives and the content of the assessment. It means, the test must be appropriate with the curriculum used at school. In this research, content validity will be established because the writing test is constructed based on the *KTSP* 2006 for SMA, and the theme was also consulted to the English teacher.

#### **2.4 Narrative Text**

**A Narrative text** is a text that relates the readers with a story. Narrative text commonly tells the readers about a series of events. In the story the writer presents the details of events orderly in which they happened. In addition, Lindner (2005:260) states that narrative text retells a meaningful events, either historical or personal. Fardhani (2005:195) also states that a text developed in time chronologically or nonchronologically is called the narrative text. Therefore, it can be concluded that a narrative text is a text telling a story in chronological



order which has character, setting, action and its main purpose is to entertain or to amuse the readers.

According to Riessman (1993:18), a narrative text includes some of the following elements.

1. Orientation : introduces the characters, time, place, and situation of the story.
2. Complication : describes sequence of events and problems.
3. Resolution : describes something that happened at the end of the story.

From the explanation above, it can be concluded that the generic structures of narrative text are: orientation, complication, and resolution. The stage of orientation is begun by introducing the characters, the place and circumstances. The middle of the story is called complication. In this stage, it tells about the events that happened in the story. The last stage refers to the problems which are usually solved called resolution.

In writing a narrative text, the students should also pay attention to the language features of a narrative text. According to Fathoni (2012), the language features of narrative text are as follows.

- a. Using simple past tense
- b. Using temporal conjunctions (then, before, soon, etc)
- c. Using adjectives (happy, old, big, smart, rich, long, beautiful, nice, kind, etc)

The Example of a narrative text is as follows.

### **The Lion and the Mouse**

It was a so hot day in the forest. Sharu the lion, ate the big meal. He was very tired. He went to sleep under the shady tree. Meetu the mouse was playing happily in the forest. He jumped about here and there. He saw Sharu's tail and ran up the tail. Sharu did not wake up. Meetu became a little bold. He wanted to have some fun. He ran up Sharu's back. Sharu's still didn't get up. (Orientation)

Oh... this was a great fun. Meetu became more bold and dance on Sharu's head. Sharu got up with the loud roared. He was angry. He caught Meetu. Meetu was very scared.

"King Sharu.... I'm sorry! Please don't eat me! I was only playing. Please let me go! I shall always be your friend. Maybe one day I can help you."

"Hahahahaha..... You are so small. How can you ever help the big lion like me?" (Anyway the mouse is too small to eat. I'm also full. I would let him go). So, Sharu put down Meetu.

A few days later, some hunters came to the forest. They spread out nets to catch animals. Sharu was caught in a net. Sharu was very angry. He roared loudly. All the animals heard the lion. Meetu heard Sharu.

"My friend is in trouble. He needs my help." (Complication)

Meetu saw Sharu caught in the net. He bitted the net with the sharp teeth and slowly made the big hole in it. Sharu came out of the net through the hole.

"Thank you a little mouse. You are so small but you saved my life."

"It is my chance to help you King Sharu."

"We will be friends always." (Resolution)

<http://www.englishindo.com/2015/04/narrative-text.html>

## 2.5 Pictures as Media

Media are very important in teaching learning process. By using media, teachers do not necessary explain the material in a long time. The term media according to Arsyad (2006:3) are graphic tools, fotografis or electronics to capture, process and rearrange visual or verbal information. The purpose of using media in teaching learning process is to make the students interested with the materials that makes them understand the materials easier. One of media that is usually used by English teachers are pictures.

A Picture is one of the visual aids that has function as one of the media in teaching learning process. Arsyad (2006:16-17) states there are four main functions of visual aid. They are attentive function, affective function, cognitive function and compensative function. The explanation of each function is as follow.

### 1. Attentive Function

This means that picture attracts and guides the students' attention on the material related to the picture that the teacher gives. It is really helpful since the students are often less motivated to join the lesson. When the students see the picture, they will give their attention to the lesson.

### 2. Affective function

This function means that picture can make the students enjoyable in the teaching learning process because picture or visual symbol can arouse the students' emotions and attitudes.

### 3. Cognitive function

This means that visual aid or picture can help the students understand the information or message in the picture more easier rather than not using visual aid.

### 4. Compensative function

Visual aids have function to accommodate poor readers in gaining the material in the form of verbal. By using pictures, the students can understand the material more easily.

## 2.5.1 Types of Pictures

There are some types of pictures than can be used in teaching learning process. Some of them are as follows.

### a. Individual pictures

Yunus (1981:50) states that individual pictures are single pictures of an object, a person or an animal. Wright (1989:193) also states that an individual picture is a picture of a single object. Further, he also states that individual pictures are pictures such as a picture of a person, an object, an action, and a place which can help the process of meaning assimilation to the students because it can direct the students to think about the pictures and have their ideas and interpretation

The examples of individual pictures are as follows:

1. A person



Taken from: (<http://celebritiesexercise.com/shahrukh-khan-bio-height-weight-body-statistics/>)

2. An object



Taken from: (<https://www.google.co.id/search?q=-HP-BlackBerry-BB--harga2-hp-blackberry%3B480%3B478>)

3. An animal



Taken from: (<http://mediabnr.com/2014/07/28/antara-hobi-dan-bisnis-kucing>)

b. Composite pictures

According to Yunus (1981:49), a composite picture is a large single picture which shows a scene (hospital, beach, school, street, cafeteria) in which a number of people can be seen doing different things.

In addition, Wright (1989:98) states that a composite picture can give different activities or information in the picture.

The example of a composite picture is as follows:



Taken from: (<http://lamanmultimedia.dbp.my/wordpress/wp-content/uploads/2010/08/bermainditaman.jpg/>)

From the composite picture above, the picture contains some information, for example: the boy and the girl are wearing red pants and blue swimming suits are playing a ball. Besides, there is a boy in blue pants who is swinging.

c. Picture series

Yunus (1981:50) defines picture series as a number of related composite pictures that are linked to inform a series or sequence of events. This means, every picture has a relation with each other and build a series of events. The main function of picture series is to tell a story or a sequence of events. Picture series can be found in comics, cartoon strips, textbooks, or drawn by the teacher.

The example of a picture series:



From the picture series above, students can make a narrative text, for example :

### **The Lion and The Mouse**

Once upon a time, there was a lion sleeping in the savanah and a little mouse climbing up on the lion's body. Then, the lion woke up and he was very angry. The little mouse was very afraid. The lion fred the little mouse.

One day, the lion was trapped. The little mouse helped him and bit the rope. The lion was free and thanked the mouse.

Based on the types of picture, the researcher used picture series as media because they are appropriate with the use of writing narrative text and interesting in teaching writing to the eleventh grade students of MAN 2 Jember.

## **2.6 Picture Series as Media in Teaching Writing**

Picture series has a function as media in teaching writing to increase the effectiveness of teaching learning process. This is because picture series can help the students to assimilate and organize their ideas in more meaningful and interesting manner. According to Wright (1989:2) using only verbal explanation to the language learners is sometimes not enough. Teaching English using only verbal explanation sometimes makes the students get bored with the lesson.

Wright (1989:71) states that every student has his or her own ideas for picture series given. It means that every student has his or her own style of expressing his ideas and his feeling related to the picture series given. When the teacher gives the same picture series, every student can express his or her ideas in different ways. In this research, colorful picture series will be used because they were more effective rather than black and white picture series.

Underhill (1987:67) states some advantages of using picture series in teaching learning process are as follows.

1. A well-chosen picture makes a point, and a good picture has a story to tell, these can be easily to understood as the stimuli rather than written.
2. Speech samples from different learners are directly comparable because they are based on the same picture, virtually the same story will be given. This makes it easier to judge which learners communicate best.
3. At the same time, the words used by a learner are not completely predetermined, there is still a lot of opportunity for personal expression and interpretation.
4. A good picture can be the stimulus that generates the confidence to speak and a flow of conversation. The picture can be abandoned as soon as this warming-up has been achieved.

In contrast, he also states that the disadvantages of using picture series in teaching learning process are as follows.

1. With a visual stimulus, there is a danger that the learner will miss the point of picture story, for personal and cultural reasons.
2. Unless vocabulary items in the picture are supplied, the learner who knows the names of only two or three crucial items will be at a strong advantage over those who do not
3. Suitable cartoon stories are hard to find and difficult for an amateur to draw.

To solve the disadvantages of using picture series in teaching learning process the researcher anticipated the weaknesses as follows.

1. The researcher chose attractive and colorful picture series taken from the internet especially from youtube.
2. The researcher discussed some difficult words with the students before asking them to do the tasks.

In this research, the researcher used picture series taken from the internet, especially from youtube and copied the pictures with printscreen. The pictures were printed on a piece of paper in size 5x5 cm square for each. The pictures were used to show the sequence of narrative text. So, in teaching learning process, the students were given a printed paper containing picture series.

### **2.7 The Steps of Writing A Narrative Text Using Picture Series**

Some ways of using picture series as media in teaching writing can be applied in writing narrative paragraph (Wright, 1989:69). First, jumble sentences were given then they wrote them out in the correct order, guided by sequences of pictures. Second, a sequence of questions was asked relating to a picture or series a picture, and the students answered the questions while writing a paragraph. Third, when the sequence of pictures was given, the students were writing a story without guidance.



In this research, the researcher used the first way in teaching writing narrative text by giving clues in different way. The procedures of writing narrative text by using picture series were done as follows.

1. The teacher chose the topic based on the institutional level curriculum for the eleventh grade students of senior high school.
2. The teacher prepared the pictures as the media in teaching narrative text.
3. The teacher showed picture series to the students from the LCD.
4. The teacher formed pairs to the students.
5. The teacher explained how to do Task 1 and discussing/asking the meaning of some difficult words.
6. The teacher asked them to do the tasks.

Based on the explanation above, the researcher hoped that the use of picture series could help the students improve their writing, stimulated the students in teaching learning process of narrative text and stimulated the students to express their ideas based on the picture series given. Therefore, the researcher used picture series to conduct the experimental research to know whether there was a significant effect of using picture series on the students' achievement in writing narrative text.

### **2.7 Research Hypothesis**

Based on the research problem and the relevant review of related literature above, the hypothesis was formulated as follows "There is a significant effect of using picture series in teaching writing on the eleventh grade students' narrative writing achievement of MAN 2 Jember."

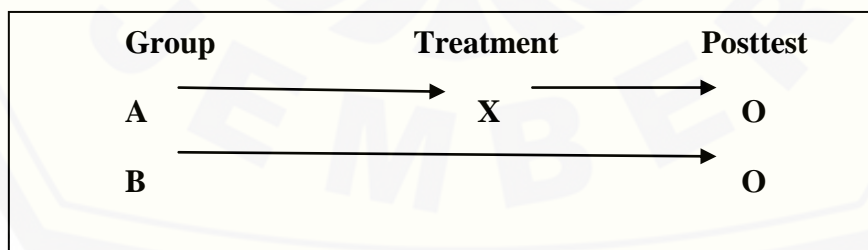
### CHAPTER 3. RESEARCH METHOD

This chapter presents the research method applied in this research. It covers research design, area determination method, respondent determination method, operational definitions of the terms, data collection method, and data analysis method.

#### 3.1 Research Design

Research design is a strategy to arrange the setting of a research to get valid data that match with the variable(s), and the objective(s) of the research (Arikunto, 2006:51). In this research, the researcher applied a quasi experimental design with non-equivalent post-test only design. The objective of this research was to investigate whether or not there was a significant effect of using picture series on the eleventh grade students' narrative writing achievement at MAN 2 Jember.

In this design, the researcher took two classes, one as the experimental group and the other one as the control group. The researcher took the respondents by using ANOVA and then, the experimental group was given the treatment by using picture series in teaching writing a narrative text, while the control group was taught writing a narrative text without using picture series. After that, the writing post test was given to both groups to know the mean difference of their writing achievement. The design is illustrated as follows.



Notes:

- A : Experimental Group  
B : Control Group  
X : Treatment  
O : Posttest (Writing test)

(McMillan, 1992:175)

The procedures of the design were as follows.

1. Taking the writing scores of all nine classes of the eleventh grade students from the English teacher.
2. Analyzing the scores by using ANOVA (Analysis Variance). since the score was heterogeneous because the result of significance was higher than 0,05, then the researcher chose two groups with the closest mean scores. One was treated as the experimental group, and other one as the control group.
3. Giving treatments to the experimental group, that is, teaching writing a narrative text by using picture series, while the control group was taught writing a narrative text without using picture series.
4. Giving writing post-test to both groups (the experimental and the control groups) to measure the students' writing achievement after the treatment.
5. Applying independent simple t-test of 5% significant level to know the mean difference of both groups. Then, they were compared to know whether or not there was an effect of using picture series on the students' writing achievement.
6. Drawing a conclusion based on the result of data analysis to answer the research problem.

### **3.2 Area Determination Method**

Area determination method in this research was determined by using purposive method. The purposive method was used in this research to determine the research area based on a certain purpose (Arikunto, 2006:139). The research was conducted at MAN 2 Jember chosen purposively based on the result of preliminary study that the English teacher has never used picture series in teaching writing. Besides, the principal and the English teacher gave permission to the researcher to conduct the experimental research at this school.

### **3.3 Respondent Determination Method**

A respondent is a person who gives responses and answers to the questions given by the researcher in an oral or in the written form (Arikunto, 2006:145). There are nine classes (IPA 1-4, IPS 1-4 and Agama) of the eleventh grade students of MAN 2 Jember in the 2014/2015 academic year as the research population. Each class consisted of 34-35 students. The number of the students in the eleventh grade students was more than 100 students. According to Arikunto (2006:134), if the number of subjects is more than 100 persons, we can take 10% or 20% up to 25% or more of the population; meanwhile, if the number of the subjects is less than 100 persons, we can take all the population. In this research, the sampling technique used was cluster random sampling by lottery by taking 33% of the population of the eleventh grade students.

Before taking two groups as the respondents, the researcher took writing scores of all the nine classes of the eleventh grade from the English teacher and the scores were analyzed statistically by using ANOVA formula. The result of ANOVA was heterogenous because the result of significance was higher (0,929) than 0,05, two groups with the closest mean was chosen as a experimental and control groups.

### **3.4 Operational Definitions of the Terms**

In order to avoid misunderstanding between the researcher and the readers about the meaning of the terms used in this title, it is important to define the terms operationally. The terms defined are as follows.

#### **3.4.1 Picture Series**

Picture series in this research dealt with pictures that consisted of more than one picture showing related activities. Yunus (1981:50) notes that picture series is a number of related composite pictures linked to form a series or sequence. In this research picture series were used as media in teaching writing to help the students express their ideas in writing a narrative text.

#### **3.4.2 Writing Achievement**

Writing achievement in this research was the results of writing test achieved by the students that referred the quality of students in writing a narrative text. The students' writing achievement was scored based on the indicators of grammar, mechanics, vocabulary, organization and content.

#### **3.4.3 Narrative Text**

A Narrative text is a text that tells a story in chronological order having characters, setting, action and its main purpose is to entertain or to amuse the readers. The generic structures of a narrative text are orientation, complication and resolution.

### **3.5 Data Collection Methods**

The data in this research consisted of primary data and supporting data. The primary data were taken from writing test and the secondary data were taken by interview and documentation.

### 3.5.1 Writing Test

In this research, writing test was the primary method to get the data of the students' writing achievement. This achievement test was applied in this research in order to measure the students' writing achievement. Mc.Millan (1992:117) says that achievement test is able to measure what has been learned by the students and indeed to measure the progress of the students.

Based on the person who constructs the test, test can be classified into two kinds, namely teacher-made test and standardized test. Teacher-made test is a test that is created by the teacher with certain procedure and standardized test is a test that is created by a testing institution (Kane, 1988:4). In this research, a teacher-made test was applied. The test was constructed by considering the indicators used and it was consulted with the English teacher and both of the advisers.

In this research, The test was applied by asking the students to write a narrative text. The teacher asked the students to write at least 100 words, and the time that was given for doing the test was 90 minutes. The researcher applied analytic scoring method to evaluate the students' writing. The aspects that were evaluated were structure or grammar, vocabulary, mechanics, organization, and content.

Table 3.1 The Writing Scoring Criteria of the Students' Narrative Text Writing.

No.	Score	Criteria
1.	5	<b>Grammar</b> - Few (if any) errors of grammar or word order.
	4	- Some errors of grammar or word order but do not interfere comprehension.
	3	- Errors of grammar or word order very frequent, readers own interpretation is needed.
	2	- Errors of grammar or word very frequent, reader often has to rely on own interpretation.
	1	- Errors of grammar or word order as severe as to make comprehension.
2.	5	<b>Vocabulary</b> - Use few (if any) inappropriate words.

	4	- Use some inappropriate words but do not interfere comprehension.
	3	- Uses wrong or inappropriate word frequent, expression of ideas limited.
	2	- Uses wrong or inappropriate word frequent, readers own interpretation is needed.
	1	- Vocabulary so limited as to make comprehension impossible.
3.	5	<b>Mechanics</b> - Few (if any) wrong punctuation and spelling.
	4	- Some wrong punctuation and spelling but do not interfere comprehension.
	3	- Wrong punctuation and spelling frequent, re-reading is necessary for full comprehension.
	2	- Wrong punctuation and spelling frequent, readers own interpretation is needed.
	1	- Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
4.	5	<b>Organization</b> - Few (if any) lack of organization and link ideas.
	4	- Some lack of organization and link of ideas but do not impair communication..
	3	- Lack of organization and link of ideas frequent, re-reading is required for clarification ideas.
	2	- Lack of organization and link of ideas very frequent, readers own interpretation is needed.
	1	- Lack of organization and link of ideas so serve as to make communication impaired.
5.	5	<b>Content</b> - Knowledgeable, through development of topic sentence and sup assigned topic.
	4	- some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
	3	- some knowledgeable of subject, limited development of topic sentence, supporting sentence relevant to assigned topic.
	2	- limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
	1	- does not show knowledgeable of subject, inadequate development of topic sentence and supporting sentence does not relate to assigned topic, or not enough to evaluate.

Score: Content +Grammar +Vocabulary + Organization + Mechanics <hr style="width: 50%; margin-left: 0;"/> <div style="display: flex; justify-content: space-between;"><span>25</span><span>X 100 =</span></div>
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*(Hughes, 2003:100)*

## 5.2 Interview

The interview was used in this research to get the supporting data. The interview was conducted with the English teacher of the eleventh grade students at MAN 2 Jember. McMillan (1992:132) states that interview is a form of data collection method in which questions are asked orally and the subjects' responses are recorded. In the interview, a list of questions was used as the interview guide to get the information about the curriculum used and the technique that the English teachers used in teaching writing. According to Arikunto (2006:155), there are three kinds of interview, namely unstructured interview, structured interview, and free structured interview. Unstructured interview is an interview that does not use a list or a set of questions. It means that the interviewer can ask everything as long as they are relevant to the data that will be obtained. Structured interview is an interview that the interviewer should prepare a set of systematical questions to do the interview. Free structured interview is the combination between unstructured interview and structured interview. It means that the interviewer can develop the questions as long as they are still related to the topic or the data that was taken.

Free structured interview was used in this research. The interviewees were the English teacher of the eleventh grade students of MAN 2 Jember. Free structured interview was chosen to get the information about the curriculum, the teaching media that the English teacher used, the technique in teaching writing, the English textbooks, and the students' difficulties in writing in English.



### 3.5.3 Documentation

Arikunto (2006:158) states that documentation is used to find the fact or variables in the forms of notes, transcripts, books, newspapers, etc. Documentation in this research was used to get the supporting data about the names and the number of the respondents (the experimental and control groups).

### 3.6 Data Analysis Method

The data collection method was used to analyze the scores of the students' writing in post test taken from the experimental and the control groups. The data were analyzed by using t-test formula to find whether or not there was a significant effect of using picture series on the eleventh grade students writing achievement at MAN 2 Jember. Then, the computation was consulted to the table 5% significant level. the result of significance of post test was less than 0,05 thus,  $H_0$  was rejected and  $H_a$  was accepted, it means that there was a significant effect. The test was analyzed by using SPSS.

## CHAPTER 4. RESULT AND DISCUSSION

This chapter presents the description of the treatment, the result of observation, the result of main data analysis, hypothesis verification and discussion.

### 4.1 The Description of the Treatments

As stated in Chapter 3, the experimental group received a special treatment (X), that was, teaching writing by using picture series, while the control group received no special treatment, which was, teaching writing without using picture series. The students in each groups received was taught two times during the research. It means that the researcher did the research in four meetings for both groups.

#### 1. First Meeting

The first meeting of the research was conducted on June 9<sup>th</sup> 2015 for both groups. For the experimental group, it was conducted at 08.30 to 09.45. The learning material for both groups, experimental group and control group, was the same. The theme for both also was the same that was *Timun Mas*. The researcher gave leading questions to the students and told them that they would learn about narrative text. Then, the researcher reviewed the material about narrative text and in the middle, they should to rearranged jumble picturess of narrative text in Task 1 about The Three Little Pigs used picture series. The reseacher gave them time to do Task 1 in 15 minutes. After that, the correct answers in the Task 1 corrected and disscused together in whole class. Then, the reaseacher gave the second task to the students and asked them to write narrative text about The Man and The Goose used picture series at least 100 words. The reaseacher gave time to do Task 2 in 25 minutes.

The activity for the control group was conducted at 13.15 to 14.30. For the control group, the researcher asked them to rearranged jumbled pictures of narrative text in Task 1 about *The Three Little Pigs*, but without using picture series. The time to do Task 1 also was same with the experimental group, it was

15 minutes. Then, the correct answers discussed and corrected together in whole class. For the second task, the students should to write narrative text about *The Man and The Goose* without using picture series at least 100 words. The time also was same, it was 25 minutes. After they finished to do task 2, the reaseacher collected the tasks and led the students to draw a conclusion.

## 2. Second Meeting

The Second meeting of the research was conducted on June 10<sup>th</sup> 2015 for both groups. For the experimental group, it was conducted at 07.15 to 08.30. The learning material for both groups, experimental group and control group was the same. The theme for both was also the same, that was *A Mousedeer and A Crocodile (Kancil dan Buaya)*. Before entering the main activities, the researcher asked some leading questions to the students. The researcher then told them that they would learn about narrative text. After explaining the objectives of the lesson, the researcher remind them about the definition, social function, and the language feature of the narrative text. After that, the researcher gave Taks 1 to the students. They should to rearranged jumble pictures of narrative text about *The Rabbit and The Tortoise* used picture series, it is about 15 minutes. Then, the correct answers corrected together in whole class. For the last task, they should to make a narrative text used picture series about *The Wolf and The Crow*, it is about 25 minutes. At the end, the researcher guided the studentsto draw a conclusion.

The activity for the control group was conducted at 10.15 to 11.45 For the control group, the activities that was samewith the experimental group.The researcher asked some leading questions, told them that they would learn about narrative text, remind them about the meaning,social function and language features of narrative text, asked them to do Task 1 and corrected the correct answer together, and the last task they should to write a narrative text. But for this group, Task 1 and Task 2 without used picture series. After that, at the end the researcher guided them to draw a conclusion.

## 4.2 The Results of the Main Data Analysis

The result of the main data was the result of post-test. It was the results of the students' narrative writing achievement in the post-test score. The scores were main data that were analyzed by using independent sample t-test. The scores of post-test can be seen in Appendix K. They were administered to obtain the data about the significant difference between the two groups, those were experimental and control group. The results of the test were analyzed in the following part.

### 4.2.1 The Analysis of Scores of Post-Test

The post test was conducted on June 12<sup>th</sup> 2015 to find the significance of the data from the two groups involved in this research. There were 34 students present in the experimental group and 34 students present in the control group. The test was given to both groups after the treatments. The scores of both the experimental (IPA-2) and the control (IPA-4) groups were used to investigate the significant difference between the groups. The output and the result of analyzing post-test by using independent sample t-test can be seen in Appendix K. Post-test were given to the experimental group and the control group on the same day.

The post-test results were used to investigate the significant mean deviation difference between the two groups. Independent sample t-test was used to find out the mean deviation difference of the experimental group and the control group in the writing test. Then they were compared to know whether or not there was an effect of using picture series on the students' writing achievement.

Tabel 4.1 The Group Statistics

Group Statistics					
	Name	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Experimental	34	73.3	6.802	1.184
	Control	34	65.47	16.196	2.819

Tabel 4.2 The Independent Samples Test

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Post Test	Equal variances assumed	21.615	.000	4.340	64	.000	13.273	3.058	7.164	19.382	
	Equal variances not assumed			4.340	42.948	.000	13.273	3.058	7.106	19.440	

### 4.3 Hypothesis Verification

The formulated null hypothesis ( $H_0$ ) is “there is no significant effect of using picture series as media in teaching learning process on writing achievement of the eleventh grade students at MAN 2 Jember in the 2014/2015 academic year”. While the formulated alternate hypothesis ( $H_a$ ) is “there is a significant effect of using picture series as media in teaching learning process on writing achievement of the eleventh grade students at MAN 2 Jember in the 2014/2015 academic year”. Based on the analysis of post test result by using Independent sample test provided in SPSS, the null hypothesis ( $H_0$ ) was rejected. It can also be said that the alternate hypothesis ( $H_a$ ) was accepted.

The researcher used Independent sample T-test formula to analyze the data because the researcher wanted to know whether there was a significant difference between two classes or not. The researcher used 95% confidence interval of the difference. It means that the standard error in this calculation was only 5 %.

Based on the output of Independent sample T-test by using SPSS, the degree of freedom (df) of post test was 42,948. The value of Lavene's Test of Equality variances is 0.000 or we can say that it is less than 0,05. If the value of Sig. (2 tailed) is less than 0,05, it indicated that the null hypothesis ( $H_0$ ) was rejected. That is why the alternative hypothesis ( $H_a$ ) with 95% confidence interval of the difference was accepted.

#### **4.4 Discussion**

The result of data analysis reported that using picture series as media in teaching learning process gave significant effect on writing achievement of the eleventh grade students of MAN 2 Jember in the 2014/2015 academic year. It was proved by the results of the output of Independent sample T-test by using SPSS on previous section, the significant column value of t-test was 0.000 and it was less than 0.05. It indicated that the result of t-test analysis was significant. From table scores of post test, it can be seen that the experimental group who was taught writing by using picture series as media in teaching learning process got better score compared to the control group who was taught writing without using picture series.

The observation result that was conducted by the researcher in the teaching learning process during the research supported the result of data analysis of Independent sample T-test by using SPSS. Based on the observation result, the students in the experimental group were more active than the students in the control class. It happened because the students in the experimental group were so interested in writing a narrative text using picture series. It helped them memorize the plot of the story easily. Besides, the teaching learning process in the experimental group was more conducive than the teaching learning process in the control group. It happened because in the experimental group the students could study writing by using attractive and colorful picture series. It was a fun activity. That situation helped the students learn writing a narrative text well.

The result of this research is in line with Yunus (1981:53) who also states that pictures can provide stimulus for using language in productive skills; that is

speaking and writing. Based on Yunus' idea, one of the reasons why the use of picture series in teaching learning process is effective is because pictures provide stimulus to the students to memorize the plot of the story.

The result of this research is also in line with Erlays (2012) who reported that picture series could improve the students' reading achievement. In other words, the result of this research supported Wibowo's research. Besides, the result of this research is also in line with the previous research conducted by Mirza (2013) who stated that there was a significant effect of using picture series on the eleventh grade students' speaking achievement in story telling at SMAN Arjasa in the 2012/2013 academic year. It could also be said that the results of Erlays research, Wibowo's research and Mirza's research supported the result of this research in using picture series as media.

From the explanation above, it could be said that using picture series could help the students to improve their writing achievement. In conclusion, based on the result of this research and the discussion above, picture series as media in teaching writing gave a significant effect on writing achievement of the eleventh grade students at MAN 2 Jember in the 2014/2015 academic year.

## CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teacher, the students, and the other researchers.

### 5.1 Conclusion

The result of the data analysis showed that the statistical value of significant column was lower than 0.05. Based on the result, it could be concluded that the experimental group taught writing by using picture series as media got better writing scores than the control group taught writing without using picture series. It could also be said that there was a significant effect of using picture series as media, in teaching writing achievement of the eleventh grade students at MAN 2 Jember in the 2014/2015 academic year.

### 5.2 Suggestions

Since using picture series as media in the teaching learning process of writing gave a significant effect on the students writing achievement in this research, this media can be used as a consideration to improve the students' ability in writing a narrative text. Thus, the researcher proposes some suggestions to the following people.

#### 5.2.1 The English Teacher

It is suggested that the English teacher of the eleventh grade of MAN 2 Jember apply picture series as the teaching media, especially in teaching writing. It is easier for the students to organize their ideas especially in a narrative text by using picture series. Besides, the use of picture series as media in teaching learning process are interesting and providing stimulus to the students for using language in productive skills, especially in writing.

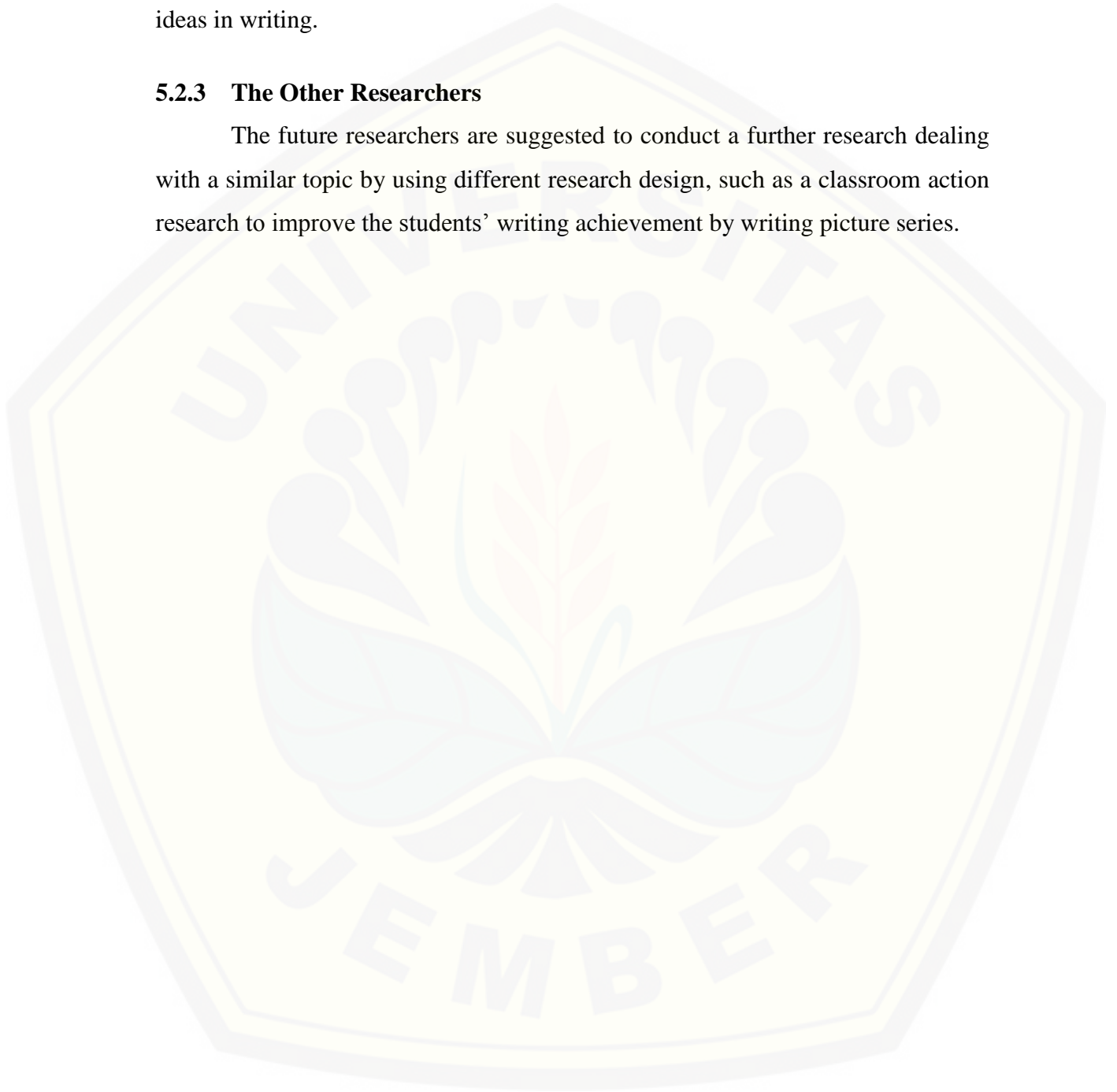


## **5.2.2 The Students**

The students are suggested to use picture series when they learn writing. It helps them to memorize the plot of the story and make them easy to organize their ideas in writing.

## **5.2.3 The Other Researchers**

The future researchers are suggested to conduct a further research dealing with a similar topic by using different research design, such as a classroom action research to improve the students' writing achievement by writing picture series.



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## Internet:

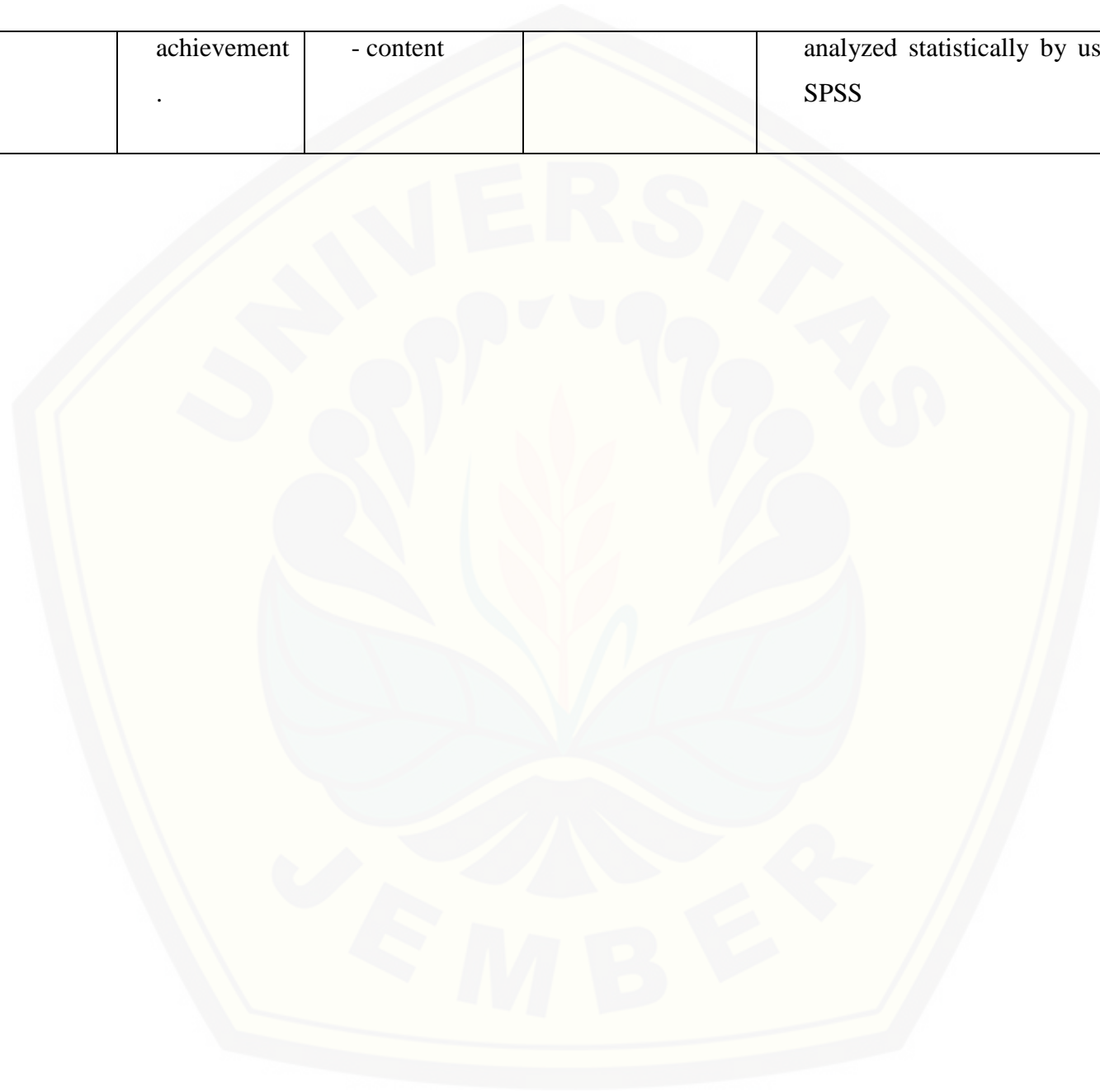
- <http://www.englishindo.com/2015/04/narrative-text.html>
- <http://celebritiesexercise.com/shahrukh-khan-bio-height-weight-body-statistics/>
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- <http://lamanmultimedia.dbp.my/wordpress/wpcontent/uploads/2010/08/bermainditaman.jpg/>
- <http://englishstory12.blogspot.com/>

APPENDIX A

RESEARCH MATRIX


TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Using Picture Series on the Eleventh Grade Students' Writing Achievement at MAN 2 Jember	Is there any significant effect of using picture series on the eleventh grade students' writing achievement at MAN 2 Jember?	<p>a. <u>Independent Variable</u></p> <p>The use of picture series in teaching writing.</p> <p>b. <u>Dependent Variable</u></p> <p>The eleventh grade students' writing</p>	<p>- Motivating</p> <p>- Representing</p> <p>- Illustrating the general idea (Wright, 1989:136)</p> <p>2) The students' scores of writing test, evaluated from the indicators of:</p> <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- grammar</li> <li>- mechanics</li> <li>- organization</li> </ul>	<p>1. Respondents : The eleventh grade students of MAN 2 Jember in the 2014/2015 academic year.</p> <p>2. Informant: The English teacher of the eleventh grade students of MAN 2 Jember.</p> <p>3. Documents</p>	<p><b>1. Research Design :</b> Experimental Research with Non Equivalent Posttest Only Control Group Design</p> <p><b>2. Area Determination Method:</b> Purposive Method</p> <p><b>3. Respondent Determination Method:</b> Cluster Random Sampling</p> <p><b>4. Data Collection Method:</b> <b>- Primary Data</b> Writing comprehension test</p> <p><b>- Supporting Data:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Documentation</li> </ul> <p><b>5. Data Analysis Method:</b> The data obtained were</p>	There is a significant effect of using picture series on the eleventh grade students' writing achievement at MAN 2 Jember.

		achievement	- content		analyzed statistically by using SPSS	
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APPENDIX B

The Research Permission Letter from the Faculty

 KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: 0331- 334 988, Faks: 0331- 332 475  
Laman: www.fkip.unej.ac.id

Nomor : 8202/UN25.1.5/LT/2014  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

18 DEC 2014

Yth, Kepala MAN 2 Jember  
Jember


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Nila Permatasari  
NIM : 100210401013  
Jurusan : Pendidikan Bahasa dan seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di MAN 2 Jember yang Seudara pimpin dengan judul "The Effect of Using Picture Series on The Eleventh Grade Students' Writing Achievement at MAN 2 Jember".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

  
Dekan Pembantu I  
I. Sukman, M.Pd.  
NIP. 196401231995121001

**APPENDIX B**

**An Interview Guide for Preliminary Study**

a. Interview Guide

No.	Questions	Interviewee
1.	How long have you been teaching at MAN 2 Jember?	From 1994- now, its about 21 years.
2.	What curriculum do you use in teaching English?	The Institutional Level curriculum 2006 ( <i>KTSP</i> ).
3.	What kind of books do you usually use in teaching the XI grade students in this school?	English Zone for Senior High School Students Year XI and LKS.
4.	How often you teach writing skill to the students?	I usually teach writing once a month.
5.	Have you ever used media in teaching learning process?	Yes, I have.
6.	What kind of media do you use in teaching learning process of writing?	I usually use single pictures and songs.
7.	How about the students' writing ability? Have you ever used media in teaching writing?	Yes, I have. I usually use single pictures in teaching writing and I give instruction to describe the picture.
8.	Do the students have problems in writing a narrative text?	Yes, they do.
9.	What are the students' problems in writing?	They have difficulty in grammar and vocabulary.
10.	What kind of texts do you usually use for teaching writing?	Recount, procedure, narrative and descriptive.

11.	How was the mean score of students' writing and what is the percentage of the students who get the standard writing score?	The percentage score in writing test was less than 70% of the students who achieved score 75. This did not achieve the target score of the school (SKM), that is 75.
12.	Have you ever used picture series as the writing teaching media in teaching writing?	No. I have not.
13.	Why not?	Because, I think it is difficult to choose appropriate pictures.

## b. Documentation

No.	Data Taken	Data Resources
1.	Names of the respondents (The experimental and Control Groups)	School documents
2.	The previous English scores	Teacher's documents



**APPENDIX D**

**The Students' Previous Test from the English Teacher**

**A. Rearrange these jumble words into good sentences!**

1. yesterday – Rudi – Yogyakarta – to – went
2. handicraft – bought – he – some
3. her – Rani – met – mother – in – supermarket – the
4. ago – my – I – went – family – America – to – two – weeks – and
5. he – a – gave – flower – me – in – garden – the – a – ago- year

**B. Write a story of your past experience with your family!**

**APPENDIX E**

**Previous Scores of XI IPA 1-4, IPS 1-4 and Agama**

No.	Initial Names XI IPA 1	Scores	No.	Initial Names XI IPA 2	Score	No.	Initial Names XI IPA 3	Scores	No.	Initial Names XI IPA 4	Scores
1.	NLO	66	1.	FANA	60	1.	AM	80	1.	AM	56
2.	SHR	66	2.	JFA	60	2.	AR	85	2.	ANF	69
3.	TU	71	3.	MQ	59	3.	AFUR	80	3.	AI	64
4.	APT	61	4.	MAN	53	4.	ASH	80	4.	DIR	75
5.	ER	63	5.	TF	66	5.	AWA	80	5.	DHDJ	39
6.	ECM	71	6.	WA	40	6.	AZR	80	6.	DSP	60
7.	MSM	83	7.	FA	56	7.	DSH	78	7.	DRA	61
8.	NA	78	8.	FAN	43	8.	DTAW	90	8.	EL	40
9.	ASA	62	9.	NMEP	63	9.	ENS	85	9.	ELR	49
10.	BJS	57	10.	NH	64	10.	EM	75	10.	EKD	78
11.	ISFR	76	11.	SCH	58	11.	FUH	85	11.	FKCP	35
12.	KDL	66	12.	SR	53	12.	FWAF	80	12.	FNA	49
13.	LMH	93	13.	SMM	74	13.	GSV	80	13.	FK	14
14.	SWP	66	14.	ENA	70	14.	IDH	78	14.	HS	28
15.	SMP	66	15.	NS	54	15.	IO	80	15.	HSD	54
16.	AAR	76	16.	LA	67	16.	IS	78	16.	HDH	67
17.	EYS	68	17.	RUA	52	17.	MM	79	17.	EKI	35
18.	NIZ	68	18.	SHA	57	18.	MS	76	18.	IM	57
19.	DEDP	85	19.	IAT	54	19.	MANA	76	19.	JAC	60
20.	DNA	76	20.	YW	54	20.	MNMMS	78	20.	LM	51
21.	EMS	74	21.	DES	42	21.	MSSR	75	21.	MNEP	43
22.	KR	60	22.	MRF	51	22.	NN	77	22.	MH	63
23.	LF	69	23.	MH	51	23.	NPS	77	23.	MHA	78
24.	MIBS	74	24.	DM	75	24.	NRF	80	24.	NPS	58
25.	FRWI	78	25.	IH	57	25.	SNNA	78	25.	NK	55
26.	HI	76	26.	RWZ	54	26.	SWH	75	26.	NAJ	61
27.	KKI	87	27.	SAAH	43	27.	TH	78	27.	NSWF	67
28.	NS	78	28.	YNK	72	28.	TAA	78	28.	RF	62
29.	RA	76	29.	ATFP	20	29.	TUH	80	29.	RIF	56
30.	MM	57	30.	EMS	55	30.	UFJ	77	30.	RHYS	34
31.	NNA	91	31.	FMS	40	31.	VN	75	31.	SCA	47
32.	SM	74	32.	KH	44	32.	WAAP	80	32.	SF	65
33.	FA	62	33.	MU	73	33.	WS	76	33.	WS	51
34.			34.	MAU	69	34.	ZN	77	34.	YA	18

## APPENDIX E

No.	Initial Names XI IPS 1	Scores	No.	Initial Names XI IPS 2	Scores	No.	Initial Names XI IPS 3	Scores	No.	Initial Names XI IPS 4	Scores	No.	Initial Names XI Ag	Scores
1.	ANC	76	1.	CDA	60	1.	AM	80	1.	AT	76	1.	DNF	60
2.	ADNH	78	2.	DWK	60	2.	AR	78	2.	AFA	65	2.	MDH	60
3.	AY	76	3.	EMF	75	3.	AFUR	80	3.	AR	59	3.	SMF	59
4.	AN	76	4.	FAH	60	4.	ASH	75	4.	ASH	75	4.	BUK	53
5.	ANU	76	5.	FZ	65	5.	AWA	79	5.	AUW	78	5.	IS	66
6.	BA	79	6.	FAT	60	6.	AR	80	6.	AZR	70	6.	AEP	40
7.	CPR	79	7.	FAA	80	7.	DSH	90	7.	AIR	56	7.	AI	56
8.	DTH	80	8.	FRA	65	8.	DTAW	70	8.	BF	65	8.	FZ	43
9.	DER	76	9.	HS	75	9.	ENI	77	9.	CFS	75	9.	MYH	63
10.	DA	85	10.	HP	60	10.	EM	78	10.	EL	70	10.	NNH	64
11.	FFR	78	11.	HH	70	11.	FUH	75	11.	EF	75	11.	RW	58
12.	FAF	78	12.	IV	60	12.	FWAF	75	12.	ENS	70	12.	SS	53
13.	FA	80	13.	MIAH	75	13.	GSV	80	13.	FA	70	13.	WL	74
14.	HS	80	14.	MYDH	75	14.	IDH	79	14.	GRF	80	14.	GCG	70
15.	HII	78	15.	MK	68	15.	IO	77	15.	HIN	80	15.	IHA	54
16.	IPN	80	16.	MR	78	16.	IS	65	16.	HZ	70	16.	MINH	67
17.	IS	85	17.	MIA	75	17.	MM	76	17.	HR	78	17.	IRR	52
18.	IBBA	80	18.	MRA	78	18.	MS	80	18.	IHR	78	18.	MNN	75
19.	IDR	79	19.	MTY	78	19.	MANA	76	19.	ILO	70	19.	SA	75
20.	JAH	76	20.	NR	60	20.	MNMS	80	20.	MB	68	20.	AF	75
21.	LS	79	21.	NK	60	21.	MSSN	77	21.	MBA	75	21.	BTS	75
22.	MM	79	22.	NIR	75	22.	NN	65	22.	MFR	75	22.	MZN	75
23.	MRF	79	23.	OS	70	23.	NPS	78	23.	NHR	75	23.	ABM	75
24.	NH	80	24.	RFS	76	24.	NRF	78	24.	RDSE	70	24.	MMH	75
25.	NIY	90	25.	RAF	60	25.	SNNA	75	25.	RS	65	25.	SRNA	50
26.	SQA	79	26.	SVP	77	26.	SWH	78	26.	RMF	70	26.	LWA	50
27.	SHAM	79	27.	SM	60	27.	TH	60	27.	STD	70	27.	MA	75
28.	SH	80	28.	SWN	77	28.	TAA	55	28.	SAK	78	28.	RVS	77
29.	TS	75	29.	RMN	60	29.	TH	78	29.	SAQ	78	29.	YRY	75
30.	VYB	79	30.	HA	75	30.	UFJ	44	30.	SH	78	30.	AGD	75
31.	VN	79	31.	ULM	60	31.	VN	40	31.	UMA	70	31.	KHR	75
32.	YTA	85	32.	USH	60	32.	WAAP	44	32.	YR	75	32.	MAMN	75
33.			33.	WWR	77	33.	WS	73	33.	YN	70	33.	MS	60
34.			34.	WL	75	34.	ZNR	69	34.	YNA	75	34.	MZ	75
35.			35.			35.			35.			35.	KO	75

**APPENDIX F**

**The Scoring Criteria of the Students' Narrative Text Writing**

No.	Score	Criteria
1.	5	<b>Grammar</b> - Few (if any) errors of grammar or word order.
	4	- Some errors of grammar or word order but do not interfere comprehension.
	3	- Errors of grammar or word order very frequent, readers own interpretation is needed.
	2	- Errors of grammar or word very frequent, reader often has to rely on own interpretation.
	1	- Errors of grammar or word order as severe as to make comprehension.
2.	5	<b>Vocabulary</b> - Use few (if any) inappropriate words.
	4	- Use some inappropriate words but do not interfere comprehension.
	3	- Uses wrong or inappropriate word frequent, expression of ideas limited.
	2	- Uses wrong or inappropriate word frequent, readers own interpretation is needed.
	1	- Vocabulary so limited as to make comprehension impossible.
3.	5	<b>Mechanics</b> - Few (if any) wrong punctuation and spelling.
	4	- Some wrong punctuation and spelling but do not infere comprehension.
	3	- Wrong punctuation and spelling frequent, re-reading is necessary for full comprehension.
	2	- Wrong punctuation and spelling frequent, readers own interpretation is needed.
	1	- Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
4.	5	<b>Organization</b> - Few (if any) lack of organization and link ideas.
	4	- Some lack of organization and link of ideas but do not inpair communication..
	3	- Lack of organization and link of ideas frequent, re-reading is required for clarification ideas.
	2	- Lack of organization and link of ideas very frequent, readers own interpretation is needed.
	1	- Lack of organization and link of ideas so serve as to make communication impaired.

5.	5	<b>Content</b> - Knowledgeable, through development of topic sentence and sup assigned topic.
	4	- some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
	3	- some knowledgeable of subject, limited development of topic sentence, supporting sentence relevant to assigned topic.
	2	- limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
	1	- does not show knowledgeable of subject, inadequate development of topic sentence and supporting sentence does not relate to assigned topic, or not enough to evaluate.
Score: $\frac{\text{Content} + \text{Grammar} + \text{Vocabulary} + \text{Organization} + \text{Mechanics}}{25} \times 100 =$		

(Hughes, 2003:100)

**APPENDIX G**

**Homogeneous Subsets**

**Score**

Class	N	Subset for alpha = 0.05					
		1	2	3	4	5	
Tukey	XI IPA 4	34	<b>55.94</b>				
HSD <sup>a,b</sup>	XI IPA 2	34	<b>55.97</b>				
	XI AG	35		65.11			
	XI IPS 2	34		68.79	68.79		
	XI IPA 1	33		71.94	71.94	71.94	
	XI IPS 4	34		72.12	72.12	72.12	72.12
	XI IPS 3	34			72.47	72.47	72.47
	XI IPA 3	34				79.00	79.00
	XI IPS 1	32					79.31
	Sig.		.929	.074	.821	.069	.059

**APPENDIX H**

**LESSON PLAN 1 (First Meeting)**

**School** : MAN 2 Jember

**Subject** : English

**Level/Semester** : XI / 2

**Language Skill** : Writing

**Type of text** : Narrative Text

**Time** : 2x45 minutes

**I. STANDARD COMPETENCY**

12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

**II. BASIC COMPETENCY**

12. 1 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*

**IIIa. INDICATORS (EXPERIMENTAL AND CONTROL GROUPS)**

1. Cognitive

- Cognitive Process

1.1 Discussing the meaning of some difficult words in Task 1.

1.2 Rearranging jumbled words into good sentences.

- Cognitive Product

1.5 Making a short narrative text.

#### **IV. LEARNING OBJECTIVES (EXPERIMENT AND CONTROL GROUPS)**

##### 1. Cognitive

- Process

1.1 The students are able to discuss the meaning of the difficult words in Task 1.

1.2 The students are able to rearrange jumble words into good sentences.

- Product

1.3 The students are able to write narrative text.

#### **V. MATERIALS**

Materials are enclosed

#### **VI. APPROACH AND TECHNIQUE**

- Approach : Cooperative Language Learning
- Technique : Direct Instruction



## VII. TEACHING AND LEARNING PROCESS

Experimental Group		Control Group	
Teacher's Activities	Time	Teacher's Activities	Time
<b>Set Induction</b>	<b>10'</b>	<b>Set Induction</b>	<b>10'</b>
1. Greeting	1'	1. Greeting	1'
2. Praying	1'	2. Praying	1'
3. Checking the attendance list	2'	3. Checking the attendance list	2'
4. Asking leading questions	1'	4. Asking leading questions	1'
5. Showing a picture of <i>Timun Mas</i>	4'	5. Showing a pictures of <i>Timun Mas</i>	4'
6. Stating the objectives	1'	6. Stating the objectives	1'
<b>Main Activities</b>	<b>70'</b>	<b>Main Activities</b>	<b>70'</b>
1. Reviewing the meaning and the generic structures of a narrative text.	15'	1. Reviewing the meaning and the generic structures of a narrative text.	15'
2. Showing picture series to the students.	1'		
3. Guiding the students to do the task based on Picture series by giving an example.	5'	2. Guiding the students to do the task by giving an example.	5'
4. Discussing/Asking the meaning of the difficult words.	5'	3. Discussing/Asking the meaning of the difficult words.	5'
5. Asking the students to do Task 1 with their partner.	15'	4. Asking the students to do Task 1 with their partner.	15'
6. Discussing the answers together (Task 1)	5'	5. Discussing the answers together (Task 1)	5'

7. Showing the 2 <sup>nd</sup> picture series to the students.	1'		
8. Asking the students to do Task 2 individually.	23'	6. Asking the students to do Task 2 individually.	25'
<b>Closure</b>	<b>10'</b>	<b>Closure</b>	<b>10'</b>
1. Guiding the students to draw a conclusion	9'	1. Guiding the students to draw a conclusion	9'
2. Parting the students	1'	2. Parting the students	1'

## VI. MEDIA AND SOURCES

### a. Experimental Class

- Media : Picture series, and worksheet
- Sources :
  - <https://www.youtube.com/watch?v=YfazwNCtSAA>
  - <https://www.youtube.com/watch?v=CtP83CWOMwc>

### b. Control Class

- Media : Worksheet
- Sources :

Jember, June <sup>th</sup>, 2015

Researcher

Nila Permatasari

NIM. 100210401013

Approved

English Teacher

Hj. Kodariyah Mardiana

NIP: 196811191994032002

Head Master

Drs. H. Musthofa

NIP. 19560408 198503 1 004

**MATERIAL****NARRATIVE TEXT****A. Leading Questions**

1. Do you know what it is? (Showing a real thing of cucumber)



2. What are they made of?



3. What is cucumber and gold in bahasa Indonesia?
4. Have you ever heard the story of *Timun Emas*?

**B. MATERIALS****Narrative Text**

Narrative paragraph is a paragraph that tells a story in chronological order which has character, setting, action and its main purpose is to entertain or amuse the readers. The story in narrative happened in the past.

**1. The Generic Structures**

- Orientation : Introduces the characters, time, place, and situation of the story.
- Complication : Describes sequence of events and problems.

- Resolution : Describes something that happened at the end of the story.

## 2. The Language features

It uses:

- Using past tenses
- *Conjunctions* or *time connectives* which are used to sequence the events. The examples : *then, before that, soon*
- *Time signals: long time ago, once upon a time, etc.*

The example of a Narrative text by using picture series

### TIMUN EMAS



**Generic structure analysis :****Orientation :**

Long time ago, there was a farmer. Her name was Mbok Sirni. Unfortunately, she had no child. She prayed to God for a child. One day a giant passed their home. He heard what she was praying. Then the giant gave them cucumber seeds, but Mbok Sirni had to promise if she had a child and the child was a girl, she had to give her to the giant. Then Mbok Sirni planted the cucumber seeds. Two weeks later, a golden cucumber grew from the plant. She cut it carefully and how surprised she was when she found a little beautiful baby girl. Mbok Sirni gave a name to the baby girl *Timun Emas*.

**Complication :**

*Timun Emas* had grown into a beautiful girl. Then the giant came to take her away. "Give me your daughter" said the giant. Mbok Sirni asked *Timun Emas* to run away. She gave her a small bag. The bag was equipped with magic **stuff: salt, needles, cucumber seeds, and shrimp paste** as weapons. The giant was chasing *Timun Emas* and getting closer and closer. *Timun Emas* took some needles and threw them to the giant. The giant almost caught *Timun Emas*. She spread out the salt behind her and it became a wide sea. *Timun Emas* ran over and over. Then, she threw the cucumber seeds and they became a wide cucumber field. She ran over and over again. Then, she realized that only one magic stuff left in her pocket.

**Resolution:**

Finally, she threw that last stuff and it became a big mud pond. The giant fell into it and *Timun Emas* was safe then, she returned to her mother's house. *Timun Emas* and Mbok Sirni were happy.

(Adapted from Anjarsari, 2009)

**Task 1**

**Compose/rearrange these jumble pictures into a good story and rewrite into a paragraph of Narrative text!**

Picture a



The third pig built house from brick

Picture b



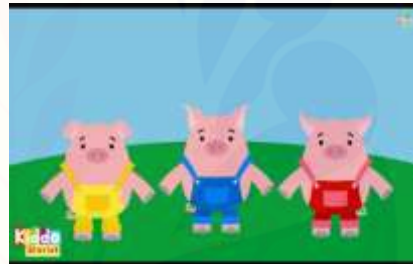
The first pig built house from straw

Picture c



The wolf blew the straw house

Picture d



There was three little pigs

Picture e



Then, a hungry wolf came to the Pigs house

Picture f



The second pig built house from wood

Picture g



The pigs saved and lived happily ever after

Picture h



The pigs ran to the brick house

Picture i



The wolf couldn't break the brick house

Picture j



The wolf blew the wood house



Task 2

Write a narrative text based on the following picture series. Pay attention to the use of elements and the generic structures of a narrative text!



**APPENDIX I**

**LESSON PLAN 2 (Second Meeting)**

<b>School</b>	<b>: MAN 2 Jember</b>
<b>Subject</b>	<b>: English</b>
<b>Level/Semester</b>	<b>: XI / 2</b>
<b>Language Skill</b>	<b>: Writing</b>
<b>Type of text</b>	<b>: Narrative Text</b>
<b>Time</b>	<b>: 2x45 minutes</b>

**I. STANDARD COMPETENCY**

12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

**II. BASIC COMPETENCY**

12. 1 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*

**IIIa. INDICATORS (EXPERIMENTAL AND CONTROL GROUPS)**

1. Cognitive

- Cognitive Process

1.1 Discussing the meaning of some difficult words in Task 1.

1.2 Rearranging jumble words into good sentences.

- Cognitive Product
  - 1.5 Making a short narrative text.

#### **IV. LEARNING OBJECTIVES (EXPERIMENT AND CONTROL GROUPS)**

##### 1. Cognitive

- Process
  - 1.1 The students are able to discuss the meaning of some difficult words in Task 1.
  - 1.2 The students are able to rearrange jumble words into good sentences.
  - 1.3 The students are able to write a narrative.
- Product
  - 1.3 The students are able to make narrative text.

#### **V. MATERIALS**

Materials are enclosed

#### **VI. APPROACH AND TECHNIQUE**

- Approach : Cooperative Language Learning
- Technique : Direct Instruction

## VII. TEACHING AND LEARNING PROCESS

Experimental Group		Control Group	
Teacher's Activities	Time	Teacher's Activities	Time
<b>Set Induction</b>	<b>10'</b>	<b>Set Induction</b>	<b>10'</b>
1. Greeting	1'	1. Greeting	1'
2. Praying	1'	2. Praying	1'
3. Checking the attendance list	2'	3. Checking the attendance list	2'
4. Asking leading questions	1'	4. Asking leading questions	1'
5. Showing a picture of a Mousedeer and a Crocodile ( <i>Kancil dan Buaya</i> )	4'	5. Showing a pictures of a Mousedeer and a Crocodile ( <i>Kancil dan Buaya</i> )	4'
6. Stating the objectives	1'	6. Stating the objectives	1'
<b>Main Activities</b>	<b>70'</b>	<b>Main Activities</b>	<b>70'</b>
1. Reviewing the meaning and the generic structures of a narrative text.	15'	1. Reviewing the meaning and the generic structures of a narrative text.	15'
2. Showing picture series to the students.	1'		
3. Guiding the students to do the task based on Picture series by giving an example.	5'	2. Guiding the students to do the task by giving example.	5'
4. Discussing/Asking the meaning of the difficult words.	5'	3. Discussing/Asking the meaning of the difficult words.	5'
5. Asking the students to do Task 1 with their partner.	15'	4. Asking the students to do Task 1 with their partner.	15'
	5'	5. Discussing the answers	5'

6. Discussing the answers together (Task 1)	1'	together (Task 1)	
7. Showing the 2 <sup>nd</sup> picture series to the students.	23'	6. Asking the students to do Task 2 individually.	25'
8. Asking the students to do Task 2 individually.			
<b>Closure</b>	<b>10'</b>	<b>Closure</b>	<b>10'</b>
1. Guiding the students to draw a conclusion	9'	1. Guiding the students to draw a conclusion	9'
2. Parting the students	1'	2. Parting the students	1'

## VI. MEDIA AND SOURCES

### a. Experimental Class

- Media : Picture series, and worksheet
- Sources :
  - <https://www.youtube.com/watch?v=YfazwNCtSAA>
  - <https://www.youtube.com/watch?v=CtP83CWOMwc>

### b. Control Class

- Media : Worksheet
- Sources :

Jember, June <sup>th</sup>, 2015

Researcher

Nila Permatasari

NIM. 100210401013

Approved

English Teacher

Hj. Kodariyah Mardiana

NIP: 196811191994032002

Head Master

Drs. H. Musthofa

NIP. 19560408 198503 1 004

## MATERIAL

### NARRATIVE TEXT

#### A. Leading Questions

1. Do you know what it is? (showing the picture of mousedeer)



2. What is mousedeer in bahasa Indonesia?
3. Do you know kancil's enemy in the river?
4. Have you ever heard the story of a Mousedeer and a Crocodile (*Kancil dan Buaya*)?

#### B. MATERIALS

##### Narrative Text

Narrative paragraph is a paragraph that tells a story in chronological order which has character, setting, action and its main purpose is to entertain or amuse the readers. The story in narrative happened in the past.

##### 1. The Generic Structures

- Orientation : Introduces the characters, time, place, and situation of the story.
- Complication : Describes sequence of events and problems.
- Resolution : Describes something that happened at the end of the story.

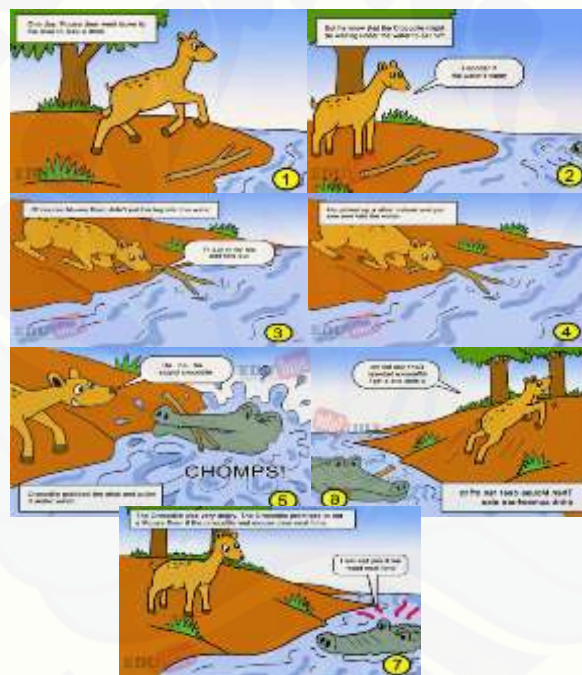
## 2. The Language features

It uses:

- Using past tenses
- *Conjunctions* or *time connectives* which are used to sequence the events. The examples : *then, before that, soon*
- *Time signals: long time ago, once upon a time, etc.*

The example of a Narrative text

### *A Mousedeer and a Crocodile (Kancil dan Buaya)*



**Generic structure analysis :**

**Orientation :**

*Kancil*, the small but **clever** mousedeer, had many enemies in the forest. One of his greatest enemies was Crocodile, who lived in the river. Many times Crocodile had **tried** to capture the small mousedeer. Crocodile was big, but he was not very clever. Kancil was able to trick him every time.



**Complication :**

One day it was very hot. It was in the middle of the dry season. Kancil was walking alone in the forest. He was very **thirsty**. He had walked a long way and looking for a **brook** where he could **quench** his thirst, but he had found only dry **mud**. Kancil finally decided to go to the river that bordered the forest. Usually he avoided going there as he knew that Crocodile was always on the **look-out** for him, waiting for an opportunity to catch him.

When he arrived at the river. Kancil looked **cautiously** around him. There was no body to be seen. Step by step Kancil approached the water. His **sharp** eyes looked right and left. Relieved, he **bent** his head to enjoy the cool water. Suddenly, his **glance** fell upon an object that was floating not far away from where he stood. It was a crocodile! Kancil jumped back, surprised and thoughtful. But he was also very thirsty. How could he possibly know whether the thing there in the river was really a log or a crocodile? Then he smiled a little as he hit upon an idea. In a clear voice he shouted, “ I wonder if the water’s warm! I will put my leg and find out!” He pick up a stick instead and put one end into the river.

Crocodile grabbed the stick and pullet it under water. Immediately, Kancil ran away as fast as possible and said, “O, stupid Crocodile, can you tell me the difference between a stick and a leg?.” He ran away and laughed the crocodile.

(Adapted from : <http://englishstory12.blogspot.com/>)

### Task 1

Compose/rearrange these jumble pictures into a good story and rewrite into Narrative text!

Picture a



The tortoise was very angry

Picture b



The arrogant hare sneer the tortoise

Picture c



There was a hare and a tortoise

Picture d



The hare ran very fast

Picture e



Next day, they held a running competition

Picture f



On the way, the hare took a nap

Picture g



Finally, the tortoise won the competition

Picture h



The tortoise ran very slowly

Picture i



The hare woke up and looked  
The tortoise closer to the finish line

Picture j



The hare thought that he was the winner

Task 2

Write a narrative text based on the following picture series. Pay attention to the use of elements and the generic structures of a narrative text!



**APPENDIX J**

**WRITING TEST**

**(POST TEST)**

School : MAN 2 Jember

Subject : English

Class/Semester : XI/2

Skill : Writing

Genre : Narrative

Time Allocation : 45 minutes

**Task 1**

**Compose/rearrange these jumble words into good sentences based on the pictures provided!**

1. the forest - goat – brown – in – walked
2. the forest – goat – grey – in – walked
3. A narrow – was – there – bridge
4. cross – the river – wanted – the goats – to
5. met – the goats – of – in – the goats – middle – the – bridge – the
6. goat – the brown – didn't – allow – pass – to – him – river – the
7. goat – the grey – didn't - allow – him – pass – to – river – too – the
8. in – the bridge – fought – the
9. The river – fell – both- of – in – them
10. Cried – together – they – river – in – the

**Task 2**

**Write a narrative text and pay attention to the use of elements and the generic structures of a narrative text!**



**APPENDIX K**

**Total Scores of Post Test the Experimental Group (XI IPA 2)**

No.	Initial Names	Scores		Means
		Score 1	Score 2	
1.	<b>FANA</b>	74	76	75
2.	<b>JFA</b>	77	78	78
3.	<b>MQ</b>	80	76	78
4.	<b>MAN</b>	71	76	74
5.	<b>TF</b>	81	73	77
6.	<b>WA</b>	75	78	77
7.	<b>FA</b>	75	70	73
8.	<b>FAN</b>	73	65	69
9.	<b>NMEP</b>	76	78	77
10.	<b>NH</b>	71	75	73
11.	<b>SCH</b>	65	71	68
12.	<b>SR</b>	75	78	77
13.	<b>SMM</b>	80	90	85
14.	<b>ENA</b>	76	80	78
15.	<b>NS</b>	68	70	69
16.	<b>LA</b>	76	80	78
17.	<b>RUA</b>	80	82	81
18.	<b>SHA</b>	76	70	73
19.	<b>IAT</b>	68	73	71
20.	<b>YW</b>	60	63	62
21.	<b>DES</b>	70	74	72
22.	<b>MRF</b>	60	64	62
23.	<b>MH</b>	69	70	70
24.	<b>DM</b>	73	67	70
25.	<b>IH</b>	78	75	77
26.	<b>RWZ</b>	90	86	88
27.	<b>SAAH</b>	57	61	59
28.	<b>YNK</b>	75	78	77
29.	<b>ATFP</b>	76	73	75
30.	<b>EMS</b>	57	60	59
31.	<b>FMS</b>	80	79	80
32.	<b>KH</b>	74	70	72
33.	<b>MU</b>	62	65	64
34.	<b>MAU</b>	74	75	75

**APPENDIX K****Total Scores of Post Test in Control Group (XI IPA 4)**

No.	Initial Names	Scores		Means
		Score 1	Score 2	
1.	AM	50	45	48
2.	ANF	77	73	75
3.	AI	50	45	48
4.	DIR	65	68	67
5.	DHDJ	63	62	63
6.	DSP	70	73	72
7.	DRA	60	62	61
8.	EL	67	69	68
9.	ELR	70	71	71
10.	EKD	50	54	52
11.	FKCP	62	63	63
12.	FNA	69	70	70
13.	FK	45	41	43
14.	HS	77	74	76
15.	HSD	68	70	69
16.	HDH	76	74	75
17.	EKI	60	57	59
18.	IM	77	73	75
19.	JAC	67	65	66
20.	LM	60	63	62
21.	MNEP	45	40	43
22.	MH	60	64	62
23.	MHA	80	78	79
24.	NPS	73	67	70
25.	NK	71	67	69
26.	NAJ	70	71	71
27.	NSWF	57	61	59
28.	RF	75	78	77
29.	RIF	76	73	75
30.	RHYS	57	60	59
31.	SCA	70	69	70
32.	SF	74	70	72
33.	WS	62	65	64
34.	YA	70	75	73



**APPENDIX L**

The Result of t-test formula by Using SPSS

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post Test Equal variances assumed	21.615	.000	4.340	64	.000	13.273	3.058	7.164	19.382
Equal variances not assumed			4.340	42.948	.000	13.273	3.058	7.106	19.440

APPENDIX M

The Statement Letter of Accomplishing the Research from the School



**KEMENTERIAN AGAMA**  
**MADRASAH ALIYAH NEGERI 2 JEMBER**  
Jl. Manggar No. 72 ☎(0331) 485255 Jember 68117

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**SURAT – KETERANGAN**  
Nomor : Ma.15.74/PP.00.9/ 775 /2015

Kepala Madrasah Aliyah Negeri 2 Jember Menerangkan :

Nama : **NILA PERMATASARI**  
No.Registrasi : 100210401013  
Tempat/Tgl Lahir : Jember, 30 Agustus 1991  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : FKIP Universitas Jember  
Alamat : Jl. Bungur XII No. 27 Jember

Yang bersangkutan telah selesai mengadakan Penelitian di MAN 2 Jember pada tanggal 04 Juni 2015 sampai dengan Tanggal 18 Juni 2015 dengan judul :

**“ The Effect of Using Picture Series on the Eleventh Grade Students’ Writing Achievement at MAN 2 Jember ”.**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 15 September 2015

Kepala



**Dr. H. MUSTHOFA**  
NIP. 195604081985031004

APPENDIX N

The Students' Writing Test Control Group

JEFFRI ALBU CHORI (XI IPA 4)

No. \_\_\_\_\_  
Date: \_\_\_\_\_

71

1. Brown goat walked in the forest.
2. Grey goat walked in the forest
3. There was bridge anarrow
4. The goats wanted to cross the river
5. The goats met of the middle in the bridge
6. The brown goat didn't allow him to pass the way
7. The grey goat didn't allow him to pass the way too
8. They fighted in the bridge  $F = 3$
9. Them fell of both in the river  $T = 7 \times 10$
10. They cried together in the river  $= 70$

Task 2

One day the was an ant he walked in the ant tree, suddenly fell into the river and swam to an ant leaves, untill the dove came to help the ant in danger. The dove wants to be hunted by poachever and an ant who has been in favor of these birds. Ant bite hunter and dove fled away.

$G = 3 \quad 18 \times 100 = 72$   
 $V = 3 \quad 25$   
 $M = 4 \quad (72 + 70) \times 100 = 71$   
 $C = 4 \quad 200$   
 $O = 4$

Never put off till tomorrow what you can do today

67

JEFFRI ALBU CHORI (XI IPA 4)

No. \_\_\_\_\_  
Date: \_\_\_\_\_

- 1. Brown goat walked in the forest
- 2. Grey goat walked in the forest
- 3. There was bridge a narrow
- 4. The goats wanted to cross the river
- 5. Two goats met at the middle in the bridge
- 6. The brown goat didn't allow him to pass the way
- 7. The grey goat didn't allow him to pass the way too
- 8. They fought in the bridge  $7 \times 10 = 70$
- 9. They fell off both in the river
- 10. They cried together in the river

Task 2

One day there was an ant, he walked in the ant tree, suddenly fell into the river and swam to an ant leaf, until the dove came to help the ant in danger. The dove wants to be hunted by poachers and an ant who has been in favor of these birds. Ant bite hunter and dove fled away.

$$G = 3 \quad V = 4 \quad m = 3 \quad C = 3 \quad O = 3$$

$$16 \times 100 = 64$$

25

$$\frac{134}{200} \times 100 = 67$$

200

Never put off till tomorrow what you can do today

No. \_\_\_\_\_  
Date: \_\_\_\_\_

(Moh. Hassanuddin A.  
XI IPA 4

Task 1

1. Goat brown walked in the forest
2. Goat brown walked in the forest
3. there was a narrow bridge
4. The goats wanted to cross the river
5. The goats met in the bridge of the middle
6. The brown goat didnt allow him to pass the way
7. The grey goat didnt allow him to pass the way too
8. They fought in the bridge
9. Bath of them fell in the river  $F=3$
10. They cried together in the river  $T=7 \times 10 = 70$

(61)

Task 2

Once upon a time, the ant live in the forest thirsty then drink water in the river. But ant slip and will fall into the river. But the dove see and dropping leaves into the river that ant do not fall into the river.

After help the ant, the dove perched on a branch of leaves and comb the hunter that then ant bites square feet the hunter. so that the narrow misses the pigeon was fly in the sky.

$G = 2$   
 $V = 3$   
 $M = 3$   
 $C = 2$   
 $O = 3$

$\frac{13}{25} \times 100 = 52$   
 $N \text{ total} = \frac{(52 + 70)}{200} \times 100 = 61$

65

No. \_\_\_\_\_

Date : \_\_\_\_\_

(Moh. Hassanuddin A.

XI IPA 4

- 
- Task 1
- 1. Goat brown walked in the forest
- 2. goat brown walked in the forest
- 3. there was a narrow bridge
- 4. The goats wanted to cross the river
- 5. The goats met in the bridge of the middle
- 6. The brown goat didnt allow him to pass the way
- 7. The grey goat didnt allow him to pass the way too
- 8. They fought in the bridge
- 9. Bath of them fell in the river
- 10. They cried together in the river

2x10 = 20

Task 2

Once upon a time, the ant live in the forest  
 thirsty then drink water in the river. But ant slip  
 and will fall into the river. But the dove see and  
 dropping leaves into the river that ant do not fall  
 into the river.

After help the ant, the dove perched on a  
 branch of leaves and come the hunter that then ant  
 bites squarefoot the hunter. so that the narrow  
 misses the pigeon was fly in the sky.

$G = 3 \quad V = 3 \quad m = 3 \quad C = 3 \quad O = 3$

$\frac{15}{25} \times 100 = 60$        $\frac{130}{200} \times 100 = 65$

The Students' Writing Test Experimental Group

Siti Mawaddah Maulidyah / XI IPA 2

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Task 1

1. Brown goat walked in the forest.

2. Grey goat walked in the forest.

3. There was a narrow bridge.

4. The goats wanted to cross the river.

5. The goats met in the middle of the bridge.

6. The brown goat didn't allow him to pass the way.

7. The grey goat didn't allow him to pass the way too.

8. They fought in the bridge.  $F = 0$

9. Both of them fell in the river.  $T = 10 \times 10$

10. They cried together in the river.  $= 100$

Task 2

The Ant and The Dove

One upon a time in the forest, there are the ant who stand up on the store in the bank river. The ant fell into the river and the ant very afraid. Then on the sky, there are the dove which saw the ant who wrecked in the river. Soon, The ant ascend the leaf in the river. And soon the ant ascend the leaf and the ant swam to the bank on the river.

The ant arrived to the bank in the river and the dove perch on the tree. When the dove perch on the tree the hunter want to killed the dove, and soon the ant bite foot the hunter, so the hunter failed to shoot the dove.

$6 = 3$   $20 \times 100 = 80$   
 $V = 4$   $25$

$M = 5$  Nilai total  $= \frac{(100+80)}{200} \times 100 = 90$

$C = 4$

$O = 4$

20

90

A Champion is someone who gets up even when they can't

90

Siti Mawaddah Maulidyah / XI IPA 2

No. \_\_\_\_\_

Date \_\_\_\_\_

- Task 1
- 1. Brown goat walked in the forest.
  - 2. Grey goat walked in the forest.
  - 3. There was a narrow bridge.
  - 4. The goats wanted to cross the river.
  - 5. The goats met in the middle of the bridge.
  - 6. The brown goat didn't allow him to pass the way.
  - 7. The grey goat didn't allow him to pass the way too.
  - 8. They fought in the bridge. 10 x 10 = 100
  - 9. Both of them fell in the river.
  - 10. They cried together in the river.

Task 2

The Ant and The Dove

One upon a time in the forest, there are the ant who stand up on the shore in the bank river. The ant fell into the river and the ant very afraid. Then on the sky, there are the dove which saw the ant who wrecked in the river. Soon, The ant ascend the leaf in the river. And soon the ant ascend the leaf and the ant swim to the bank on the river.

The ant arrived to the bank in the river and the dove perch on the tree. When the dove perch on the tree the hunter want to killed the dove, and soon the ant bite foot the hunter, so the hunter failed to shoot the dove.

- G = 3 20 x 100 = 80
- V = 4 25
- M = 5 150 x 100 = 90
- C = 4 200
- O = 4
- 20

A Champion is someone who gets up even when they can't





Name : Rchmatul Umi Alfa

80

DATE: Class : XI IPA 2

- Task 1.
1. Brown goat walked in the forest
  2. Grey goat walked in the forest
  3. There was a narrow bridge
  4. The goats wanted to cross the river
  5. The goats met at the middle in the bridge
  6. The brown goat didn't allow him to pass the way ~~too~~
  7. The Grey goat didn't allow him to pass the way too
  8. They fought in the bridge  $f = 2$
  9. They fell both of in the river  $T = 8 \times 10$
  10. They cried together in the river  $= 80$

Task 2.

The Dove and The ant

Once upon a time, there lived two animals in the forest, ant- and dove, one day the ant walked in the bank river, he was walked in the stone on then the ant fell in the river.

The dove flew and he saw the ant fell in the river, the dove helped the ant with cut the leave. The ant swam to the leave and then he arrived in the bank river.

One day the ant saw the dove, He would shoot the dove, the ant helped the dove with bite foot the hunter which will shot the dove, and the hunter ~~the dove~~ wouldn't shoot the dove, and the dove flew away.

<input type="checkbox"/>	G = 4	$\frac{20 \times 100}{25} = 80$
<input type="checkbox"/>	V = 4	25
<input type="checkbox"/>	m = 4	Nilai total = $\frac{(80+80) \times 100}{200} = 80$
<input type="checkbox"/>	C = 4	200
<input type="checkbox"/>	O = 4	
	<hr/>	
	20	

Failure isn't falling down. It's staying down.

Name : Rchmatul Umi Alfa

DATE Class : XI IPA 2

PAGE \_\_\_\_\_

- Task 1
1. Brown goat walked in the forest
  2. Grey goat walked in the forest
  3. There was a narrow bridge
  4. The goats wanted to cross the river
  5. The goats met at the middle in the bridge
  6. The brown goat didn't allow him to pass the way ~~too~~
  7. The Grey goat didn't allow him to pass the way too
  8. They fought in the bridge
  9. They fell both of in the river 8x10 = 80
  10. They cried together in the river
- Task 2.
- The Dove and The ant
- Once upon a time, there lived two animals in the forest, ant -
- and dove, one day the ant walked in the bank river, he was walked
- in the stone and then the ant fell in the river.
- The dove flew and he saw the ant fell in the river, the dove
- helped the ant with cut the leave, The ant swam to the leave
- and then he arrived in the bank river.
- One day the ant saw the dove, He would shoot the dove, the ant
- helped the dove with bite foot the hunter which will shot the dove,
- And the hunter ~~the dove~~ wouldn't shoot the dove, and the dove
- flew away.
- $21 \times 100 = 84$        $168 \times 100 = 82$
- $25$                        $200$

Failure isn't falling down. It's staying down