

# **CHAPTER 1**

## **INTRODUCTION**

### **A. The Background of the Study**

Teachers are often frustrated with a total lack of interest by students in writing and confused by their unsuccessful effort to motivate them to do the tasks. Many students in secondary school are not interested and consider writing as the most difficult skill to learn. Comparing to the others skill – listening, speaking and reading- writing is perceived as most difficult skill. One of reasons that put writing into the most difficult skill to learn is there are no ideas to be developed.

As teacher we must know that the students could not write easily because they found difficulties in choosing and using the appropriate vocabularies. Even though they have already learned the strategies or techniques in writing, but they still found difficulties in choosing the appropriate vocabularies for expressing their ideas.

Actually, writing is the most difficult language skill, because for increasing writing skill, the writer must be cleaver and knowledge such as grammar, organization of writing and rich vocabularies. While Frank J.D Angelo defined writing as complex progress that allows writers to explore through in ideas and make

them visible and create.<sup>1</sup> As we know writing in Indonesia more easily than writing English, because the writer has mastered the structural system of Indonesia, remembering the difference of both languages the student must proceed skill or writing for understanding which should be implemented to build good understanding to what students will write of English text.

It is generally well known that the writing skill in English is very important for secondary high school students. Even the teachers in the state – owned Senior High School already demanded their students master English and taught them how to improve their competence in writing English which not be achieved easily.

Therefore the present author argues that one of many ways to have good achievement in writing skill, especially in writing narrative with using picture as media for teaching writing. The suggestion of using the picture as media is to improve the students' ability in writing. Picture is the art of painting, representation by painting.<sup>2</sup> So, the picture series in teaching writing can be easy for helping the students to improve their writing ability. The picture is not only used as a visual material for the students' composition but also it the picture used as an understanding because for the presenting and checking meaning. As easy way of explaining the

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<sup>1</sup>Angelo Frank J.D, *Process and through writing composition*, ( Cambridge: Massachusetts, winthrop publisher, Inc,1980),p.4

<sup>2</sup><http://ardictionary.com/picture/5916>

meaning of the word aero plane, for example is to have a picture of one.<sup>3</sup>

Teaching the writing with use of wordless picture series can help them to develop their ideas in writing, additionally, the use of picture also can improve students' ability in writing narrative text. Besides, the implementation of using picture series teaching in teaching narrative text obtains positive response from the students. The use of picture, especially sequences of picture offer an alternative and stimulating framework for writing practice.

Narrative are telling the story, it will still be using sensory detail to paint a mental picture for the writing. It is important to include specific details. Usually the students enjoys writing based on their imagination but it is fact.

So, in teaching writing the writer will use of sequences of pictures in teaching narrative text as media to improve student writing ability. Sequences of picture narrative text as a visual material that offers and stimulates framework of their idea, Such as making plan of what is going to write, how to put their idea and how to present their ideas.

Generally, the students of Senior High School have the same problems in writing, such as poor in vocabularies mastery, seldom in practice, etc. So do students of MAN KRAGILAN is

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<sup>3</sup>Jeremy Harmer, *The practice of English Language Teaching*, (Malaysia: Pearson Education Limited, 2001),p.135

located in Kendayakan – Kragilan they get the difficulties in writing.

The writer hopes the use of sequences of pictures in teaching narrative text can help all students to improve their ability in writing, because students only use their imagination to build a paragraph as part of narrative. Usually, students can explore their opinion, ideas and many more by an imagination without pressure making writing became a funny activity.

From the related research above, it can be inferred that picture can be the alternative media in teaching writing. In the context of the research, the use of sequences of pictures chosen as a visual media teaching writing especially in teaching narrative text. Here, using the picture of narrative text is one strategy in teaching writing. In order to make students able to increase their achievement in writing, the writer interested to propose a research project entitled : “THE USE OF SEQUENCES OF PICTURES IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS WRITING ABILITY”. It is hoped that the experimental research as inspires English teacher to be more creative in creating another new interesting media in teaching English especially in teaching writing.

## **B. The Limitation of The Problem**

According to the identification of the problem in the Second Grade of MAN KRAGILAN, the researcher limits the

problems which cause low achievement in English writing as follows:

1. Use of sequences of pictures effective in improving students' ability in writing narrative text
2. Responses towards the use of sequences of picture in teaching narrative text

### **C. The Statements of The Problem**

Based on the statement above, research questions of this study can be stated as follow:

1. How is the use of Sequences of Picture in Teaching Narrative text in the class?
2. How are the influence of using sequences of picture in teaching writing narrative text?

### **D. The Objective of The Research**

In relating to the problem statement above the objective of the research are to find out:

1. To know the used the Sequences of Picture in Teaching Narrative text in the class
2. To find out the influence of using sequences of picture in teaching writing narrative text

## E. Hypothesis of The Research

David Nunan, in *Research Method in Language Learning*, said that “ hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment”<sup>4</sup>

This study will take the Sequences of picture as variable X and writing narrative text as variable Y. So, in this research consist of a definition of hypothesis above the writer submit hypothesis by seeing how big the average score of experimental class ( X ) toward control class ( Y ) as follow:

Ha : There is influence of Using Sequence Picture of narrative text on students writing

It means that students who thought by using sequences of picture will get more significant improvement in average score then students was thought by any other media

H0 : There is not influence of using Sequence Picture of narrative text on students writing

It means that students who thought by using sequences of picture do not get more significant improvement in average score then students was thought by any other media

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<sup>4</sup> David Nunan, *Research Method in Language Learning*, ( New York: Cambridge University Press, 1992) p.230

## F. The Importance of The Research

### 1. The Researcher

The researcher hope the result of study will give worth contribution in English teaching learning either teacher or student by finding the influence of picture series of narrative text on students' writing ability.

### 2. Teacher

Teacher should to utilize the advantages of using picture seriesto make students happy in wrote a texts and nothing difficulties to try make a text in narrative formwhen learning to write. It is also expected to give students' motivation and inspiration when they do mental activities in order to create good writing narrative text.

### 3. Institution/School

The institution could achieve the aim of indicator in competence standard as well as based competence which is the goal of its curriculum.

## G. Previous Study

The researcher found some previous studies dealing with narrative text. Those previous studies have the different area of being researched from what the researcher conducts. The first research done by Lala sari Endah, 05232994, *“Improving Students’ writing Narrative text ability through Creative Writing”*, she say that the students are mastering in narrative

theories, those are the constructing and the language features of a narrative text. Although they master in narrative theories, but they were less in writing narrative essay. This is caused by two obvious problems : lack of vocabularies as well as, difficult in describing and expressing their ideas in writing.

The second research done by Faudzul Adlim, 03432312, ***“Using picture in Teaching English Degree of Comparison (An Experiment Research at Second Grade of SMP 1 Kasemen)***, He say that Picture are efficient because they enrich the classroom by bringin in topics from the outside world which are mad real and immediately by the picture, knock down student’s boredom and increase students motivation in learning English degree of comparison. Learning – teaching English process by using picture is hoped student’s easy to understand the lesson and strong remember.

The last research done by Asep Awaludin, 05233061, ***“Writing narrative Essay Using narrative text”*** ( A Classroom Action Research at the Second Grade Of SMP Shohibul Barokah Kaseme), He say that the students are mastering in narrative theories, those are the constructing and the language features of a narrative text. Although they master in narrative theories, but they were less in writing narrative essay. This is caused by two obvious problems : lack of vocabularies as well as, difficult in describing and expressing their ideas in writing.



The difference in this research and previous research method. Even though both the previous research and this research method are used experiment research but not using the picture as media for teaching narrative text although the writer use the picture as media for teaching narrative text. The writer takes a title in this research is about the using of sequences of picture in teaching narrative text to improve students writing ability and the writer focuses at the second grade of senior high school.

## **H. The Organization of the Writing**

The writer divided this paper in five chapters:

**Chapter I**, Introduction. The writer explains the background of study, identifications of the problem, limitation of the problem, statement of the problem, objectives of problem, the importance of the study and the organizing of the writing.

**Chapter II**, Theoretical Review, definition of writing, writing process, aspect of writing, the kinds of writing, assessment of writing, definition of picture, advantage of picture, sequences of picture, definition of narrative text, generic structure of narrative text, and the language feature of narrative.

**Chapter III**, Methodology of the Research, it contain research method, the population and sample, place and time, the research instrument, the technique data collecting, the technique data analysis and the research procedure..

**Chapter IV**, Research Finding and Analysis, consists of description data analysis and interpretation of data.

**Chapter V**, Closing, the writer gives the conclusion and suggestion.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. Writing**

##### **1. Definition of writing**

Writing is a learnable and exciting process of creation for students at all levels of English write ideas embodies this philosophy by guiding beginning level students through the step of gathering ideas, focusing of forming a main idea, supporting, drafting, editing and drafting again.<sup>5</sup>

Writing is—to the practiced user—an extremely fluent and easy activity for at least part of the time, but very often foreign learners can only be fluent at the expense of accuracy. At the same time, as the conventions of writing are more restricting than those of speech. In fact, any teacher who has had to try and assess the ‘free’ writing of inexperienced foreign learners of English will appreciate the need for some kind of controlled or guided writing, at least at the early stages.

While Writing is used to reinforce work which has been initially presented, it often reinforces either at the direct sentence level, or in relation to dialogues or situations which are not those usually expressed through writing. It is the responsibility of the writing

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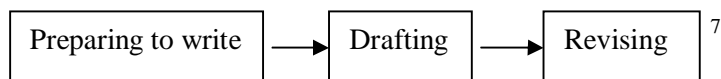
<sup>5</sup> Connie Shoemaker & Susan Polycarpou, Write Ideas a Beginning Writing Text, ( Boston: Thomson Heinle Publisher),p.IX

programmed particularly to train students to produce sequences of sentences which express their meaning most effectively.

## 2. Writing Process

One way to conceptualize writing process generically is to think of sequence of activities like planning, gathering information, drafting, revising, editing (or proofreading).<sup>6</sup>

According to Kristine Brown and Susan Hood described the three main stages of the writing process, there are:



1. Preparing to write usually what we do, largely on your reader, your purpose, the content and the writing situation.<sup>8</sup>
2. Drafting is the most important thing because drafting is to get words onto paper. It's not the time to worry about spelling grammar punctuation or the best wording.<sup>9</sup>

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<sup>6</sup> Cherry Campbell, Teaching Second- Language Writing: Interaction With Text , ( Canada : Heinle&Heinle Publisher, 1998 ), p.10-11

<sup>7</sup> Kristine Brown & Susan Hood, Writing Matters: Writing skills and strategies for students of English, ( New York: Cambridge University Press,1989),p.10

<sup>8</sup> Ibid, p.11

<sup>9</sup> Ibid,p.18

3. Revising is the most important stage in writing process. It involves checking that your content and purpose are clear and for your reader, in the particular writing situation.<sup>10</sup>

In additional steps in writing as cited by Dorothy E Zemach has a some criteria for step in writing process, they are:

1. Pre-writing, include choose a topic, gather ideas, and organize (decide which of the ideas you want to use).
2. Drafting ( write your paragraph or essay from start to finish, use your notes about your ideas and organization )
3. Reviewing and revising, it's mean that check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information and check to see if you have any unnecessary information.<sup>11</sup>

According to the text above the writing process generically is pre-writing,drafting and revising. Because it is can to easily for writing text. Pre-writing included the

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<sup>10</sup> Ibid,p.24

<sup>11</sup>Dorothy E. Zemach and Lisa A. Rumisek, Academic Writing from paragraph to Essay,(Spain: Mcmilan Publisher,2003)p.8

topic, ideas, main idea, support that idea. Drafting included that spelling grammar punctuation or the best wording. And also the revision and editing are treated as distinct tasks in the process., emphasizing the importance of meaning and clarity the grammar, punctuation, and spelling as a separate steps. Beside that the revision and editing charts help students to know what to look for during these steps in the writing process.

### **3. Aspect of Writing**

There are some aspects to be considered by the teacher in assessing students' written product, some aspects have classified those aspects of writing into some criteria. Christy Writing requires many of the same skills in writing sentences and in writing paragraph. Sentence is group of word that expresses a statement, question, etc.<sup>12</sup>

Which begins with a capital letter and ends with a full stop, and paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea.<sup>13</sup> Whilst composition is a group of paragraph dealing with main idea.

In writing, it should be kept in mind fact that, an introduction, body and conclusion are needed. The

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<sup>12</sup> Martin H Manser , Oxford Learner's Pocket Dictionary New Edition, ( New York : Oxford University Press: 1995),p. 375

<sup>13</sup> Alice Oshim and Ann Horgue , Writing Academic English Third Edition, ( London : Person Education, 1999),p.16

introduction is the part that tells what the composition will be about this way, the introduction is similar to the topic sentence of the paragraph.

#### **4. Kinds of Writing**

According to George E Wishon and Julia M Burk said that “ The form of writing used to tell or relate is called narration; that used to describe is called description; that be used to explain or interpret is called exposition ( or explanation ); the form of writing used to persuade, or argue is called argumentation.<sup>14</sup>The kinds of writing there are:

##### **a. Narration**

Narration is the form of writing used to relate the story of acts or event. Narration place occurrences in time and tells what happened according to natural time sequence, type of narration include short stories, novels, and new stories, as well as large part of our every day social interchange in the form of letter and conversation.<sup>15</sup>

##### **b. Description**

Description mean that to ‘ I ’ show. Description is a strategy for presents a verbal portrait of person, place

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<sup>14</sup> George E Wishon, et al. op.cit.,p,377

<sup>15</sup> Ibid, p,377

or thing can be used as a technique to enrich other forms of writing or as dominant strategy for developing a picture of “what it looks like”.<sup>16</sup>

c. Exposition

Exposition is used in giving information, making explanation, and interpreting meaning. It includes editorials, essay, and an informative and instructional material.<sup>17</sup>

d. Persuasion / Argumentation

Persuasion or argumentation is used in persuading and convincing. An argumentation writing tries to purpose evidence or reason to convince and influence the reader to support the opinion ideas and attitude as well as writing conviction.

Any all kinds of wrting, writer choosing the narrative text as a media because the narration more be easily to understand and the content of narrative is not only the fact but also the fiction that was imagined by author. All people can write the narrative with their experiencesimaginative story to entertain people and usually students understanding the narrative texts with telling the story for example MalinKundang tales, Jakatarub etc.

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<sup>16</sup> Ibid, p,377

<sup>17</sup> Ibid, p,377



## **5. Assessment of Writing**

For some students, writing assignments and writing projects for school are pure joy, which few other school duties can equal. For other students, writing assignments and writing projects are pure agony, imposing a burden that no other school duty can equal. For still other students, perhaps the largest number, writing assignments and writing projects are merely part of the regular routine requirements that are to be endured without joy and without agony, but with compliance. The evaluation of writing must can be a real challenge in that there are numerous things that could logically be evaluated, such as:

1. Content
2. Rhetorical structure (clarity and unity of the thesis)
3. Organization ( Sense of pattern for the development of ideas )
4. Register ( appropriateness of level of formality )
5. Style ( sense of control and grace )
6. Economy (efficiency of language use)
7. Accuracy of meaning (selection and use of vocabulary)

8. Appropriateness of language conventions(grammar, spelling, punctuation )
9. Reader's understanding (inclusion of sufficient information to allow meaning to be conveyed)
10. Reader's acceptance (effort made in the text to solicit the reader's agreement, if so desired)<sup>18</sup>.

The reality is that early some of these dimensions are evaluated in given assessment of writing ability , due to a host of factor, such as time available for assessment, cost of assessment relevance of the dimension for the given task, and the case of assessing that dimension. Besides that, the assessment of writing has been described as a complex interaction among three sets factors: The knowledge that fact the set maker has about how to construct the task, the knowledge that the test takers have about how to do the task, and the knowledge that the test raters have about how to assess the task.

In other think, the operation categories essay writing skills have had a major hand in constructing the evaluative frames current among teachers and researchers. Consider the scoring sheet from Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's (1981) Testing ESL Composition: A Practical Approach the writer call it the "ESL Composition Profile." In its main features, it is no different than dozens of similar guides by which raters have decided, and continue to

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<sup>18</sup>Andrew D. Cohen, *Assessing Language Ability in The Classroom*, ( USA : Heinle&Heinle Publisher, 1994 ), p.307

decide, the academic fate of thousands upon thousands of second language students. These main features are:

1. A limited number of basic criteria or main traits (e.g., content, organization, vocabulary, language use, and mechanics).
2. A fitting of each trait into a proficiency scale, the levels of which are also small in number and usually homologous or corresponding (e.g., 1, 2, 3, or 4 for each trait).
3. A breakdown of each trait into sub traits, which are also small in number and homologous or corresponding. See Table, which teases out the sub traits of the main trait content in Jacobs et al. There are five sub traits:<sup>19</sup>

	Level	Criteria
<b>Content</b>	30 - 27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26 – 22	GOOD TO AVERAGE: some knowledge of the subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	21 - 17	FAIR TO POOR: limited knowledge of the subject • little substance • inadequate development of topic
	16 - 13	VERY POOR: does not show knowledge of the subject • non-substantive • not pertinent • OR not enough to evaluate
<b>Organization</b>	20 – 18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly

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<sup>19</sup> Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL composition; A practical approach*. Rowley, MA: Newbury House, p. 30.

		stated/supported • succinct • well-organized • logical sequencing • cohesive
	17 – 14	GOOD TO AVERAGE: somewhat choppy • loosely organized, but main ideas stand out • limited support • logical, but incomplete sequencing
	13 – 10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and developing
	9 – 7	VERY POOR: does not communicate • no organization • OR not enough to evaluate
<b>Vocabulary</b>	20 – 18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17 – 14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured
	13 – 10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured
	9 – 7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
<b>Language Use</b>	25 – 22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning

		seldom obscured
	17 – 11	FAIR TO POOR: major problems in simple constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions meaning confused or obscured
	10 – 5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
<b>Mechanics</b>	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

According to the text above, the writer can be concluded that each with corresponding levels: knowledge of the topic, substance, development of the topic, and relevance. The homology, it should be noted, does not allow for a writer who has “a limited knowledge” of the topic, yet applies what little she or he knows in a way that is “relevant” to the topic. So, this profile can be hidden

feature of homology, very significant, has been little discussed by composition researchers. The “ESL Composition Profile” is lauded because it is just that—a profile of the student, not a categorization of the student. It encourages an evaluation of student proficiency that is complex, perhaps recording high accomplishment in content, but low in mechanic a complexity that befits writers who often show uneven writing skills in a second language. In this the profile seems to contrast with holistic scoring methods, which erase this possible unevenness of writing accomplishments in reporting a single score. But in fact the kind of rating that underlies the “ESL Composition Profile” is identical to holistic rating. The “Profile” just asks the rater to perform the holistic five times. In short—this is the emphasis I put on it—both methods of scoring ask the rater to apply the same kind of categorization.

## **B. Picture**

### **1. Definition of picture**

Picture is the art of painting, representation by painting.<sup>20</sup> Picture can be in the form of flashcards (smallish cards which we can hold up for our students to see), large wall picture (big enough for everyone to see details), cue cards (small's cards which students use in pair or group work), photographs, or illustration (typically in a text book).<sup>21</sup> In teaching learning process, the picture can be uses as learning

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<sup>20</sup> <http://ardictionary.com/picture/5916>

<sup>21</sup> Jeremy Harmer, *The practice of English Language Teaching*, ( Malaysia: Pearson Education Limited, 2001),p.134

media. As the media, it provides many benefits and gives real impression to the students. It can be the media for comprehension of learning topic; besides it can stimulate speaking and writing activity.

Furthermore, in the writing activities includes the picture as a visual material that offers and stimulates framework of their ideas such as making plan of what is going to write, how to put their ideas, and how to present their ideas.

The picture is not only used as a visual material for the students' composition but also it the picture used as an understanding because for the presenting and checking meaning. As easy way of explaining the meaning of the word aero plane, for example is to have a picture of one.<sup>22</sup>

Based on the text above that picture as the visual material to easy way of explaining the meaning of the word and it's can help the students to develop their critical judgement and their interpretation about events in picture.

## **2. Advantage of picture**

The advantages of the picture include:

- a. The picture inexpensive and widely available, because the price of the picture is relatively cheaper than the other media and it can be taken from magazine, newspaper, calendars, etc.

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<sup>22</sup> Ibid,p.135

- b. The picture can interpret abstract concepts or idea into more real concepts, so it can help to prevent and correct misconception
- c. the picture can increase the depth of understanding to the concepts and more effective compared to the theory the picture can help the students develop their critical judgment and their interpretation about the events in the picture

### **3. Sequences of picture**

In the writing, Byrne (1983: 82) divides visual material into two main categories as follow:

- a. Pictorial includes single picture and picture sequences may show either one main event or scene with a considerable amount of detail and perhaps a number of events taking place as is commonly the case in a wall picture. They tend to range four to eight pictures and usually tell some sort of story.
- b. Plans, maps, diagrams includes material such as graphs and charts

## **C. Narrative Text**

### **1. Definition of narrative text**

Narrative text as tell a real or an imaginary story with a clear beginning, middle, and ending. In other hands, narrative tells a story that is meaningful and significant. Mostly narrative are imaginary stories but sometimes



narratives can be factual too.<sup>23</sup> In other think a narrative text is an imaginative story to entertain people and usually students understanding the narrative texts with telling the story for example MalinKundang tales, Jakatarub etc. So, narrative text is a text that describes a sequence or chronological order. Narrative function is to tell a story or to recount events.

In writing narrative, researcher explains something to other people that happened. The content of narrative texts is not only the fact but also the fiction that was imagined by author. All people can write the narrative text with their experiences. Wishon& Burks define that “Narration is the form writing used to relate story of acts and events. In narration place occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories as well as large part our everyday social interchange in the form of letter and conversation”<sup>24</sup>.

Mark Anderson and Kathy Anderson define that “a narrative is a piece of text which tell a story and, in doing so, entertains or inform the reader or listener”.<sup>25</sup> Narrative texts can be communicated using book, news paper and computer files.

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<sup>23</sup> Ali akhmadi, et, Al smart steps for eight Grade, ( Bandung: Baneca exact , 2007), p.174

<sup>24</sup> George E Wishon and Julia M Burks, *Let's Write English Revised Edition*, ( New York : Litton Educational Publishing, Inc),p.377-378

<sup>25</sup> Mark Anderson and Kathy Anderson, *texts type in English*, ( Amsterdam: Macmillan,1997),p.8

Margaret Pogemiller Coffey stated that narrative has three important qualities, it's consist of:

**a. Telling Story**

Narrative tells a story about past events or actions. The story can be fiction and can be nonfiction. Fiction is not based on facts and on fictions based on real life experiences. An example a fictional narrative is about your travels from earth to the moon. An example nonfiction narrative is about written police report of an auto mobile accident you saw. Whether narrative is fictional or nonfiction it is must choose verbs in a story, such as: walk, sleep, wake up, arrive, eat, go, etc.

**b. Describing a chronological order**

When writing narrative usually the events are told in chronological order its means that the story begins with the first happened and then explains the events in order, and finish with the last happened.

**c. Making a point**

A purpose is very important when writing story, you should have it. In other word, you describe events to teach something persuade or make a point. If do not have a purpose, the readers will be confuse and say 'what did I

read this for?’ in order to get great point across, you have to select the correct details and then change them carefully.<sup>26</sup>

## 2. Generic structure of narrative text

The generic structure of narrative text can be useful in highlighting some of ways in which oral narratives work. Because narrative text is a story to have a beginning, middle, and an end, oral stories, however operate in a different context from that of written forms. In narrative text, we must understand about the generic structure of Narrative text consist of:

- a. **Orientation:** it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term
- b. **Complication:** it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication.
- c. **Resolution:** it is the final series of the events which happen in the story.

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<sup>26</sup> Margaret Pogemiller Coffey, communication Through Writing, ( London : Prentice Hall Inc, 1987),p.19

In other book, write a narrative text we must be attention the part of narrative text, they are:

- a. Orientation:** sets the scene and introduce the participants. Usually round up the time, place, person (s) involved and situation / activity: the ‘when, where, who, and what of the story.
- b. Complicating action:** a crisis arises usually the main narrative body providing the ‘what happened ‘element of the story.
- c. Resolution:** the crisis is resolved, for better or for worse, usually the final events or what finally happened element.
- d. Evaluation:** a stepping back to evaluate the plight or make the point of the story clear, suggests why it’s worth being told, why it’s of interest.<sup>27</sup>
- e. Coda or Re- solution:** it’s can be optional because the signal that the story has finished, can also link back to the beginning or return to the present time frame

The categories above many narratives may lack one or more components or may justifiably have elements which seem to do the work of two components. For example non- fully- formed narratives may have openings which seem to be both abstract and orientation; or where stories have been invited by listener or

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<sup>27</sup> Ronald Carter, **Working with Texts: A core Book for Language Analysis**, (London & New York : simultaneously published, 1997 ),p.255-256

interviewer, and then an abstract would seem to be irrelevant, or even silly.<sup>28</sup>

### **3. Language feature of narrative**

Narrative writing has some language feature, such as:

- a. Use specific nouns such as the name of person, place and building etc.
- b. Use adjectives which form noun phrases
- c. Use time connectives and conjunctions such as then, before that, soon.
- d. Use adverbs and Adverbial Phrases
- e. Use action Verbs Use saying words such as said, told, promised.

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<sup>28</sup> Ibid, p. 256

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Research Method

In this research, the writer uses the experimental research for doing the research especially quasi experimental research design. Quasi experimental designs are practical compromises between true experimentation and the nature human language behavior which we wish to investigate by using quasi experimental design, we control as many variables as we can and also limit the kind of interpretations. We make about cause effect relationship and hedge the power of our generalization statements.<sup>29</sup>

In this research the writer took quasi-experiment for research in classroom, David Nunan said in the research methods in language learning book “quasi-experiment is has both pre-tests and post-test, experimental and control groups, and not random assignment of subject”<sup>30</sup>

So, in this research the writer takes two classes, control class and experiment class. The writer gave the pre-tests in writing assignment form, then the writer gave the picture and they must write the text with pay attention generic structure of the text as the measure their ability in understanding the narrative text. After knowing the results, the writer gave the students the treatment

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<sup>29</sup> Evelyn Hatch, et.al, *Research Design and statistics for Applied Linguistics*, ( Rowley: Newbury House Publisher, Inc)

<sup>30</sup> David Nunan, *Research Methods in Language Learning*, (USA: Cambridge University Press, 1992), p.41.

about generic structure of narrative text. The treatment is then introduced and finally a few post test were given to look the improvement after the treatment.

## **B. The Population and The Sample**

### **1. Population**

Population is all cases situation or individuals who share one or more characteristic.<sup>31</sup>

A population is also the group of the interest to the researcher. The group which the result of the study will ideally generalize. So, the researcher take the target population of this research is the second grade students of MAN Kragilan – Serang. There are 60 Students that are divided into two classes. The composition of each class is as follow:

- a. 2 IPS 1 Consist of 30 Students as experiment class
- b. 2 IPA 1 Consist of 30 Students as comparison class

### **2. Sample**

Sampling is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristic of the whole population. In this research, will be conducted take nonrandom sampling methods are also common in second language research. Common nonrandom

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<sup>31</sup> Ibid ,p.231

methods include systematic, convenience, and purposive sampling.<sup>32</sup>

The writer takes the sample part second years students Senior Islamic High School Kragilan-Serang as the sample, and writer takes the sample form class, collect of the sample in this research are two classes. The researcher takes 60 students as the sample, the first for experiment class and the second for comparisson class.

### **C. Place and Time**

#### **1. Place of the Research**

The writer conducts this research at the Second grade of MAN KRAGILAN which was located on Kendayakan - Serang, Banten 42173. The writer chooses this place because it is the only one vocational Senior High school which located in Kragilan. Besides that the place is not far from the writer residence.

#### **2. Time of the research**

The writer starts the research on June 2014. A place is needed as a location of research to get the data in research. To know “The Use of Sequences of Narrative Text to Improve Students Writing Ability” to the students of Secondary High School, the writer takes place in MAN KRAGILAN.

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<sup>32</sup> George A. Ferguson, *Statistical Analysis in Psychology and Education*, (McGraw-Hill, Inc, 1981),p.142



#### **D. The Research Instrument**

Instrument is a testing device for measuring a given phenomenon, such as the observation and a test. When researcher take information by observation, the researcher sure do observation with look the teacher activity in the class, because the information by observation very important to know study writing activity with the picture. The instruments that the writer has used to collect data from experimental groups and comparison group are pre-test and post – test. The pre-test was administered before the treatment to get data on students' prior knowledge with gave students the writing assignment to do write story appropriate with picture and the post-tests after last treatment to get data on the impact of ability of writing narrative with using the sequences of general structure of narrative text with using picture.

#### **E. The Technique of Data Collecting**

Collecting the data, the researcher used some procedures such as follows:

##### **1. Observation**

This observation will be done at MAN Kragilan to see something concerning with the second grade students, the English teacher activity in the class, the general situation of the school and also to find out how the teachers conduct she teaching learning process itself.

In this research, observation is used to know valid information about learning processes in study English especially in students' writing ability with using picture. The detail of observation form can be seen at appendix.

## 2. Test

The writer gives pre- test and post- test to experimenting and controlling the class as an exercise to practice his/ her writing. The result of this test will be analyzed as the comparison the capability in writing generic structure of narrative texts among students. Writer used ESL Composition Profile for scoring. The analytic of scoring rubric criticisms of analysis are:

Criteria	Score Of composition profile				
	Cont	Organi zation	Vocab	Language use	Mech
Excellent	30-27	20-18	20-18	25-22	5
Good average	26-22	17-14	17-14	21-18	4
Fair to poor	21-17	13-10	13-10	17-11	3
Very poor	16-13	9-7	9-7	10-5	2

## F. The Technique of Data Analysis

Data analysis is a last aspect of the research. It is a way to find out the influence of Sequences of Picture as teaching material on students' writing ability. To test the hypothesis, the writer use T-test. The research will compare the score result of two groups, so the inferential statistic used is  $t$  – test. It is suitable to the statement

of David Nunan who said that “when comparing two means, .....the appropriate test  $t$  –test, which carries out the sorts of analytic procedures we have just examined “ <sup>33</sup> The Formula as Follows :

$$t_0 = \frac{M_1 - M_2}{\sqrt{\frac{(\sum X_1^2 + X_2^2)(N_1 + N_2)}{(N_1 + N_2 - 2) N_1 - N_2}}}$$

Note:

$M_1$  = the average score of experiment class

$M_2$  = the average score of comparison class

$X_1$  = sum of the squared deviation score of experiment class

$X_2$  = sum of the squared deviation score of comparison class

$N_1$  = the number of students of experiment class

$N_2$  = the number of students of comparison class

2 = constant number

Do interpretation and conclusion by comparing the result of calculation  $t$ -test with  $t$ -table.

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<sup>33</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, ( New Delhi: New Age International Ltd, 2006),P.35

## **G. Research Procedure**

In general, the procedures of this research can be described as follows:

1. Preparing a research proposal
2. Preparing a needed permission for conducting the research
3. Observation in research field
4. Organizing the research instrument
5. Preparing the appropriate material in conducting pre-test
6. Preparing the appropriate material for teaching and learning process during the treatment.
7. Preparing the appropriate material in conducting post-test
8. Analyzing and interpreting the data collecting from pre-test and post-test
9. Making the interpretation based on the result of the data collected analysis, and reporting the conclusion of the result and propose some suggestion that will contribute for the further study
10. Writing down into a paper as a research report.

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

#### **A. Description of the data**

In this chapter, the writer will attempt to submit the data as outcomes of research at MAN Kragilan. This research is only for the Second Grade students of Islamic Senior High School. The writer takes two classes from class XI IPS 1 (Experiment class) and XI IPA 1 (Comparison class).

To know the effectiveness of teaching writing narrative text with using the sequences of picture, the writer gave the data pre-test before teaching and post-test after teaching would be used as data in this research.

#### **B. The processing of pre-test and post test of experimental and comparison class**

##### **1. The score of pre-test and post test of experimental class**

The students in class XI IPS 1 obtained mean score 61 for pre-test and 71.1 for post-test. The analysis of score they got in the pre test ad post tests would be described in following table:

**Table 4.1**  
**Score of Pre-test Experimental Class**

No	Name	Content		Organi zation		Vocab		Language use		Mech		Tot	Result of Pre- test
		13-30		7 - 20		7 - 20		5 - 25		2 - 5			
		W	T	W	T	W	T	W	T	W	T		
1	AS	13	21	12	14	13	15	13	15	2	2	120	60
2	AY	13	15	20	20	13	13	8	12	3	3	120	60
3	BPS	15	20	18	20	17	17	11	14	4	4	140	70
4	BR	15	20	14	16	14	15	17	20	4	5	140	70
5	DM	14	15	9	10	9	14	9	15	2	3	100	50
6	EP	20	10	15	13	15	20	10	13	2	2	120	60
7	EN	15	14	10	9	10	15	10	13	2	2	100	50
8	EB	15	20	13	10	13	15	13	18	2	2	121	60
9	EK	14	16	20	15	20	14	15	16	5	5	140	70
16	FH	15	19	15	16	13	15	10	12	2	3	120	60
11	FS	10	20	10	18	10	14	14	20	2	2	120	60
12	FN	13	13	10	15	10	12	10	13	2	2	100	50
13	FSA	20	19	9	9	9	20	9	19	3	3	120	60
14	HAS	18	16	7	7	7	18	7	16	2	2	100	50
15	IMT	15	18	9	10	15	18	12	15	4	4	120	60
16	IOP	15	13	15	15	15	15	15	13	2	2	120	60
17	IS	25	16	12	14	12	25	14	16	3	3	140	70
18	JH	18	18	12	14	12	18	12	12	2	2	120	60
19	MR	15	15	13	15	13	15	15	15	2	2	120	60
20	MF	15	15	7	7	10	10	15	15	3	3	100	50
21	MM	20	25	15	20	13	25	16	18	4	4	160	80
22	NLH	18	20	13	18	13	22	13	15	4	4	140	70
23	NN	13	14	10	15	10	16	19	19	2	2	120	60
24	RS	16	21	10	14	11	16	7	21	2	2	120	60

25	SN	14	18	12	16	10	14	14	18	2	2	120	60
26	SN	20	25	13	18	15	20	18	23	4	4	160	80
27	SY	15	15	9	8	9	15	9	14	3	3	100	50
28	SL	13	15	15	13	15	15	15	15	2	2	120	60
29	SM	15	15	9	11	12	26	10	18	2	2	120	60
30	WN	19	19	9	10	9	19	10	19	3	3	120	60

Note:

W : Writer

T : Teacher

**Table 4.2**  
**Score of Post-test Experimental Class**

No	Name	Content		Organization		Vocab		Language use		Mech		Total T	Result of Pre- test W
		13-30		7 - 20		7 - 20		5 - 25		2 - 5			
		W	T	W	T	W	T	W	T	W	W		
1	AS	15	20	16	20	12	17	10	15	2	3	130	65
2	AY	15	18	15	20	14	20	14	18	3	3	140	70
3	BPS	17	20	18	20	11	18	11	17	4	4	140	70
4	BR	14	15	15	16	16	17	14	16	2	5	130	65
5	DM	12	15	18	15	17	18	17	12	3	3	130	65
6	EP	15	20	14	20	18	13	19	15	4	2	140	70
7	EN	20	16	19	16	12	19	12	20	4	2	140	70
8	EB	16	20	17	20	20	17	20	15	3	2	150	75
9	EK	20	17	18	17	17	18	15	20	3	5	150	75
10	FH	16	15	18	15	19	18	18	16	2	3	140	70
11	FS	18	15	18	15	22	18	20	18	4	2	150	75
12	FN	15	18	20	18	15	20	14	15	3	2	140	70
13	FSA	19	20	9	19	15	9	15	19	2	3	130	65
14	HAS	17	18	16	18	16	16	17	17	3	2	140	70

15	IMT	14	20	18	20	20	18	20	14	2	4	150	75
16	IOP	15	15	20	15	18	20	18	15	2	2	140	70
17	IS	14	25	14	25	19	14	19	14	3	3	150	75
18	JH	16	20	17	20	19	17	18	17	4	2	150	75
19	MRR	15	19	17	19	17	16	17	15	3	2	140	70
20	MF	19	20	14	20	20	14	19	19	2	3	150	75
21	MM	18	20	15	20	18	15	18	18	4	4	150	75
22	NLH	13	21	16	21	16	17	16	13	3	4	140	70
23	NN	19	19	17	18	17	18	19	19	2	2	150	75
24	RS	15	16	16	16	21	16	21	14	3	2	140	70
25	SN	17	19	20	19	22	19	22	17	3	2	160	80
26	SN	17	18	16	17	16	20	18	20	4	4	150	75
27	SY	14	15	14	19	19	19	15	20	2	3	140	70
28	SL	16	19	16	18	17	20	18	20	4	2	150	75
29	SM	11	19	15	19	15	18	10	18	3	2	130	65
30	WN	13	18	18	18	13	19	13	13	2	3	130	65

Note:

W : Writer

T : Teacher

So, the result of pretest and post test experimental class would be described in following table:

**Table 4.3**

**The result of pre test and post test experimental class**

No	Name	Pre-test	Post Test
1	AS	60	65
2	AY	60	70
3	BPS	70	70
4	BR	70	65
5	DM	50	65



6	EP	60	70
7	EN	50	70
8	EB	60	75
9	EK	70	75
10	FH	60	70
11	FS	60	75
12	FN	50	70
13	FSA	60	65
14	HAS	50	70
15	IMT	60	75
16	IOP	60	70
17	IS	70	75
18	JH	60	75
19	MRR	60	70
20	MF	50	75
21	MM	80	75
22	NLH	70	70
23	NN	60	75
24	RS	60	70
25	SN	60	80
26	SN	80	75
27	SY	50	70
28	SL	60	75
29	SM	60	65
30	WN	60	65
		$\Sigma = 1830$	$\Sigma = 2135$
		= ,	= ,

Mean of Pre-test experiment class:

$$\frac{\Sigma}{N} = \frac{1830}{30} = 61.0$$

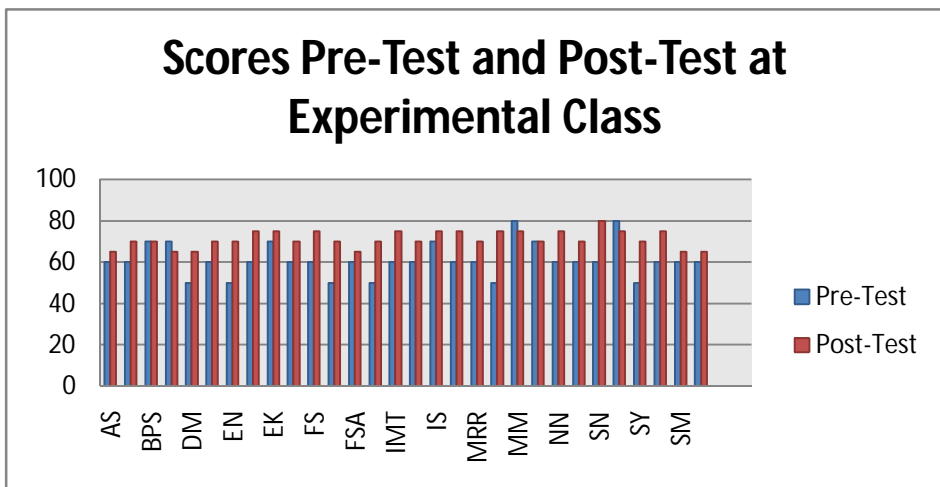
Mean of post-test experiment class:

$$M_1 = \frac{\Sigma X_1}{N_1} = \frac{2135}{30} = 71.1$$

Based on explanation above, it shows that the result of experiment class got the significant improvement after giving treatment, it seen from the average score of post-test is better than the average score of pre-test, that is  $71.1 > 61.0$ . The students' improvement score caused by the writer used the picture in teaching learning process during eightmeeting. It If seen from the students' improvement score it means that the technique used is succeeded in improving students' writing ability with using sequences of pictures in teaching narrative text in learning English.

The writer describes the students' improvement scores of pre-test and post-test at the experimental class by the graphic as follow:

**Graphic 4.1**



## 2. The score of pre-test and post-test of comparison class

The students' score of class XI IPA 1 as the comparison class obtained 59.0 for mean of pre-test and 60.3 for mean of post-

test. The analysis of score pre-test and post-test will be described in the following table:

**Table 4.4**  
**Score of Pre-test Comparison Class**

No	Name	Content		Organi zation		Vocab		Langu age use		Mech		Total	Result of Pre- test
		13-30		7 - 20		7 - 20		5 - 25		2 - 5			
		W	T	W	T	W	T	W	T	W	W		
1	AM	20	22	14	17	14	15	15	18	2	3	140	70
2	AN	14	10	14	19	10	15	14	19	2	3	120	60
3	AMY	20	18	20	19	18	20	19	19	3	4	160	80
4	DR	13	14	13	15	14	15	13	16	2	5	120	60
5	ET	12	10	12	9	10	15	12	13	3	4	100	50
6	FT	15	15	14	13	15	15	16	13	2	2	120	60
7	HR	13	13	10	11	12	15	10	11	2	3	100	50
8	IQ	15	16	10	7	16	15	10	7	2	2	100	50
9	KS	16	14	17	10	14	17	15	10	2	5	120	60
10	KP	15	16	19	18	16	15	18	18	2	3	140	70
11	KHR	15	18	14	10	18	15	12	13	3	2	120	60
12	LL	19	21	19	19	15	22	19	20	4	2	160	80
13	MS	20	14	5	9	14	20	5	8	2	3	100	50
14	MP	18	14	15	11	14	18	15	11	2	2	120	60
15	MN	20	11	10	17	11	18	10	17	2	4	120	60
16	MJ	10	11	10	7	11	10	7	10	2	2	80	40
17	NR	13	13	12	10	13	13	10	11	2	3	100	50
18	NH	17	20	14	17	16	20	14	17	2	3	140	70
19	NU	19	15	18	16	15	19	18	16	2	2	140	70
20	PTR	18	11	15	13	11	19	15	13	2	3	120	60
21	RN	10	12	15	10	9	14	15	10	2	3	100	50

22	SP	11	8	7	10	8	13	7	10	2	4	80	40
23	SPN	18	14	19	17	14	18	19	17	2	2	140	70
24	SS	13	14	15	16	14	13	15	16	2	2	120	60
25	SM	10	7	11	10	7	10	11	10	2	2	80	40
26	SR	14	10	10	12	10	16	10	12	2	4	100	50
27	SRH	15	12	11	9	12	15	11	9	3	3	100	50
28	ST	10	14	15	15	12	17	15	17	2	3	120	60
29	SPY	19	15	18	16	15	19	18	16	2	2	140	70
30	SS	18	18	13	19	18	18	13	18	2	3	140	70

Note:

W : Writer

T : Teacher

**Table 4.5**  
**Score of Post-test Comparison Class**

No	Name	Content		Organiz ation		Vocab		Langua ge use		Mech		Total	Result of Post- test
		13-30		7 - 20		7 - 20		5 - 25		2 - 5			
		W	T	W	T	W	T	W	T	W	W		
1	AM	19	20	16	17	17	17	19	20	2	3	150	75
2	AN	14	15	15	19	10	19	10	13	2	3	120	60
3	AMY	20	10	20	18	10	18	12	16	2	4	130	65
4	DR	15	14	15	11	13	11	13	14	2	2	110	55
5	ET	15	15	15	15	17	15	16	17	2	3	130	65
6	FT	19	19	19	13	15	16	17	18	2	2	140	70
7	HR	14	18	10	15	15	15	13	16	2	2	120	60
8	IQ	10	16	10	12	14	16	18	20	2	2	120	60
9	KS	12	14	12	10	14	10	17	14	2	5	110	55
10	KP	15	14	15	11	13	11	13	14	2	2	110	55
11	KHR	15	18	10	10	15	17	15	16	2	2	120	60

12	LL	11	15	11	12	15	12	15	15	2	2	110	55
13	MS	20	14	20	9	14	9	15	14	2	3	120	60
14	MP	18	14	18	11	14	11	15	15	2	2	120	60
15	MN	20	11	20	17	14	17	10	15	2	4	130	65
16	MJ	20	11	20	17	11	16	10	11	2	2	120	60
17	NR	13	14	13	17	13	14	14	17	2	3	120	60
18	NH	10	12	10	12	12	12	14	14	2	2	100	50
19	NU	14	15	14	16	15	16	18	18	2	2	130	65
20	PTR	16	17	19	13	16	13	15	16	2	3	130	65
21	RN	14	18	14	12	14	10	16	16	2	4	120	60
22	SP	13	16	13	11	16	11	17	16	3	4	120	60
23	SPN	15	7	13	14	7	8	16	16	2	2	100	50
24	SS	13	15	13	16	14	16	14	15	2	2	120	60
25	SM	10	17	10	10	16	10	16	17	2	2	110	55
26	SR	18	16	18	12	16	12	16	16	3	3	130	65
27	SRH	15	18	15	12	18	12	11	14	2	3	120	60
28	ST	17	18	15	15	11	15	12	13	2	2	120	60
29	SPY	17	8	17	9	8	13	15	17	3	3	110	55
30	SS	18	18	15	13	18	12	13	18	2	3	130	65

Note:

W : Writer

T : Teacher

So, the result of the score they got in these tests would be described in following table:

**Table 4.6**  
**Pre-test and Post test score of comparison class**

No	Name	Pre-Test	Post-Test
1	AM	70	75
2	AN	60	60
3	AMY	80	65
4	DR	60	55
5	ET	50	65
6	FT	60	70
7	HR	50	60
8	IQ	50	60
9	KS	60	55
10	KP	70	55
11	KHR	60	60
12	LL	80	55
13	MS	50	60
14	MP	60	60
15	MN	60	65
16	MJ	40	60
17	NR	50	60
18	NH	70	50
19	NU	70	65
20	PTR	60	65
21	RN	50	60
22	SP	40	60
23	SPN	70	50
24	SS	60	60
25	SM	40	55
26	SR	50	65
27	SRH	50	60
28	ST	60	60
29	SPY	70	55
30	SS	70	65
		$\Sigma = 1770$	$\Sigma = 1810$
		M = 59,0	M = 60,3

Mean of Pre-test comparison class:

$$X = \frac{\Sigma}{N} = \frac{590}{10} = 59.0$$

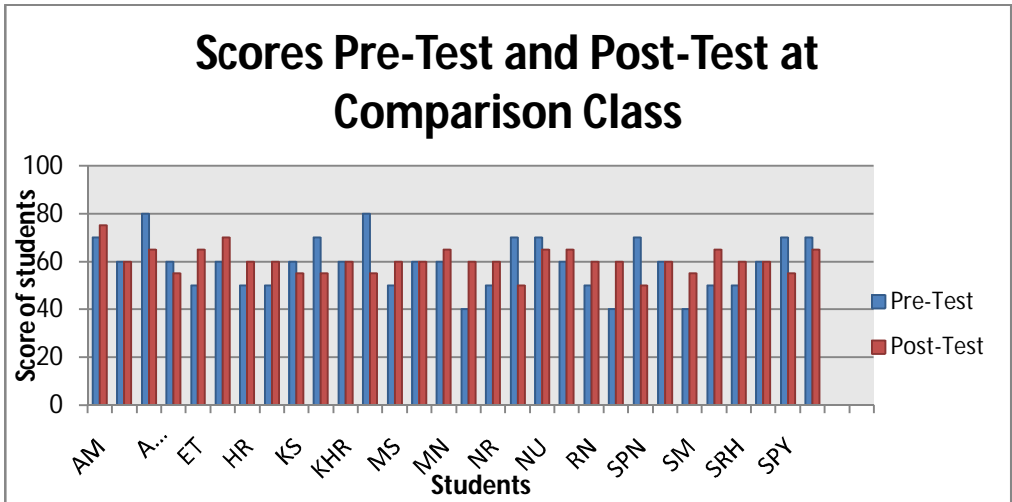
Mean of post-test comparison class:

$$M_2 = \frac{\sum X_2}{N_2} = \frac{603}{10} = 60.3$$

Based on explanation above, it shows that the result of comparison class did not have the significant improvement. It seen from the average score of pre-test and post-test, that is 59.0 and 60.3. It caused the comparison class did not learn sequences of picture narrative text such as in experimental class.

The writer described the scores of pre-test and post-test at the comparison class by the graphic as follow:

Graphic 4.2



### C. Data Analysis

After getting the data from the post-test score of the two classes, then the writer analyzed it by using t-test. The formula as follow:

$$t_o = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

$M_1$  = Mean score of the experiment class

$M_2$  = Mean score of the control class

$\sum X_1^2$  = Sum of square deviation score in experiment class

$\sum X_2^2$  = Sum of square deviation score in comparison class

$N_1$  = Number of students of experiment class

$N_2$  = Number of students of comparison class



df = Degree of Freedom

$$M_1 = \frac{\sum X_1}{N_1} \quad M_2 = \frac{\sum X_2}{N_2}$$

$$X_1 = X_1 - M_1$$

$$X_2 = X_1 - M_2$$

$$df = N_1 + N_2 - 2$$

**Table 4.7**

**The result calculation of post-test at the Experiment Class ( $X_1^2$ ) and the Comparison Class ( $X_2^2$ )**

NO	Score		$x_1$	$x_2$	$x_1^2$	$x_2^2$
	$X_1$	$X_2$				
1	65	65	-6,1	4,7	37,21	22,09
2	70	60	-1,1	-0,3	1,21	0,09
3	70	65	-1,1	4,7	1,21	22,09
4	65	55	-6,1	-5,3	37,21	28,09
5	65	65	-6,1	4,7	37,21	22,09
6	70	70	-1,1	9,7	1,21	94,09
7	70	60	-1,1	-0,3	1,21	0,09
8	75	60	3,9	-0,3	15,21	0,09
9	75	55	3,9	-5,3	15,21	28,09
10	70	65	-1,1	4,7	1,21	22,09
11	75	60	3,9	-0,3	15,21	0,09
12	70	55	-1,1	-5,3	1,21	28,09
13	65	60	-6,1	-0,3	37,21	0,09
14	70	60	-1,1	-0,3	1,21	0,09
15	75	65	3,9	4,7	15,21	22,09
16	70	60	-1,1	-0,3	1,21	0,09

17	75	60	3,9	-0,3	15,21	0,09
18	75	50	3,9	-10,3	15,21	106,09
19	70	65	-1,1	4,7	1,21	22,09
20	75	65	3,9	4,7	15,21	22,09
21	75	60	3,9	-0,3	15,21	0,09
22	70	60	-1,1	-0,3	1,21	0,09
23	75	50	3,9	-10,3	15,21	106,09
24	70	60	-1,1	-0,3	1,21	0,09
25	80	55	8,9	-5,3	79,21	28,09
26	75	65	3,9	4,7	15,21	22,09
27	70	60	-1,1	-0,3	1,21	0,09
28	75	60	3,9	-0,3	15,21	0,09
29	65	55	-6,1	-5,3	37,21	28,09
30	65	65	-6,1	4,7	37,21	22,09
$\Sigma$	2135	1810			484,3	646,7

After that the writer calculated them based the t-test formula:

$$\text{a. } M_1 = \frac{\sum X_1}{N_1} = \frac{2135}{30} = 71.1$$

$$\text{b. } M_2 = \frac{\sum X_2}{N_2} = \frac{1810}{30} = 60.3$$

$$\text{c. } \sum X_1^2 = 484.3$$

$$\text{d. } \sum X_2^2 = 646.7$$

$$\text{e. } df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$$

$$\text{f. } t_o = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + X_2^2}{N_2 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

$$t_o = \frac{71.1 - 60.3}{\sqrt{\left\{ \frac{484.3 + 646.7}{30 + 30 - 2} \right\} \left\{ \frac{30 + 30}{30.30} \right\}}}$$

$$t_o = \frac{10.8}{\sqrt{\left\{ \frac{1131}{58} \right\} \left\{ \frac{60}{900} \right\}}}$$

$$t_o = \frac{10.8}{\sqrt{\{19.5\}\{0.06\}}}$$

$$t_o = \frac{10.8}{\sqrt{1.17}} = \frac{10.8}{1.08} = 10$$

To prove it the data obtained from the experimental class and comparison class are calculated with assumption as follow:

If  $t_o > t_t$  the alternative hypothesis is accepted. It means there is significant influence in using the sequences of pictures in teaching narrative text to improve students writing ability at second grade of MAN Kragilan.

If  $t_o < t_t$  the alternative hypothesis is rejected. It means there is no significant influence in using the sequences of pictures in teaching narrative text to improve students writing ability at second grade of MAN Kragilan.

From the result of the calculation above, it is obtained that value of  $t_o$  (t observation) is 10, degree of freedom (d ) is 58. There is no degree of freedom for 58, so the writer uses the closer df from 60. In degree of significance 5% from 60 (t table) = 2.00, in degree of significance 1% from 60 (t table) = 2.65.

After get data, the writer compared it with  $t_t$  (t table) both in degree significance 5% and 1%. Therefore,  $t_o : t_t = 10 > 2.00$  in degree of significance 5% and  $t_o : t_t = 10 > 2.65$  in degree of significance 1%.

The statistic hypothesis states that if  $t_o$  is higher than  $t_t$ , it shows that  $H_a$  (alternative hypothesis) of the result is accepted and  $H_o$  (null hypothesis) is rejected. It means that there is influence in using the sequences of pictures in teaching narrative text to improve students writing ability at second grade of MAN Kragilan.

#### **D. Data Interpretation**

In the class XI IPS 1 as experimental class, the highest score of pre-test was 80 and the lowest score was 50. The highest score of post-test was 80 and the lowest score was 65. The mean of pre-test score obtained by students in this class was 61.0 and the mean of post-test was 71.1. The mean of pre-test and post test score can improve it seen by  $71.7 > 61.0$ . The improvement caused by the experimental class have learnt during eight meeting using sequences picture in teaching writing that not used by teacher before.

In class XI IPA 1 as comparison class, the highest score of pre-test was 80 and the lowest score was 40. The highest score of post-test was 70 and the lowest score was 55. The mean of pre-test and post-test in this class was 59.0 and 60.3. There is no significant improvement of the result in this class, it seen from the mean that is 59.0 and 60.3 which improved 1.3 score. It caused by the comparison class did not learn using sequences of picture in teaching narrative text such as in experimental class, they learnt using methods that used by teacher before.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research problem that emerged in this study, the writer can conclude that:

1. The use of sequences of picture in teaching narrative text as the material is one of factor the which it can improving the students writing ability at the second grade of Man Kragilan – Serang, because it can increase student's writing ability and also the students' more be fun with the picture in learning writing narrative text. So, the learning with using the sequences of picture is hoped students' easy to understand the lesson and knowing the parts of the text. It can look at the position of studentswriting ability at the second grade of MAN Kragilan before treatment according the result of data analysis variable X show that mean 61.0 and after treatment the mean is 71.1 increased 10.1 point. It is mean that the variable X is in good category.
2. Picture as teaching material is one of factor which it can influence the learning of students' result writing ability at second year of MAN Kragilan – Serang, because it can increase students' capability to develop their interpretation about events in the picture and also the students' more be confidence to search new words in writing story. So, the learning writing ability by using picture especially used the

sequences of picture is hoped students' easy to understand the lesson and adding their vocabulary or new words in their memory. So, the value this research is  $H_a$  (alternative hypothesis) accepted and  $H_o$  (null hypothesis) is rejected because the research show the value of  $t_o = 10$ , it is higher than the value of  $t_{table}$  the level significant 5% and 1 % are 2.00 and 2.65. It means that there is significant influence in using the sequences of pictures in teaching narrative text to improve students writing ability at second grade of Man Kragilan – Serang.

## **B. Suggestion**

After the writer makes the conclusion of teaching writing using the sequences of picture in teaching narrative text at second grade of Man Kragilan - Serang. The writer is going to show some suggestions related with teaching learning process. These suggestions are to the teacher, students, and future researcher.

### **1. For the teacher**

The teacher who directly involved to the teaching-learning process suggested to choose the variation of teaching-learning methods. The teacher should be able to use various methods and media in teaching writing to arouse students' motivation in joining his/her class.

### **2. For the students**

The students should read more in order to have good ability in writing English and to add vocabulary and arouse them imagine to write something appropriate with them skill especially in writing,.

3. For the future researcher

For the next researcher, the writer hopes they would conduct the investigation of other teaching methods or techniques that can be applied by teachers to encourage their student's in learning writing.