THE USE OF PICTURE SERIES AS MEDIA
TO IMPROVE STUDENT'S WRITING ABILITY IN NARATIVE TEXT
AT TENTH GRADES OF MAN 2 BANYUWANGI
IN YEAR 2021/2022 ACADEMIC

THESIS

Submitted to the State Islamic University Kiai Haji Achmad Siddiq Jember to
fulfill one of the requirements for Bachelor's Degree of
Sarjana Pendidikan (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Program

By

KHOLIDATUL AFIIFAH
SRN T20176059

ENGLISH DEPARTMENT FACULTY OF TARBIYAH
STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
2022

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ii

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THESIS

It has been examined and approved by the board for examiners
in partial to fulfillments of the obtain
a Bachelor's Degree of *Sarjana Pendidikan* (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Languge Teacher Training Department

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iii

MOTTO

<div dir="rtl">

فَتَعَٰلَى ٱللَّهُ ٱلْمَلِكُ ٱلْحَقُّ ۗ وَلَا تَعْجَلْ بِٱلْقُرْءَانِ مِن قَبْلِ أَن يُقْضَىٰ
إِلَيْكَ وَحْيُهُۥ ۖ وَقُل رَّبِّ زِدْنِى عِلْمًا ﴿١١٤﴾

</div>

"Exalted is Allah, the True King! Do not rush to recite ˹a revelation of˺ the
Quran ˹O Prophet˺ before it is ˹properly˺ conveyed to you, and pray, "My
Lord! Increase me in knowledge"
(Q.S At-Thoha: 144)[1]

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[1] Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an*,
(Medina: Dar-us Salam Publications, 1996), 572

iv

DEDICATION

I would like to thank to:

1. My Beloved Parents, Mr. Isman and Mrs. Khusnul Khotimah, for their prayers, motivation, encouragement and love. Who have allowed me to receive education up to Bachelor's Degree.

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ABSTRACT

Kholidatul Afiifah, 2022: The Use of Picture Series Media to Improve Students' Writing Ability in Narrative Text at Tenth Grades MAN 2 Banyuwangi.

Key Words: Writing, Narrative Text, Picture Series

Writing is skill that needs processes and many aspects to be considered. Writing needs hard thinking to produce idea, words, sentence, paragraph, and composition. There are many aspects that have to be paid attention to make a good piece of writing. Since English is a foreign language in Indonesia, some writing aspects such as grammatical rules, organization of ideas, motivation to write, and vocabulary mastery can be some of the problems faced by students. Because English is a foreign language in Indonesia, the different sentence structure between English and Bahasa Indonesia also becomes one of the factors that makes the students find it difficult to write in English, such as producing narrative texts.

The research question in this research was, "How does the use of picture series media improve students writing ability in narrative text at tent grades MAN 2 Banyuwangi?", the research objective of the research was to know the use of picture series is improving students writing ability in narrative text at tenth grades MAN 2 Banyuwangi.

The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps: planning, acting, observing, and reflecting. The subject of this research were 17 students of X IPA 4 class of MAN 2 Banyuwangi. The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and interview. Meanwhile, the quantitative data were collected from the test.

The result of this research showed that (1) the implementation using picture series to improve the tenth grade students' ability in writing narrative text at MAN 2 Banyuwangi was really successful. The students who passed the passing grade improve gradually from the cycle I and the cycle II. The passing grade of this research was 75. (2) The improvement of using picture series in improving the students' ability in writing narrative text was significant. It could be seen from the cycle I up to the cycle II. The result of the cycle I, the mean of post-test was higher than the mean of the pre-test. The mean of post-test was 74,35. In the cycle II showed that the mean of post-test was higher than the mean of the pre-test. The mean post-test was 81,65. From the result, the researcher concluded that using picture series can improve the tenth grade students' ability in writing in narrative text at MAN 2 Banyuwangi.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF PICTURE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Background of Study

English is a foreign language in Indonesia. In the subject of language teaching, the term foreign language differentiates from second language. A foreign language is one that is not widely utilized as a means of communication in the country where it is taught.[1] The second language, on the other hand, is a language that is not the major language but is useful nonetheless.

English is one of the disciplines that must be completed by all students in Indonesian education. There are several skills that must be mastered in learning English, namely writing, reading, listening, and speaking. The writer is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned. It is a useful skill that can assist individuals in expressing their thoughts in clear readable writing. According to Flynn and Stainthorp in Nur (2019) research, "writing is a complex process that allows writers to explore thoughts, ideas, and make it visible and concrete".[2] Supported by Stetmen from Asari, Writing is the most difficult skill to be mastered because writing is an active or productive skill so that the students who are

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[1] Anwar. *Orientations in Learning English as a Foreign Language: How Do Indonesian Students vie them?*. Edulite Journal, 2020, Vol 5. No.01,32

[2] Muhammad Nur. *The use of picture series as media increasing students writing skill at the first grades students of SMA Negeri 1 Gowa*. (Thesis, Makassar Muhammadiyah University 2019), 5

learning writing have to learn how to find ideas and express them in writing.[3] As a result, by learning to write, they will be able to communicate effectively in writing.

Writing is complicated skill that needs processes and many aspects to be considered. Writing needs hard thinking to produce idea, words, sentence, paragraph, and composition. There are many aspects that have to be paid attention to make a good piece of writing. Since English is a foreign language in Indonesia, some writing aspects such as grammatical rules, organization of ideas, motivation to write, and vocabulary mastery can be some of the problems faced by students. Because English is a foreign language in Indonesia, the different sentence structure between English and Bahasa Indonesia also becomes one of the factors that makes the students find it difficult to write in English, such as producing narrative texts.

Based on the result of the observation, the students had difficulties in generating and developing their ideas. They spent much time in finding the ideas. Thus, many of them could only write some sentences and could not develop their ideas well. Another problem faced by the students was they could not write well organized paragraphs. Many of them did not pay attention to the organization of the text so their writing was not cohesive and coherence. Besides, grammar rules also became one of the other problems. The students often found it difficult to learn grammar. They had

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[3]Yanuarti Asari. *The Use of Picture Series in Teaching Writing Recount Text*. ELTIN Journal, 2017, Vol.5. No.02, 31

difficulties in using the appropriate grammar rules, in this case was tenses, for a certain text. Moreover, they also had difficulties in choosing the diction. Many of them used inappropriate collocations and words for their writing because of their lack of vocabulary mastery.

Furthermore, based on the interview conducted to some students, many of them considered English as a difficult subject and they often found that writing in English was difficult and complicated. Therefore, many of them were less motivated and less vocabulary to learn writing. The media that are used in the teaching and learning process could not attract the students' attention. In fact, media are one of important aspects that can help the teacher to deliver his/her message. Related to the problems, media can be used to help students to learn writing. There are many media in learning writing such as posters, flashcards, picture series, illustrations and others. In this research, the researcher used one of the media that can be used by the teacher in teaching writing is picture series. According to Wright in Mayasari (2014) research, "pictures contribute to increase the students' interest and motivation, make the students have sense of the context of language and pictures can be a specific reference point or stimulus".[4] Picture series can enhance students' motivation in learning writing. Besides, picture series can help students to generate the idea. A picture series is a number of related composite picture linked to

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[4] Evi Amalia Mayasari. *Using Picture Series to Improve the Writing Ability of the Eighth Grade Students at SMP Negeri 2 Wonosobo in the Academic Year of 2013/2014.* (Thesis, University of Yogyakarta 2014), 4

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

Based on the aforementioned issues, the researchers opted to advertise one of the learning media as a fun way for students to construct narrative texts utilizing picture series. In this case, the researcher conducts classroom action research using narrative text. It was chosen because the narrative text follows the English learning standards for MAN 2 Banyuwangi tenth-grade students. The goal of employing picture series as a medium in this learning is for students to improve their writing skills, particularly in narrative text material.

Based on the explanation above, researcher interest in doing research entitle "The use of picture series as media to improve student's writing ability in narrative text at tenth grades MAN 2 Banyuwangi."

B. Research Question

Based on the background of the research, the researcher formulates the research question as follows:

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[5] Yunus, Noor Azlina. *Preparing and using aids for english language teaching*. (Kuala Lumpur: Oxford University Prees, 1981), 9

How does the use of picture series improve students writing in narrative text at tenth grades MAN 2 Banyuwangi in the academic year of 2021/2022?

C. Research Objective

In line with the formulation of the problem of the research, the objectives of the research are:

To know the use of using picture series is improving students writing ability in narrative text at tenth grades MAN 2 Banyuwangi in the academic year of 2021/2022.

D. Significance of Research

1. For the students

   The writer hopes this study can attract the students to improve their writing skills and can motivate the students to interest in learning English by using the media of picture series.

2. For the teacher

   This study can give a contribution to other teachers to innovate learning media, especially by using series of picture as media in teaching, so that they can increase both teaching-learning quality and the students' learning achievement.

3. For other researcher

   The result of the study can be used as a reference for starting point to conduct further study about teaching and learning English,

especially by applying the use of series of picture as media in every classroom activity.

E. Definition of Key terms

The definition of key terms is containing about the understanding of terms that serve as points of interest to research in the title of the research. The goals are to prevent misunderstanding about the meaning of the term as what the research mean.[6] Therefore, the researcher needs to describe and confirms the definition of each word that supports the title of this research.

1. Writing

Writing is an activity to produce a product or something in written form that is meaningful and understanding. In learning writing, students cannot only focus on the product or the output but they also have to pay attention to the process of writing itself. In this research writing means a productive skill which is an activity of inventing ideas and feelings, organizing it, and expressing it with the right words into a good piece of writing.

1. Picture series

Picture series is an authentic material that is used as the media in teaching learning process. Picture series is one of the instructional media to overcome the writing problems especially in writing narrative text. In this research picture series means a series of pictures arranged

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[6] Tim Penyusun. *Pedoman Karya Ilmiah IAIN Jember* (Jember: IAIN Jember Press, 2018), 45.

sequentially based on a story to develop the concept of a story written by students. Previously, the students are difficult to integrate sentence in making a composition because they are lack of ideas. By using picture series, students can build concepts and raise the ideas of the story they write.

2. Narrative text

Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader. In this research narrative text means a story tells us about something interesting. It appears about problematic experience and resolution, it purposes to amuse and sometimes give the moral education to the reader.

BAB II

REVIEW OF RELATED LITERATURE

Previous research contains research results which are relevant to the research that will conduct by the researcher. The previous research had been conducted by several researchers but each research had its own uniqueness. This is due to differences in places of research, research objects, and literature used by researchers.

A. Previous Research

Supported by previous studies which used the students' demotivating factors in learning English or another information in students' demotivating factors, here below are some research about students' demotivating factors in learning English:

1. The first previous research is a thesis written by Evi Amalia Mayasari, entitled "Using Picture Series to Improve Writing Ability of The Eighth Grade Students at SMP Negeri 2 Wonosobo in The Academic Year of 2013/2014."[7] Here is the overview about the study. She used Classroom Action Research (CAR) as a research method. The subject in the research was the VII D students. In her research, the data formed were qualitative data also supported quantitative data. The qualitative data analysis, she used three steps namely reducing, displaying and verifying. And the quantitative data analysis, she conducted through pre-test and post-test.

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[7] Evi Amalia Mayasari, "*Using Picture Series*"

8

The result of this research showed that using picture-cued activities improve the students' writing skill in descriptive text. The students also enthusiastically joined the teaching learning activities.

2. The second previous research is a thesis written by Muhammad Nur, entitled "The Use of Picture Series as Media in Increasing Students Writing Skill at The First Grade Students of SMA Negeri 1 Gowa."[8] Here is the overview about the study. The subjects of his study are the eleventh grade students and he used picture sequences to improve their writing skill. The researcher focuses on student attitudes and student-generated writing products. He conducted the study in one cycle consisted of two meetings. The research findings proved that the sequence of pictures could improve the students' attitude and writing ability. The students became more active in the teaching and learning process and in the peer review activity. The result of the questionnaire showed that they gave positive responses to the use of picture sequences where they were interested in using picture sequences to help them producing narrative texts. They also felt that their writing ability was improved.

3. The third previous research was written by Efa Silfia, entitled "The Use of Picture Series to Improve Student' Writing Ability in news Item Text."[9] Here is the overview about the study. The research method used in this study is Classroom Action Research (CAR). She conducted a study for the tenth grade students by using picture series. She used 2 types of research

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[8] Muhammad Nur*, "The Use of Picture Series"*
[9] Efa silfia*. The Use of Picture Series to Improve Student' Writing Ability in news Item Text.* Scientific journal of economic education, 2018, Vol, 2 No.02, 117-118

instruments which are quantitative data and qualitative data. In quantitative data, the researcher gives a writing test, while in qualitative the researcher chose one of the teachers as a collaborator to observe fill in the note field when she taught during the research. The results of this study indicate an increase and student interest in writing, especially in terms of grammar.

4. The fourth previous research thesis by Lina Nurul Halimah, entitled "The Use of Picture Series as Media to Improve The Eleventh Grades Students Ability in Narrative Text at MA Ma'arif Grabag in The Academic Year of 2018/2019."[10] The subject of this research were 20 students of XI science class of MA Ma'arif Grabag. The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and documentation. The data were in the form field notes, observation checklist and photographs. Meanwhile, the quantitative data was collected from the test. The result of this research shows that (1) the implementation using picture series to improve the eleventh grade students' ability in writing narrative text at MA Ma'arif Grabag is really successful. (2) The improvement of using picture series in improving the students' ability in writing narrative text is significant.

5. The last previous research thesis by Febriyanti Nur Shalihah, entitled "The Use of Picture Series in Improving Students' Writing Skill (A Study Towards The First Grade of SMPN 11 Bandung Academic Year

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[10] Lina Nurul Halimah. *The Use of Picture Series as Media to Improve The Eleventh Grades Students Ability in Narative Text at MA Ma'arif Grabag in The Academic Year of 2018/2019*.

2015/2016."[11] The objective of this study is to investigate the use of series picture in teaching writing in VII 3 class of SMPN 11 Bandung. The findings in this study clearly found that the use of series picture is significantly improves the students' skills in writing. It can be seen by the mean of pre-test score 59.3 and the post-test score 74.6. It means that students' writing skill had improvement after doing the learning process that used picture series.

Table 1.2
Similarities and Differences
Previous Research and This Research

No	Writer's Name	Title	Similarities	Differences
1	2	3	4	5
1	Evi Amalia Mayasari	Using Picture Series to Improve The Writing Ability of The Eighth Grade Students at SMP Negeri 2 Wonosobo in The Academic Year of 2013/2014.	• The same topic to discuss picture series to improve writing ability. • Both of the research use picture series.	• This study focuses on how to develop students' imagination to produce coherent and well organized writing. • This research is intended to examine what factors can hinder the development of students' writing abilities.

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[11] Febriyanti Nur Shalihah. *The Use of Picture Series in Improving Students' Writing Skill (A Study Towords The First Grade of SMPN 11 Bandung Academic Year 2015/2016*.

2	Muhammad Nur Fajar Mursal	The Use of Picture Series as Media in Increasing Students Writing Skill at The First Grade Students of SMA Negeri 1 Gowa.	• Both of the research use picture series. • Both of the research use same skill that is writing.	• This study focuses on student attitudes and student-generated writing product. • This study also focused on content and language use because most of the students have difficulty in writing well and have difficulty in expressing their idea to complete their writing's content.
3	Efa Silfia	The Use of Picture Series to Improve Student' Writing Ability in news Item Text.	• Both of the research use picture series. • Both of the research use same skill that is writing.	This journal focuses on student development in news item text.
4	Lina Nurul Halimah	The Use of Picture Series as Media to Improve The Eleventh Grades Students Ability in Narative Text at MA Ma'arif Grabag in The Academic Year of 2018/2019	• Both of the research use picture series. • Both of the research use same skill that is writing.	• The subject of this research was eleventh grade students of MA Ma'arif Grabag, the subject of this research

				is first grade of MAN 2 Banyuwangi. • The research objective of this research is was to find out the dominant difficulty in vocabulary master.
5	Febriyanti Nur Shalihah,	The Use of Picture Series in Improving Students' Writing Skill (A Study Towards The First Grade of SMPN 11 Bandung Academic Year 2015/2016	• Both of the research use picture series. • Both of the research use same skill that is writing.	• The subject of this research was seventh grade students of SMPN 11 Bandung. • This research used qualitative research.

Based on the previous studies above, it can be concluded that the picture series have a good impact towards the students' writing ability. This is can help the students to generate and organize the students' ideas. And also can improve the students' motivation. That is the reason why the researcher tried to conduct a research on "The use of picture series as media to improve student's writing ability in narrative text at tenth grades MAN 2 Banyuwangi".

B. Theoretical Review

This theoretical review contains a discussion of the theory that is used as a perspective in research. A broad and in-depth discussion of theories related to research will broaden the horizons of research in examining the problems to be solved in accordance with the formulation and objectives.

1. Writing

a. The Definition of Writing

English is one of a compulsory subject in Indonesia.[12] One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. In this research, the researcher focuses in writing skill.

Writing is more than a medium of communication.[13] Writing is an activity to produce a product or something in written form that is meaningful and understanding. That is, writing is not just a tool to communicate with each other but a means to express one's ideas and emotional expressions.

Writing is a complex, cognitive process that needs sustained intellectual effort over a considerable period of time.[14] That writing is

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[12] Allan Lauder. *The Status and Function of English in Indoneesia: a Review of Key Factors.* Makara, Sosial Humaniora, 2008, Vol. 12, No.01, 9-20

[13] Tita Nurul Fajriyani. *Improving Students' Writing Ability Throug Clustering Technique (A Classroom Action Research in the Second Year of SMP Al-Hasra Bojongsari - Depok).* (Thesis Islamic University Jakarta 2011), 5

[14] Anabela Reis Alves. *Process Writing.* (UK: The University of Birmingham, 2008), 273

a complex process.[15] That is why writing is often said to be a difficult language skill and must be mastered.

Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested. The essential writing will need a long process from the planning, drafting, writing, and revising.[16] This process can be done by anyone who learns to write, especially students. These stages of the process can help anyone who learns to write, if all these stages are done then they will easily and be able to write good writing.

Through writing, the learners are expected to be able to produce a text or a message to communicate with others. However, it is important to view that writing is not only as the product of an individual, but also as a social act. Writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.[17] Thus, writing is not only to produce text, but also to interact with others in a social act.

Based on the theories of writing above, it can be concluded that writing is a productive skill which is an activity of inventing ideas and feelings, organizing it, and expressing it with the right words into a good piece of writing.

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[15] Andi Asrifan. *The Use of Pictures Story in Improving Students' Ability to Write Narrative Compoaition.* International Journal of Language and Linguistics. 2015, Vol. 03, No.04, 244-251
[16] John Langan. *English Skill: Eight Edition.* (New York: McGraw Hill Higher Education, 2006), 20
[17] S. C. Weigle. *Assessing Writing.* (Cambridge: Cambridge University Press, 2002), 19

b. The Component of Writing

There are five components that called as criteria to produce a piece of good writing. Those components are: content, organization, vocabulary use, grammatical use, and mechanic.[18] A good writing must express good characteristics as follows:

1) Content

The content is the principal part in a paragraph of writing with all the supporting details that enrich and develop the writing topic.[19] That in the content of writing there are must be relevance, clarity, originality, and logic.[20]

2) Organization

Organization is the key to good writing.[21] Organization is the internal structure in a writing text.[22] Moreover, organization have some criteria as paragraph, cohesion and unity.[23]

3) Vocabulary Use

Vocabulary is words which are relevant with the topic of writing text. So, a good writing is a text that uses a vocabulary which appropriate with the context.

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[18] Anabela Reis Alves. *Process Writing, 275*
[19] Muhibbudin. *The Aplication of Picture Series to Improve Writing Skills*. English education Journal, 2016, Vol. 3. No. 03, 3
[20] Ann Raimes. *Techniques in Teaching Writing*. (New York: Oxford University Press, 1983), 7
[21] Karen Blanchard & C Root. *Ready to Writes (2nd ed)*. (New York: Longman, 1994), 1
[22] Muhibbudin, *The Aplication,* 3
[23] Ann Raimes, *Techniques,* 7

4) Grammatical Use

   Grammar is sets of tenses used in developing the sentences in the paragraph of writing text.

5) Mechanics

   Mechanics are the processes to make a good writing such as punctuation, spelling, capitalization, paragraphing.

c. **Processes of Writing**

   In learning writing, students cannot only focus on the product or the output but they also have to pay attention to the process of writing itself. A writer has to go to some stages in producing a good piece of writing. Four main stages of the writing processes. They are planning, drafting, revising, and final drafting.[24]

1) Planning

   In this stage students plan what they are going to write and decide what they are going to say. There are three main issues that have to be paid attention in planning a writing. The first one is they have to consider the purpose of the writing. The second is the audience they are writing for and the third one is the content structure of the piece. In the planning stage, students have to consider those three elements because those three elements can influence the shape of the writing, the choice of language, and the sequence of ideas.

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[24] Jeremy Harmer. *The Practice of English Language Teaching*. (Essex: Pearson Education Limited, 2001), 4-6

2) Drafting

At this stage, students begin to write down their ideas. The drafts that they made can be amended later. They also can make outlines of things that they are going to write.

3) Editing

After making the drafts, students can check their drafts to know where it works and where it does not. To reflect and revise their drafts, they can ask other readers to comment and make suggestions. The last stage is final version. After editing the drafts and change.

4) Final version

After editing the drafts and change things that are necessary to be changed, students can make their final version. It is the final product that is ready to be sent to the readers.

In short, all of the five stages are important to be applied to students in practice writing. It is done to make the students not only focus on the product but also pay attention to each stage of writing process in order to produce a good final product.

2. **Narrative Text**

a. **The Definition of Narrative Text**

Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader. Narrative is made of development used by the researcher to tell

a story or to give an account of historical or factual event.[25] Usually after reading a narrative text, the reader is entertained and caught the purpose of the day or the advice explicitly stated from the story.

b. Generic Structures of Narrative Text

The steps in constructing a narrative text are:[26]

1) Orientation exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2) Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

3) Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (in order in which they happen) or with flashback. The audience is given the narrator's point of view (it is optional).

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[25] M. L. Conlin. *Patterns: A Short Prose Reader.* (New York: Houghton Mifflin, 1983), 352

[26] Mark Anderson & Kathy Anderson. *Text Types in English 2.* (South Yara: Mac Millan Education Australia PTY LTD, 1997), 9

4) Resolution / falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering "how did it end?"

5) Reorientation (it is optional closure of event).

c. **Generic Features of Narrative Text**

The language features usually find in narrative text are:[27]

1) Specific characters.

2) Time words that connect to tell when they happen.

3) Verbs to show the action that happen in the story.

4) Descriptive words to portray the character and setting

In addition, the language features use of this text are choose adjectives; to describe personal attitude, sequence markers; to identify the chronological events, past tense; to indicate the past activity or event, verbs of doing; to describe the activities, subjective pronoun, conjunctions and adverbs or adverbial phrase to show the location or the time of events.

3. **Picture Series**

a. **The definition of picture Series**

Picture series is a creative idea to develop concepts of the story written by the students. That picture series included as visual material

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[27] Mark Anderson & Kathy Anderson, *Text Types in English 2*, 15

that offers an attractive and stimulating framework for writing practice and has great potential as an aid to develop writing skills since it provides both contexts and stimulation for a variety of activities.[28] The picture provides a stimulating focus for students' attention in the classroom. Pictures bring the outside world into the classroom in a vividly concrete way.[29]

Pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc.[30] The pictures are often used to present situations to help students work with grammar and vocabulary.[31] It is enjoyable for the students because it encourages activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related. By using picture series, it can help students to increase their interest in writing and develop their creativity in writing, especially in narrative text.

b. **Step of Picture Series**

There are several steps when the student's begin to write narrative text:[32]

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[28] Andi Asrifan, *The Use of Pictures Story,* 244-251
[29] Ann Raimes, *Techniques,* 27
[30] Andrew Wright. *Picture for Language Learning.* (Cambridge: Cambridge University Press, 1989), 113
[31] Jeremy Harmer, *The Practice,* 33
[32] M. Nur, *The Use of Picture Series,* 17

1) Showing picture series to students and asking students to observe then identify.

2) Asking the students to give their own ideas about the pictures.

3) Asking the students to write paragraph narrative based on the series of pictures in a group work.

4) Checking the suitability of student's essay with pictures series concept.

c. The Advantages and Disadvantages of Using Picture Series

Picture series has some advantages and disadvantages in teaching writing.

1. The advantages

There are four advantages of picture in teaching writing:[33]

a) Students can easily arrange a story because there are picture series that will guide them step by step to create a full story.

b) Students will feel enjoyed in composing the story as they feel that they are playing with the cards (pictures).

c) They are not being forced to build a story and their motivation also confidence gradually increase.

d) There is habit formation in this technique (building knowledge, modeling, construction, and self-construction).

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[33] Muhibbudin. *The Aplication of Picture Series to Improve Writing Skills.* English education Journal, 2016, Vol. 3. No. 03, 5

2. The Disadvantages

There are four disadvantages of picture in teaching writing:[34]

a) Cannot depict motion as fill does.

b) If not unique, can seem uninteresting to pupils.

c) Depicting a specific purpose might be difficult to locate.

d) Uneven use of photo for children and less effective in sight.

When the picture is used in the class, they have different interpretation automatically. So, the teacher should be creatively and explain to the students clearly.

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[34] Muhibbudin, *The Aplication*,. 6

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

This research was a type of action research study. Action research is a form of self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices both social and educational practices, as well as their understanding of these practices and the situations in which practices are carried out.[35] Considers action research as a constructive enquiry, during which the researcher constructs his or her knowledge of specific issues through planning, acting, evaluating, refining and learning from experience.[36]

Some characteristics of action research. First, action research is contextual, small-scale and localized, and identified and investigated problems within a specific situation. In this research, the researcher identified the problems faced by the students related to writing. Second, it is evaluative and reflective as it aims to bring about change and improvement in practice. Third, action research is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers. In this research, the researcher collaborated

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[35] A burns. *Doing Action Research in English Teaching: A Guide for Practitioners.* (New york: routedge, 2010), 5

[36] A burns. *Collaborative Action Research for English Language Teachers.* (Cambridge: cambridge university press, 1999), 30

24

with the English teacher in conducting the research. Fourth, changes in practice are based on the collection of information or data which provides the impetus for changes.[37]

B. Research design

This research has purposes to improve the students' ability in writing narrative text. So, this research can be categorized into classroom action research study (CAR). The research uses action research because the researcher wants to know the implementation and the result of using picture series in improving writing skill in narrative text.

There are many different models of action research from many experts. To improve the students' writing ability, the researcher used the action research model developed by Kemmis and Mc. This model consists of four main steps in each cycle: 1) planning; 2) acting; 3) observing and 4) reflecting.

Figure 3.1 Action Research Proses

Source: (Anne Burns, 2010:9)

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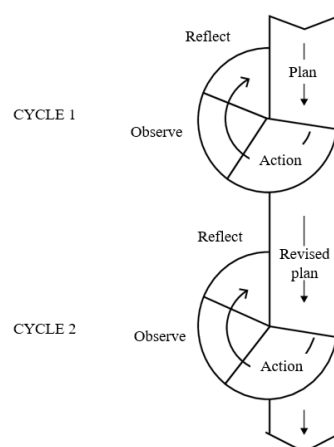
[37] A burns, *Doing Action,* 5

1. Planning

    Planning is the first step to prepare the classroom instructional design to be developed in the class to solve the problems. The instructional design is related to learning approaches, learning methods, strategy, media, and material. It will be helpful to focus on the study, to be prepared to solve the problems.

2. Acting

    Acting is the second step to apply about instructional design that has been planned. At this stage, the researcher has been prepared scenario of the learning process in the class. On the process, the researcher tried to improve students' ability and make the situation comfortable during learning process.

3. Observing

    Observing is the process to collecting data in the research where was researcher observe the situation of research. Observing is used in research related to condition or the interaction of learning process, attitude, and the interaction of group. The result of observing can be used basic data to correct the learning strategy, it need to achieve the criteria of success that have been decided.

4. Reflecting

    Reflection is the process of evaluating action to determine how far the action have shown the success of the strategy in

solving problem. Reflection also can find problems may occur the implementation process and what factors support the success of the strategy. Therefore, it can determine re-planning to improve the strategy or action before.

C. Research Location

The research was conducted at MAN 2 Banyuwangi which is located in Jl. Kyai Haji Wachid Hasyim No. 06, Genteng, Banyuwangi, East Java. The location of this research was chosen because MAN 2 Banyuwangi is one of the schools that often holds activities related to writing, such as book review activities, making text speeches in English, etc. Therefore, researchers are interested in taking research at the school. Not only the activities of the students, the learning system, also the teachers and employees at the school also feel friendly and can help researchers to feel comfortable.

D. Research Subject

The subjects of the research were Grade X IPA 4 students of MAN 2 Banyuwangi who were in the second semester by the academic year of 2021/2022. They were chosen based on the observation and discussion done with the English teacher that they have problems in writing especially in generating and developing the ideas.

E. Research Procedure

The researcher used the procedure of action research proposed by Kemmis and McTaggart. They are planning, acting, observing, and reflecting.[38]

1. Planning

Planning is a step of preparation before the implementation of action in the classroom. Here the steps that researcher will be prepared:

a. The researcher observed teaching learning process in the class.

b. The researcher conducted interview with English teacher to know about the problem in writing.

c. The researcher conducted interview with students about problems in writing

d. Discussion with English teacher to find appropriate method solve the problems.

e. Make a lesson plan based on curriculum 2013 that consist of two meeting for teaching and one meeting for test.

f. The researcher prepared the materials about Cinderella, snow white, the ugly duckling, and the legend of danau toba.

g. The researcher also preparing an assessment rubric adapted from Jacobs in Reid (1993).[39] The writing skill assessment rubric table is as follows:

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[38] A burns, *Doing Action,* 8
[39] M.j. Reid. *Teaching ESL Writing.* (United States of America: Prentice Hall Regents, 1993), 236-237

Table 3.1
Scoring Rubric

Aspect	Score	Criteria Score
Content	27-30	Excellent to very good: knowledgeable, substantive development of thesis, relevant to assigned topic
	22-26	Good to average: sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but still lacks detail
	17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	13-16	Very poor: does not show knowledge of subject, little substance, inadequate development of topic
Organization	18-20	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks original sequencing and development
	7-9	Very poor: does not communicate, no organization, or not enough to evaluate
Grammar	22-25	Excellent to very good: effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	18-21	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
	11-17	Fair to poor: major problems in simple/complex constructions, frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate
Vocabulary	18-20	Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	Good to average: adequate range, occasional errors, word/idiom choice and usage, word form mastery, appropriate register
	10-13	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough evaluate
Mechanic	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,

	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate

2. Acting

Action is the process doing the method that will be applied in the class. The steps are:

a. The researcher provides an explanation of the picture series, and provides examples according to the instructions.

b. The researcher divides the students into several groups.

c. Then, the researcher asked students in each group to compose a picture series with jumbled words and jumbled sentences that had been given. The researcher uses picture series as a medium in teaching writing to solve the problem of students' writing ability in writing narrative text.

3. Observing

Observations are needed to collect data about the results of the action. In this study, researchers observed the response, participation, and achievement of students during the teaching and learning process. The researcher collected data by writing test, to determine the writing ability of students in class X. Here the following technique to collect data:

a. Observation

Observational data collection techniques can be interpreted as systematic observation and recording of the elements that appear in an object of research. These visible elements are called data or information that must be observed and recorded correctly and completely.[40] The researcher collaborated with the English teacher to gain the data. This research was conducted by going directly into the teaching and learning process, because the researchers observed the situation and conditions and what the students got during the teaching and learning process.

b. Interview

Interview is a question and answer activity to obtain information or data.[41] Researchers use the interview method because with this method researchers can obtain the information needed quickly. The informants in this study are English teacher and the students of MAN 2 Banyuwangi. The selection of these informants is because the questions asked about what were the difficulties and how the process of learning English was applied. This interview uses questions that are digging for answers to be able to answer the questions in the problem formulation. The question that are formulated are no fully structured, with the aim that it is easy for researchers to dig up data and get the answers

[40] Djaman Satori. *Metode Penelitian Kualitatif.* (Bandung: Alfabeta, 2014), 103
[41] Widodo, *Metode,* 74

they want from informants. The tool used in this interview is to use an audio recorder to record all conversations during the interview.

c. Test

The researcher used writing test for the students. This technique provided two kinds of test which are pre-test and post-test. Pre-test was conducted before the implementation of the action and the post-test was conducted after the implementation of the actions. The pre-test and post-test were in the form of writing test. They were used to measure the students writing skill using writing rubric. The data of the pre-test and the post-test were collected in the form of students score. The results of the post-test were calculated and compare with the result of the pre-test.

1) Pre-Test

The pre-test was carried out before implementing the picture series. This is to measure the students' writing test at first. The researcher asked students to make narrative texts individually. There are five aspects to assess students, namely: content, organization, grammar, vocabulary, mechanics.

2) Post-Test

The post-test was carried out after implementing the picture series to determine the students' writing progress in narrative text. In this final exam, the researcher gave a picture

series and then the students made a narrative text according to the picture that had been previously given individually.

The validity of test is the extent to which it measures what it is supposed to measure and nothing else. There are some types of validity. Such as face validity, construct validity, empirical validity, consequential validity and content validity.[42] In this research, the researcher uses the content related evidence of validity. Brown state that if a test actually samples subject matter about which conclusions are to be drawn and if it requires the test taker to perform the behavior that is being measured, it can claim content related evidence of validity, often popularly referred to as content validity.[43]

Content validity is kind of validity depends on careful analysis of the language being tasted and particular course objective. Content validity is converse about the content of test. The test will give to the students should go through by people who more understand or expert about test. The test should suitable with the curriculum. Moreover, the content of the test is depending on the purpose. Additionally, we will know whether the test is suitable or not with aspect.

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[42] H. Douglas Brown. *Language Assesment: Principle and Classroom Practice,* (San Fransisco:bLongman, 2003), 23

[43] H. Douglas Brown, 22

4. Reflecting

Reflection is the last stage of a cycle. It is worth to evaluate the implementation of the action.[44] In this stage researcher and collaborator analyzed and evaluated all data collected from the implementation and matched them with the criteria of success. It is intended to determine whether the implementation was successful or not. The data is analyzed and classify (1) students' result in writing test and (2) students' engagement in teaching and learning process. The classroom action research is assumed to be successful if action is taken to improve the quality of learning. It will have an impact on improving students' behavior and learning outcomes. In this research, the researcher decided the criteria of success. This research will be successful if the objective indicator is reached. The criteria of success in this research is the number of students who reach the minimum score (75) are equal to or higher than 70% of total students in the research. In this case, the researcher uses data analysis to analyze the obtained data. In this classroom action research, the data collected from the score of writing test and the results of observing during teaching and learning process. In this data analysis, the researcher uses some formula to know the score of criteria success that are as follow:

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[44] Suharsimi Arikunto, *Penelitian Tindakan Kelas,* (Yogyakarta: Aditya Media, 2010), 112

1. To know the average students high score, the researcher uses the formula as follows:[45]

$$M = \frac{\sum x}{N} \text{ x } 100\%$$

Notes:

M = The average of students score (mean)

$\sum x$ = The sum of score

N = The number of students

2. The result of writing test was analyzed by using the following formula to find out the percentage score:

$$E = \frac{n}{N} X 100\%$$

Notes:

E = The percentage of students who achieved minimum standard score

n = The number of students who achieved the minimum score

N = The total number of students

F. Systematic Discussion

Systematic discussion is temporary framework from the content of thesis to know about the whole discussion generally. Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. Also, the systematic discussion purposed to show the organization and outline in the research

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[45] Sugiono. *Statistik Penelitian* (Bandung:CV Alphabeta, 2017),49

so that it will be easy in reviewing and responding the content. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as background of research, focus of the research, objective of the research, significance of research, and definition of key term.

Chapter II contains review of related literature, such as previous research and theory of research related with the research conducted by the researcher.

Chapter III contains discuss about research method. This part consists of research design, research location, research subject, research procedure, data collection method, data analysis, validity data.

Chapter IV contains a findings and discussion which consists of description of research object, research findings and data analysis, discussion on the result of data analysis.

Chapter V is the last chapter consist of conclusion and suggestion. This chapter, the researcher gives the answer concisely toward the problems. Also suggestion as follow-up to the other researcher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about the profile of the school, research finding and discussion. The detail of the research processes is presented below:

A. Profile of MAN 2 Banyuwangi

MAN 2 Banyuwangi located in JL Kyai Haji Wachid Hasyim No.06, Dusun Kopen, Genteng Kulon, Kec. Genteng, Kabupaten Banyuwangi, Jawa Timur. The vision of MAN 2 Banyuwangi is "The realization of human achievement and noble character based on faith and piety". The school mission is "Fostering the spirit of learning Islamic religious knowledge". MAN 2 Banyuwangi has good facilities, there are 36 class rooms. In this school, there are 1289 students and 82 teachers.

B. Research Finding

This section consists of the results of the Classroom Action Research (CAR) and the research findings were obtained from the beginning until the last of teaching and learning process. The researcher was conducted research in MAN 2 Banyuwangi in Academic Year of 2021/2022. The researcher was prepared two cycle consisting of four meetings. In the last meeting, the researcher conducted writing test to know the improvement of students' writing skill.

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1. The Implementation of Classroom Action Research

This research was done on February 22nd until March 11st 2022. The description of the research implementation can be explained as follow:

a. Planning

First, an observation was done to know the teaching and learning process of class X IPA 4 of MAN 2 Banyuwangi. Then, the researcher also interviewed the English teacher and some of the students to get some information about the current condition of the teaching and learning process. The observation and interview was conducted on Wednesday. The researcher used interview with random questions to find problems that exist in students in learning English, especially in writing. As follows:

Table 4.1
Interview with English Teacher

1	Is there any obstacles or difficulty in teaching English?)
2	In what aspect do the students have difficulties?
3	Besides vocabulary and grammar, is there another problem faced by the students on learning writing?
4	Where did you get the material?
5	How was the teaching and learning process? What media did you use?)
6	Have you ever used learning strategies or methods that can increase students' interest in learning English, for example, used picture series?
7	What is the KKM score for English subject at this school?

Table 4.2
Interview with Students

1	What's the most difficult thing when learning English?
2	What obstacles do you have difficulty in writing English?
3	Does the teacher often teach writing, or not?
4	If it's the media, what do you usually use? For example pictures, videos, movies like that
5	Do you prefer to study using pictures or not?

Based on the interview with English teacher, she said that:[46]

"The obstacles or difficulty in teaching English is most of the students have difficulty in terms of vocabulary, they have limited vocabulary mastery, there will be definitely weaknesses in each of the skill, they were usually confused of what to write so they did not have enough time to finish their writing. So, we have to stimulate them, for the material I got them from book texts and I chose the authentic one. Sometimes I also asked the students to look for the text by themselves"

Based on the interview with the students, it can be stated as

follows:

Student 1 Adinda Galuh Puspita, said that:[47]

"My name is Adinda, I think writing is difficult in learning English, the obstacles that I have is my vocabulary not too much and also my grammar is still messy which makes it difficult for me to learn English, my teacher rare gave me a writing assignment, she often asks me to read a text, if use picture I like it because it's not boring."

Student 2 Herdina Zemima Jasmine, said that:[48]

"My name is Herdina, I think speaking is difficult in learning English, but writing also hard for me. Sometimes I get confused when asked to write, then I don't have too many vocabularies, my

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[46] Vivin Ambarwati, Kholidatul afiifah. Banyuwangi, February 23th 2022
[47] Adinda galuh Puspita, Kholidatul afiifah. Banyuwangi, February 23th 2022
[48] Herdina Zemima Jasmine, Kholidatul afiifah. Banyuwangi, February 23th 2022

teacher often ask me to read the text. I think, if there is a picture, I won't get bored to learn English."

Student 3 M. Fikri Azril Haidar, said that:[49]

"My name is Fikri, in my opinion learning English is difficult. I am confused about arranging words if I have to write, because I have little vocabulary, so learning English, especially in writing, is difficult for me. If learning to use media that is not boring I might be more interested in learning."

Student 4 Nayla Putri Arika, said that:[50]

"My name is Nayla Putri Arika, I don't really like English lessons. When I am asked to write a story or a story in English, I have a hard time writing what to write. Lack of vocabulary makes me confused to start my writing. My teacher in teaching English, especially in narrative text, she tends to only ask her students to read a text and rarely asks students to write a text."

Student 5 Virginia Salsabila, said that:[51]

"My name is Virginia Salsabila, I am also one of the students who don't like English lessons. In addition to not having too much vocabulary, I also find it difficult to compose sentences when I have to write, my teacher tends to tell me to read the text after he finishes explaining the material in each lesson. The boring English lessons made me less interested in learning English."

Before the researcher conducted the cycle, the researcher did the preliminary study to measure students' writing skill at first. The preliminary study was done before the classroom action research conducted. The researcher gave a writing test of students. This classroom action research carried out in two cycle only which consist of four steps: planning the action, implementing the action, observing and reflecting. Before conducting the action, the researcher started this research by presenting

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[49] M. Fikri Azril Haidar, Kholidatul afiifah. Banyuwangi, February 23th 2022
[50] Nayla Putri Arika, Kholidatul afiifah. Banyuwangi, February 23th 2022
[51] Virginia Salsabila, Kholidatul afiifah. Banyuwangi, February 23th 2022

preliminary study. The preliminary study was done before the classroom action research conducted.

Preliminary study was conducted on Friday, February 25th 2022. The researcher asked permission to conduct the research and interviewed the English teacher to know the students writing skill, score and the problem that faced by students at the tenth grade of MAN 2 Banyuwangi. The researcher asked the students to make a narrative text individually. From that activity the researcher gained the information such they got a low score in writing activities, and several problems faced by them. There are: 1) the students had difficulties in generating the idea of what to write. 2) the students had limited vocabulary mastery. 3) some students had difficulties to arrange the sentences into good paragraphs.

Moreover, based on data, the researcher got the data of student's writing score that is showed, only three or 17,65% students who passed the Standard Minimum Score (75). For detail information, the researcher presented the table of writing score in the preliminary study.

Table 4.3
Writing score in the preliminary study

No	Name	Score					Total Score	Criteria
		C	O	G	V	M		
1	Achmad Kavin Adzka	17	11	15	8	3	54	Unsuccessful
2	Adinda Galuh Puspita	20	15	11	12	3	61	Unsuccessful
3	Alivia Suci Tasya	15	15	12	10	3	55	Unsuccessful
4	Arina Khosim Saputri	22	15	14	13	3	67	Unsuccessful

5	Arinda Afika Ramadhani	25	17	15	15	4	76	Successfull
6	Herdina Zemima Jasmine	17	17	10	15	4	63	Unsuccessful
7	Jean Lutfia Ningsih	18	14	15	8	2	57	Unsuccessful
8	Julia Nurul Fayati	13	11	10	14	2	49	Unsuccessful
9	Keysa Chelsea Azzahra	27	15	18	12	3	75	Successful
10	M. Fikri Azril Haidar	15	16	15	15	3	64	Unsuccessful
11	M. Danial Kholis	15	11	14	12	3	55	Unsuccessful
12	Nabila Putri Ramadhani	27	14	18	14	4	77	Successful
13	Nayla Putri Arika	19	16	17	11	2	65	Unsuccessful
14	Rifka Dhakiyah W.U. G	18	14	12	13	3	60	Unsuccessful
15	Virginia Salsabila	13	12	9	14	2	50	Unsuccessful
16	Willis Septi Dewi	19	15	12	14	4	64	Unsuccessful
17	Zahra Loliyah Munawir	15	15	9	13	3	55	Unsuccessful
	Total Score						1047	

Based on the data above, the writer highlighted with yellow color toward students who passed the KKM (75) and white color was students who have not reached the KKM (75). The table showed the result of pretest in writing skill. Firstly, the researcher calculated the mean score with the formula that has already pointed out.

The average students high score:

$$M = \frac{\sum x}{N} \text{ x } 100\%$$

$$M = \frac{1047}{17} \text{ x } 100\%$$

M = 61,59

Explanation:

M = The average of students score (mean)

$\sum x$ = The sum of score

N   = The number of students

Next, to find out the class percentage that passed the target score of minimal mastery level criterion- Kriterian Ketuntasan Minimal (KKM) the writer used the following formula:

The result of writing test:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{3}{17} \times 100\%$$

E = 17,65%

Explanation:

E   = The percentage of students who achieved minimum standard score

n = The number of students who achieved the minimum score

N = The total number of students

Based on the result of preliminary study, the data showed that the mean score of preliminary study was 61,59. There were only 3 students or

17,65% of students who got the score passed the minimal mastery level criterion (KKM). After analyzing the result of preliminary study, it could be concluded that the most of students at X IPA 4 class of MAN 2 Banyuwangi had difficulty in writing skill. Therefore, the researcher tried to find out the solution to overcome this problem. The researcher used "Picture Series" in every cycle of Classroom Action Research to solve the problem and to improve students' writing skill.

Afterward, the researcher prepared everything related to steps of the action. The researcher discussed with the English teacher as collaborator to make a lesson plan. The researcher designed four meeting in two cycle. Two meeting for teaching and learning process and two meeting for writing test. The researcher made lesson plan for each meeting. The researcher also prepared media and material which are appropriated with the standard and basic competence in curriculum of education level 2013 for senior high school. The material was about narrative text.

In each cycle, the researcher prepared two examples of narrative text using picture series, one with jumbled words and jumbled sentences and one example using only picture series for test. The examples of picture series in each cycle include:

1. Cycle 1

    a) Text 1 Narrative text about Cinderella:[52]

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her stepmother and two stepsisters. They were very mean.

One day, the palace held a party. The stepmother did not allowed Cinderella to come. Cinderella was very sad. Cinderella could go to the party but she must come back home at 12 o'clock. In the party she danced with the prince. The prince and the servants searched the owner of the glass shoe. All woman tried to wear it but no one fit the shoe. Cinderella tried it and it fit her perfectly. Suddenly, a fairy god mother appeared. She changed Cinderella's clothes into beautiful gown and changed her shoes became glass shoes.

The prince brought Cinderella to the palace. He married Cinderella and lived happily ever after. Because Cinderella was so happy, she almost forgot the time. Cinderella then ran to go home. One of her glass shoes came off.

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[52] Krissy jane, *Cinderella Beautifull Girl*, last modified November 4, 2014, http://shortstoriesshort.com/story/cinderella/

b) Jumbled words and jumbled sentences

1) (named - beautiful girl - there was - Once upon a time – a - Cinderella)
Once upon a time, there was a beautiful girl named Cinderella.
(and – She - two stepsisters - lived - with - her stepmother)
She lived with her stepmother and two stepsisters.
(mean - They - very - were)
They were very mean.

2) (a - the palace - party - One day- held)
....
....
(Cinderella - did not - The stepmother - to come - allowed)
....
(sad – was - Cinderella - very)
....

3) (go to - Cinderella - at 12 o'clock - could - back home come - she must - but - the party)
....
(with - In the party - the prince - she - danced)
....

4) (Because - forgot - the time – was – Cinderella - so happy - she almost)
....
(then – Cinderella - ran - home - to go)
....
(her - glass shoes - One of - came off)
....

5) (the glass shoe - The prince - searched - the servants - the owner of - and)
....
(tried - fit - All woman - no one - but - to wear it - the shoe)
....
(tried it - perfectly - and it - fit her - Cinderella)
....

6) (Suddenly - mother - a fairy - appeared - god)
....
(into beautiful gown - became glass shoes - Cinderella's clothes – changed - and - changed – She - her shoes)
....

7) (The prince - Cinderella – brought – to - the palace)
....
(He – lived - Cinderella - married - and - happily ever after)
....

c) Picture series about Cinderella:

Picture 4.1 Cinderella picture series
Picture Source: http://www.youtube.com/watch?v=DQSTlR7LtAE

d) Picture series about snow white:

Picture 4.2 Snow White Picture Series
Picture source: http://www.youtube.com/watch?v=2QdhILjv-zA

2. Cycle 2

    a) Text 2 Narrative text about the ugly duckling:[53]

The Ugly Duckling

Long time ago, lived an ugly duckling. He always thinks. He was very ugly. His brothers will not play with him and teased him.

One day, he seen his reflection in the water and cried. He decided to leave home and go far away into the forest. He saw a cottage. He stayed there for a while and left. A farmer taken him home but he was scared of the children. Then he left. The ugly duckling spends the winter in a pond.

One day, he saw a beautiful swan swimming in the pond and fall in love with her. He still thought that he is ugly. But when he saw his own reflection in the water he was surprised.

    b) Jumbled words and jumbled sentences

        1) (Long time ago - ugly duckling - lived - an)
            Long time ago, lived an ugly duckling.
            (always - think - He)
            He always thinks.
            (very - was – ugly - he)
            he was very ugly.
        2) (will not - play with him - His brothers - and teased him)
            ....
        3) (in the water - One day - he seen and cried - his reflection)
            ....
        4) (decided - He - and go far away - to leave home - into the forest)
            ....

---

[53] Geethanjali, *The Ugly Duckling Full Story Animated Fairy Tales for Children*, February 28, 2017, video, 9:42, https://youtu.be/TyrmcD8Yml0

5) (a cottage – He - saw)

....

(He - for a while – stayed – there - and left)

....

6) (A farmer - but he was - taken him home - scared of the children)

....

(he – Then - left)

....

7) (spend - the winter - The ugly duckling - in a pond)

....

8) (a beautiful swan - One day - he saw - in the pond - and fall in love with her - swimming)

....

9) (thought – He - he is ugly - still that)

....

(his own reflection – But - he saw - when he was surprised - in the water)

....

c) Picture series about the ugly duckling:

Picture 4.3 The Ugly duckling Picture Series
Picture Source: https://youtu.be/TyrmcD8Yml0

7	8	9

d) Picture series about the legend of Danau Toba:

Picture 4.4 The Legend of Danau Toba picture Series
Picture Source: https://youtu.be/Ixg99LvYHXI

1	2	3
4	5	6
7	8	9

10	11	12

13	14	15

16	17
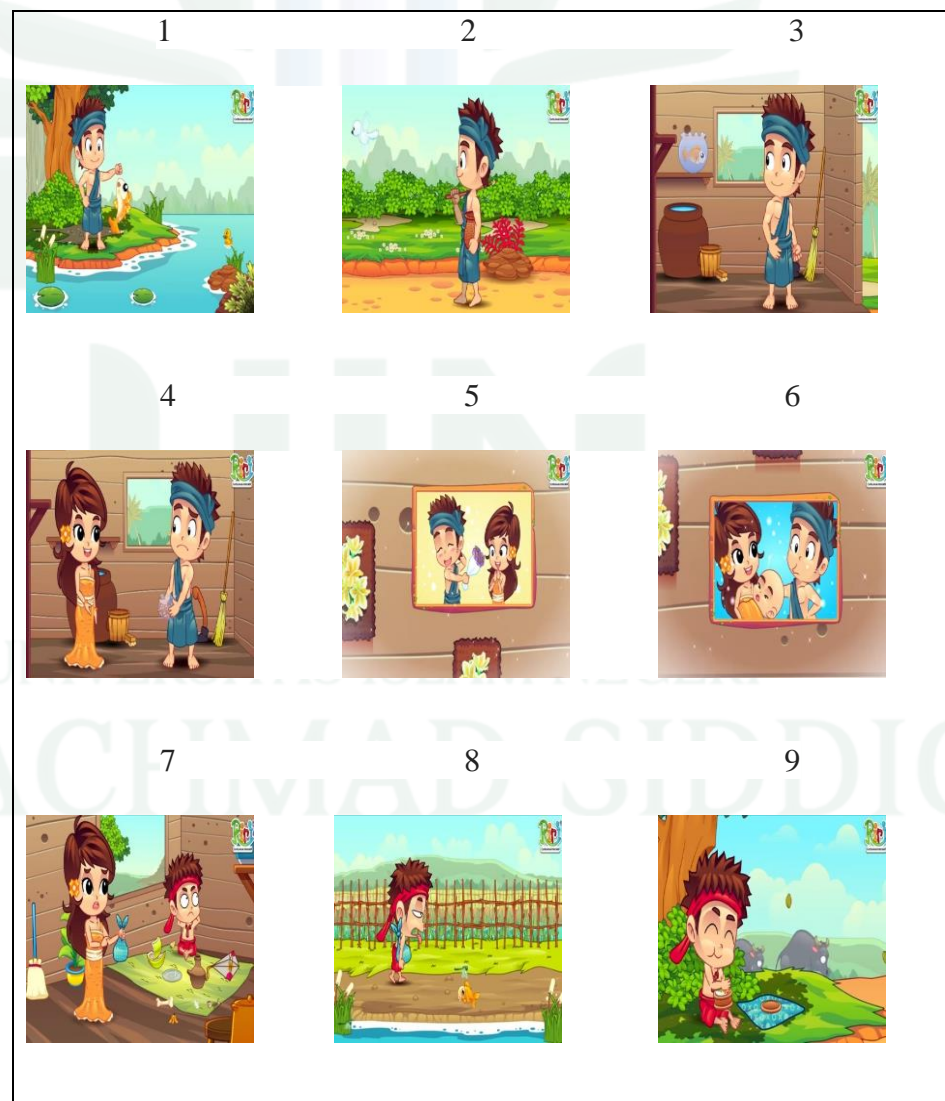
To assess student work, the researcher used a writing rubric. The writing rubric was used to score the students' work. There were some categories which were scored using the writing rubric. They were content, organization, grammar, vocabulary, mechanics. The students' writing was scored by the researcher and the English teacher. The scores that were used were gotten from the pre-test and post-test done by the students. The scores showed whether there was an improvement before the actions were

implemented and after the actions were implemented. The writing rubric

that was used was writing rubric by Jacobs in Reid (1993).[54]

Table 4.4
Scoring Rubric Writing

Aspect	Score	Criteria Score
Content	27-30	Excellent to very good: knowledgeable, substantive development of thesis, relevant to assigned topic
	22-26	Good to average: sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but still lacks detail
	17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	13-16	Very poor: does not show knowledge of subject, little substance, inadequate development of topic
Organization	18-20	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks original sequencing and development
	7-9	Very poor: does not communicate, no organization, or not enough to evaluate

[54] M.j. Reid. *Teaching ESL Writing.* (United States of America: Prentice Hall Regents, 1993), 236-237

Grammar	22-25	Excellent to very good: effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	18-21	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
	11-17	Fair to poor: major problems in simple/complex constructions, frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate
Vocabulary	18-20	Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	Good to average: adequate range, occasional errors, word/idiom choice and usage, word form mastery, appropriate register
	10-13	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	7-9	Very poor: essentially translation, little

			knowledge of English vocabulary, idioms, word form, OR not enough evaluate
Mechanic		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

b. Acting

In the implementing the action, the researcher was as the teacher. The steps of the implementing the action based on the lesson plan had prepared by the researcher. The description of the action that had been implemented was below:

1. Cycle 1

The actions in Cycle I focused on using picture series to improve the students' writing ability in stimulating the idea, enriching the students' vocabulary, improving the language use in the use of the

past tense and organization. The data in Cycle I were gained from the classroom observations, interviews, and the students' work. Further explanation is provided below.

1) First Meeting

The first meeting was conducted on Tuesday, March 1st 2022 in X-IPA 4 class of MAN 2 Banyuwangi. The researcher conducted the teaching and learning process accompanied with the English teacher as collaborator. The English teacher helped the researcher in observing the students and taking the field notes during teaching learning process. Besides, the English teacher also helped the researcher to control the students in the class.

After preparing all of the materials, the researcher started the class by greeting, praying and checking students' attendance and informing them about what they were going to have in the meeting. Next, the researcher started to explain about narrative text include definition, social function, generic structure, the language future in narrative text. The researcher showed the example of narrative text about Si Kancil dan Kera and asked to students to identify the generic structure and language feature in the example of narrative text. In this moment the student focused on the researcher's explanation. They could follow instruction from the researcher well. Besides, they were active to ask a question if they did not understand about the material narrative text.

After the researcher had explained the material, she showed a picture to the students to check their understanding about the material. The researcher gave the question like "What picture is it?" and some students were enthusiastically to answer. The researcher asked the students to describe this picture. In this moment the researcher gave a chance for students who want to give their opinion related to the picture. There were two students raise their hand to answer the question from the researcher. After that, the researcher told about picture series. It related to the rule of the method, and the instruction of how to play the method.

After the researcher had explained and given example of the picture series, the researcher divided the students into pair group discussion and gave a picture series of "Cinderella" to the students in each groups. Next students were trying to picture series based on the rules and instructions that have been told before. They had been brought with jumbled words and jumbled sentences. After the students organized the phrases into the proper order, they then asked to arrange the sentences into the perfect order primarily based on the picture series.

The activity could help them to stimulate their ideas because they learned to arrange a tale by using analyzing the pictures. They did this task in pairs. After they did this undertaking, there had been no serious issues discovered. Most of them may want to set up the

sentences Successfully and additionally they knew the content material of the text. So that it will be capable of set up the jumbled words, they needed to look for the meanings of the tough phrases and recognize the meanings so they may understand the story.

After that, the students had been requested to arrange jumbled sentences based at the picture series. They were now not most effective requested to write the best order of the sentences however also they needed to rewrite them into paragraphs based at the generic structure of the narrative text. This assignment aimed to enhance their potential in organizing the text. After they had been doing the challenge, the researcher saved on foot round to take a look at their work. Most of them did not have any big trouble whilst doing this assignment.

2) Second Meeting

The second meeting was conducted on Friday, March 4th 2022. In the second meeting, the activity was not different from the first meeting. The researcher opened the meeting by greeting, praying and checking students' attendance. Next, the researcher gave a brainstorming to the students by asking about material narrative text to make sure that students still remember about the material. The researcher asked "Do you still remember narrative text?" and all of students said "Yes". The researcher asked again "What is narrative text?" and some students said "teks yang menceritakan sesuatu

bertujuan untuk menghibur para pembaca". The researcher said "Yes, that's right". Then, the researcher asked the generic structure and language feature of narrative text. Some students still remember about it but, several students did not remember about the narrative text.

The researcher re-explained the material about narrative text. After re-explained the material, the researcher gave students example. The researcher gave a picture. Then, the researcher asked the students to explained it. The students were enthusiastic to answer the question by researcher, because most of the students raise their hand to answer it. They explain the picture correctly. It means that students already understand the material. In addition, there were female students who were silent and did not answer the questions from the researcher. Then, the researcher asked her to make sure that she understood the material or not. When the researcher asked her about narrative text, she could answer the questions correctly. It means that she understands the material. After that, the researcher decided to start the material that has done before. The topic was same from the previous meeting.

After that, the researcher formed a group consisting of two students in each group. Then the researcher gave the picture series about "Snow White". In this meeting, students did a post-test for cycle I. On this assignment, the researcher gave them a picture series about "snow white". They consisted of eleven pictures. The researcher gave

extra pictures to them to assist them to get the element of the story and stimulate their thoughts about the story of the pictures. Earlier than asking them to do the assignment, the researcher requested a few questions to them in order to test their know-how and help them to get the story. The researcher walked around the class to see their work and also help them when they had troubles. In this stage, the researcher may want to see the development in their thoughts in writing from the content material in their work. They may write greater sentences and could inform the tale or occasions which passed off in each picture.

2. Cycle II

After having discussion about the result of Cycle I with the collaborator, the researcher planned to conduct Cycle II. Cycle II aimed at giving solutions to the weaknesses of Cycle I. The focuses of the actions in Cycle II which were planned by the collaborators and her were still the same as those in Cycle I. In this cycle she showed some pictures for brainstorming and used the other one for the students to work with their friends until in the last task they wrote their texts independently.

In Cycle I, they were proved to be successful in stimulating their ideas. However, there were still some of them who had difficulties in organizing their writing based on the generic structure and wrote their work in one paragraph. Therefore, In Cycle II, the

researcher still used picture series and explained briefly again about the narrative text. Then, she discussed the organization of the model text and asked them to arrange jumbled words and jumbled sentences based on the picture series and then rewrite them into good paragraphs based on the generic structure. She also always reminded them to write their writing in paragraphs. In the last task they wrote the story based on the picture series individually.

1) First meeting in cycle II

The first meeting in cycle II was conducted on Tuesday, March 8th 2022. In this meeting, the activity was not different from the cycle I. The researcher opened the meeting by greeting, praying and checking students' attendance. After that, the researcher asked the students about the last meeting, and the researcher reviewed about the narrative text.

In this meeting, the students had been given picture series about "The Ugly Duckling." There were 9 pix on this picture series. They had been brought with jumbled words and jumbled sentences. After the students organized the phrases into the proper order, they then asked to arrange the sentences into the perfect order primarily based on the picture series as like before, but at this meeting, students worked individually. The researcher gave extra pictures to them to assist them to get the element of the story and stimulate their thoughts about the story of the pictures. Earlier than asking them to do the

assignment, the researcher requested a few questions to them in order to test their know-how and help them to get the story. The researcher walked around the class to see their work and also help them when they had troubles. In this stage, the researcher may want to see the development in their thoughts in writing from the content material in their work. They may write greater sentences and could inform the tale or occasions which passed off in each picture.

2) Second Meeting

In this stage, the researcher gave post-test for students to know the improvement of students writing skill in cycle II. The writing test was conducted on Friday March 11st 2022. The researcher opened the class by greeting, praying and checking students' attendance. In this meeting, all of students were attended and followed the test. There were seventeen students in this class.

The researcher prepared seventeen picture series about "The Legend of Danau Toba" to post-test the students writing ability. Each student gets one picture. After that, the researcher asked the students to make narrative text according to the picture series that had been given. In this post-test, the researcher did not allow the students to ask their friends, they were only allowed to open their respective dictionaries. The post-test takes about forty minutes. When the researcher started the test, the class conditions were conductive.

The post-test can run smoothly until all students complete the test. Students followed the instructions of the researcher well. After that, the researcher closed the class by greeting and praying before leaving the class.

c. Observing

In this phase, the researcher reflected the implementation of Picture Series. It took four meetings in two cycles to make great improvement toward students writing skill. The researcher conducted treatment to help them in improving their writing skill. This treatment and evaluations certainly changed the students' performance toward writing.

The field note in the first meeting in cycle I, the students were enthusiastically in the lesson given through Picture Series. Some students can easily work on the questions given easily. They also actively ask questions that they do not understand and can answer questions from researcher. Some students also expressed their opinions, although some other students just silently watched the other students in their group. This can be seen from when researchers ask students, they tend to ask other students in their group.

The researcher checked the field note of the second meeting in cycle I. The students focused on the researcher's explanation. They understand well about narrative text. The students could have recognized and determine the generic structure. In the second meeting, students also experienced very good development. This can be seen when students are

given the same material with different stories they easily work on these questions. In this meeting, the condition of the class was also better and more conducive than the previous meeting. In addition, most of all students are also enthusiastic in working on the questions given, it can be seen from the frequent interactions between researchers and students, even students who previously only paid attention to the performance of their groups, they also participated in this second meeting.

The field notes of the first meeting in cycle II were not much different from the previous meetings. The conditions in the classroom during the learning process were relatively conducive even though there were some students who still wandered over to their closest friends. However, their ability to work on the given questions has increased. Even though they have to work individually, students are proven to be able to solve the questions given on time.

The field note of the last meeting in the cycle II, the students' abilities increased. They find it easier to do the questions given. Comparing to the previous meetings, this last meeting was much better. They were all enthusiastic about the questions given. There is less interaction between students and researchers, this indicates that they can already master the material given even though they are working individually.

d. Reflecting

After conducting the actions in Cycle I, the researcher and the collaborators evaluated the actions. In order to fulfil the democratic and dialogic validity, they had a discussion to analyses the data gained from the observations, the interviews, and the students' writing scores.

The implementation of picture series to stimulate the students' ideas and organizing their writing was proven to be successful. They could develop more ideas for the story and their writing was longer than those in the pre-test. From the interview also could be seen that they found it easier to write by using picture series as media. In the Cycle I, the content of their writing was already improved and in Cycle II their writing showed a better improvement. They could write a complete story with more details. The researcher only gave guidance in the beginning of the individual activity just to make sure they understood the story but after that all of the students could develop their ideas of the story by themselves. They also did not feel confused about what they had to write in their story anymore. In Cycle I, the students had difficulties in organizing the text and lack of vocabulary. There were many students who still wrote in one paragraph and had difficulties in arranging the sentences into a good paragraphs based on the generic structure. In cycle II, the researcher gave an explanation about the organization of a narrative text to the students and provided them some exercises with picture series as media to help them to identify the sentences belong to the orientation, the complication and the

resolution. The exercises were arranging jumbled words, jumbled sentences and then rewriting the sentences into good paragraphs based on the generic structure of the narrative text. The researcher also used picture series as media to help them to write the text. In the cycle II, the researcher could see the improvement on their organization skill with good grammar and increase their vocabulary mastery. They could differentiate the generic structure of the narrative text and write well organized and cohesive writing.

Related to the results of Cycle II, it was shown that all actions were successful to improve the students' writing ability. As the objective of the study was achieved, the collaborator and the researcher agreed to end the research in this cycle.

2. **The Result of Post-Test in Cycle I**

To know the result of students' writing of post-test we can see from the table here:

Table 4.5
Writing Score after Implementation the Action

No	Name	Score					Total Score	Criteria
		C	O	G	V	M		
1	Achmad Kavin Adzka	18	15	17	11	3	64	Unsuccessful
2	Adinda Galuh Puspita	18	15	17	11	3	64	Unsuccessful
3	Alivia Suci Tasya	20	17	15	10	3	65	Unsuccessful
4	Arina Khosim Saputri	20	17	15	10	3	65	Unsuccessful

5	Arinda Afika Ramadhani	28	20	15	16	4	83	Successful
6	Herdina Zemima Jasmine	28	20	15	16	4	83	Successful
7	Jean Lutfia Ningsih	18	18	18	11	3	68	Unsuccessful
8	Julia Nurul Fayati	18	18	18	11	3	68	Unsuccessful
9	Keysa Chelsea Azzahra	28	18	20	15	4	85	Successful
10	M. Fikri Azril Haidar	28	18	20	15	4	85	Successful
11	M. Danial Kholis	27	20	20	15	4	86	Successful
12	Nabila Putri Ramadhani	27	20	20	15	4	86	Successful
13	Nayla Putri Arika	20	18	17	17	4	76	Successful
14	Rifka Dhakiyah W.U. G	20	18	17	17	4	76	Successful
15	Virginia Salsabila	15	18	19	15	3	70	Unsuccessful
16	Willis Septi Dewi	15	18	19	15	3	70	Unsuccessful
17	Zahra Loliyah Munawir	15	18	19	15	3	70	Unsuccessful
	Total Score						1264	

The average students high score:

$$M = \frac{\sum x}{N} \text{ x } 100\%$$

$$M = \frac{1264}{17} \text{ x } 100\%$$

$$M = 74,35$$

Explanation:

M = The average of students score (mean)

$\sum$x = The sum of score

N = The number of students

The result of writing test:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{8}{17} \times 100\%$$

$$E = 47,05\%$$

Explanation:

E = The percentage of students who achieved minimum

standard score

n = The number of students who achieved the minimum

score

N = The total number of students

From the result students' average score above, it could be said that the cycle I   was unsuccessful. The students' average score improved the students' writing skill after implementing Picture Series. Besides, after knowing about the average score of students, the researcher calculated the percentage of students who reached the minimum standard score. The percentage of students who got the minimum score was 47,05%. However,

even though the students' abilities were increasing, the researcher was not satisfied with the scores obtained by the students. There are still many of them who are still not able to reach the KKM standard, therefore she does cycle II.

3. **The result of Post-Test in Cycle II**

To know the result of students' writing of post-test we can see from the table here:

Table 4.6
Writing Score after Implementation **the Action**

No	Name	Score					Total Score	Criteria
		C	O	G	V	M		
1	Achmad Kavin Adzka	22	18	20	20	3	83	Successful
2	Adinda Galuh Puspita	25	17	22	12	4	80	Successful
3	Alivia Suci Tasya	17	18	20	18	4	77	Successful
4	Arina Khosim Saputri	27	20	15	16	4	82	Successful
5	Arinda Afika Ramadhani	28	20	22	15	3	88	Successful
6	Herdina Zemima Jasmine	25	18	17	16	4	80	Successful
7	Jean Lutfia Ningsih	20	17	17	17	3	74	Unsuccessful
8	Julia Nurul Fayati	17	18	15	17	3	70	Unsuccessful
9	Keysa Chelsea Azzahra	27	19	21	14	4	85	Successful
10	M. Fikri Azril Haidar	26	20	22	13	4	85	Successful
11	Muhammad Danial Kholis	25	18	15	18	4	80	Successful

12	Nabila Putri Ramadhani	28	20	22	14	4	88	Successful
13	Nayla Putri Arika	27	19	20	16	4	86	Successful
14	Rifka Dhakiyah W.U. G	26	18	22	12	4	82	Successful
15	Virginia Salsabila	20	17	17	17	3	74	Unsuccessful
16	Willis Septi Dewi	25	19	20	17	4	85	Successful
17	Zahra Loliyah Munawir	28	20	22	15	4	89	Successful
	Total Score						1388	

The average students high score:

$$M = \frac{\sum x}{N} \text{ x } 100\%$$

$$M = \frac{1388}{17} \text{ x } 100\%$$

$$M = 81,65$$

From the result students' average score above, it could be said that the cycle II was successful. The students' average score improved the students' writing skill after implementing Picture Series. Besides, after knowing about the average score of students, the researcher calculated the percentage of students who reached the minimum standard score. The percentage of students who got the minimum score was 82,35%. It could be seen by the formula:

The result of writing test:

$$E = \frac{n}{N} \text{ x } 100\%$$

$$E = \frac{14}{17} \text{ x } 100\%$$

$$E = 82{,}35\%$$

Based the result above, the researcher concluded the implementation of Picture Series could improve the students' writing skill. The result showed that there were 14 students or 82,35% of students who reach the score above the Minimum Mastery Criterion (KKM 75) meanwhile other 3 students did not reach the minimum score criterion. It means that the result of cycle II was successful and the researcher did not need to conduct the next cycle.

C. DISCUSSION

This section presented the discussion of the research finding of teaching writing by using Picture Series related to the theories. In the pre-test, the students had difficulties in generating and organizing the ideas to write and many of them still used the present tense to write a narrative text. The mean of the students' total score in the pre-test is 61,59. In Cycle I, the students showed some improvements especially in the content where the students could write longer writing although many of them still had difficulties in the organization of the text and the use of the past tense. The students' mean score is 74,35. In the post test, the students showed better improvements. They could write well-organized writing and they became more aware of using the past tense. The students' mean score in the post-test is 801,65 there were 14 students or 82,35% of the students who got the score above the passing grade, meanwhile the other 3 students were below

that criterion. This research was successful, because the results of students' writing test score could have achieved the criteria of success.

The problems that had been located inside the English teaching and learning process of writing before the implementation had been related to the students' problems in generating, growing their ideas and organizing their paragraphs. The students also had problems in using the right grammar guidelines for a certain text and deciding on suitable words for a sure context. In addition, they had low motivation in gaining knowledge of English. Therefore, the actions to overcome the issues have been wished inside the situation. Picture series had been chosen because the media to improve the students' writing ability due to the fact picture series is one of the media this is aid the procedure of brainstorming at some stage in the procedure of writing as visual aids that stimulates to provide inspirations to specific something. This statement supported by Metiawati in Nur (2019) thesis, he said that picture series contains the series of picture forming a story.[55] The result of the study that Picture Series can be used as cues for the retelling a story and picture series guided them to write and compose each paragraph.[56]

Picture series may be utilized in various teaching learning activities mainly teaching writing in narrative text. Through the usage of picture series, students are able to develops their thoughts so that it cases students to constructed idea of the tale will be written by way of them. The research

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[55] Muhammad Nur, 38
[56] Muhammad Nur, 38

finding that the students' writing skill by using picture series as Media showed the development of the students' writing skill within the term of content and language use. From the improvement confirmed the process in pre-test and post-test. The result of the students writing in pre-test turned into low, particularly in finding the content material and language use. It showed that the students couldn't specific their thoughts and their comprehensible. It was before the use of picture series as media in writing activity.

Based on the problem above, the writer gave the treatment through the use of picture series as media, so that the students could show the improvement in post-test. In pre-test, the researcher best gave the essay textual content to realize their earlier expertise before the use of picture series as media. At the start, their writing skill in narrative text turned into very bad. Almost of them have been harassed and spent a great deal time to jot down. They are trouble in writing properly and they have got problem in expressing their concept to finish their writing's content. After students have been given a pre-test, the researcher gave the treatment with the aid of the use of picture series as media. Because the end result, students become active and experience in writing activity in narrative text. They would be easy to do writing interest. Most in their utterance have been accurate and no need to write for a long time. The result of students imply rating after offering in teaching writing ability by the usage of picture series as media is higher than before the treatment is given to the

students. Before giving the treatment, the students' writing skill in content material and language use are honest. After giving the treatment, their writing skill is significantly improving and categorized as good.

Based on the discussion above, the implementation of picture series to teach writing in narrative text was Successful because the end result of students' writing test score may want to attain the standards of achievement. Picture series is one of the instructional media to overcome the writing problems specially in writing narrative text. Picture series is a creative concept to broaden standards of the story written by way of the students. Previously, they are difficult to integrate sentences in creating a composition because they are loss of thoughts. By using picture series students can build principles and raise the thoughts of the tale they write. In this study, researchers used picture series media as a tool to help students understand the material. Apart from the results of the research that the researcher has described, there are other factors that might influence the development of students' writing skills. Support from teachers to students is one of the external factors that can affect students' understanding in understanding any given material.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the information of the conclusions and suggestions. The discussion of each point will be presented below.

A. Conclusions

Based on the result of this research, it can be concluded that the use of picture series as media in the teaching and learning process can improve the students' writing ability in narrative text at MAN 2 Banyuwangi. In this research, the researcher arrange picture series consisted of Cinderella, Snow white, The ugly Duckling, and The Legend of Danau Toba. The picture series were arranged in good sequence with the completed picture in each story. The result of pre-test was 60,59, the result in Cycle I was 74,35 and the result of post-test was 81,65.

B. Recommendation

Based on the conclusion and implication that have been explained, some suggestions are directed to the English teachers and other researchers.

1. English teachers

In order to improve the students' writing ability, it is important to teach the students with the appropriate technique and media to get maximum result. Picture series can be one of good media that can be used in the teaching and learning process of writing. They can stimulate the students' ideas and improve the students' motivation in learning writing. Because of these reasons, it is advisable for the English teachers to use

76

picture series as media in the process of teaching and learning writing. However, English teachers should choose picture series that are interesting and clearly shows the event or the action so that they can attract the students' attention and help the students write their stories. Teachers also should give more compliments on the students' hard work in order to encourage them and give them confidence.

2. Other researchers

For other researchers who are interested in conducting researches in the same field, the researcher suggests that it is better to choose pictures that are interesting, colorful, and clearly tell the detail of each event as media in the teaching and learning process. The research subject's interests are also important to be considered.

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MATRIX

TITLE	VARIABLES	SUB - VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM	HYPOTESIS
The use of picture series as media to improve student's writing ability in narrative text at tenth grades MAN 2 Banyuwangi	1. Writing ability 2. Picture series	a. Narrative text b. Picture cued	• Content • Organization • Vocabulary • Grammar • Mechanics • Picture guided story • Relevant words	1. Subject: The 1st grade students of MAN 2 Banyuwangi in the academic year of 2021 – 2022 2. Collaboration by English teacher and the researcher	Research design CAR with cycles: 1. Planning of the action 2. Implementation of the action 3. Classroom observation and evaluation 4. Reflection of the action $\% = \dfrac{n}{N} \times 100\%$	Is picture series able to improve the 1st grade students' writing ability in narrative text at MAN 2 Banyuwangi in the academic year of 2021 - 2022?	Using picture series is able to improve the writing ability in narrative text at 1st grade students of MAN 2 Banyuwangi in the academic year of 2021 - 2022

watermark text

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CYCLE I

Satuan Pendidikan   : MAN 02 Banyuwangi

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X/1

Materi Pokok   : Narrative Text

Alokasi Waktu   : 4x40 menit

B. KOMPETENSI INTI

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. KOMPETENSI DASAR dan INDIKATOR

KOMPETENSI DASAR	MENANGKAP PENCAPAIN KOMPETENSI
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Mengidentifikasi fungsi sosial, struktur teks tentang naratif teks 8.8.2 menyebutkan contoh-contoh dari naratif teks
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *naratif*, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1 Menyusun kalimat acak menjadi cerita yang bagus dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks 4.8.2 menulis kalimat yang benar dan bermakna yang berhubungan dengan gambar secara berkelompok 4.8.3 menulis teks naratif berdasarkan gambar secara individu

D. TUJUAN PEMBELAJARAN

Secara individu maupun berkelompok peserta didik mampu:

1. Mengidentifikasi fungsi social, struktur teks, unsur kebahasaan, teks naratif
2. Mengidentifikasi contoh-contoh teks naratif
3. Menangkap makna dalam teks naratif lisan dan tulis sederhana
4. Membuat teks naratif dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

E. MATERI PEMBELAJARAN

   1. **Narrative Text**

      a. **Read the text**

<div align="center">Si Kancil dan Kera</div>

One day, Kancil was very hungry. He walked here and there, but did not get food. Finally, Kancil saw Apes engrossed in eating bananas in a tree. "It looks good," said Kancil.

Kancil wanted to eat the banana. However, how do you take the banana? Climbing a tree, he can't. "Asking Apes, surely he didn't give bananas. The monkey is stingy. "Thought the Kancil. Kancil was looking for a way to get bananas from apes, finally he got the sense to get the bananas from apes. He pelted Apes with a small stone. At first Apes didn't care. Kancil did not despair, Kancil continued to pelt Apes. He tried to upset the Apes with his actions. Eventually Apes became angry and annoyed. He finally threw back at Kancil. At first the Ape threw the Kancil with a banana peel. After the banana peel was finished, the Apes pelted Kancil with bananas.

With his clever sense, Kancil pretended to be in pain. Kera was increasingly excited about throwing bananas until all the bananas were thrown at the Kancil. The ape is satisfied and leaves the tree. After Kera left, Kancil began collecting bananas scattered and eating bananas casually. "Hmmm …This banana is delicious."

b. **Arrange the jumbled words below into a good sentences and arrange the sentences into a good story based on the pictures.**

a) (named - beautiful girl - there was - Once upon a time – a - Cinderella)
   Once upon a time, there was a beautiful girl named Cinderella.
   (and – She - two stepsisters - lived - with - her stepmother)
   She lived with her stepmother and two stepsisters.
   (mean - They - very - were)
   They were very mean.
b) (a - the palace - party - One day- held)
   ....
   (Cinderella - did not - The stepmother - to come - allowed)
   ....
   (sad – was - Cinderella - very)

....

c) (go to - Cinderella - at 12 o'clock - could - back home come - she must - but - the party)

....

(with - In the party - the prince - she - danced)

....

d) (Because - forgot - the time – was – Cinderella - so happy - she almost)

....

(then – Cinderella - ran - home - to go)

....

(her - glass shoes - One of - came off)

....

e) (the glass shoe - The prince - searched - the servants - the owner of - and)

....

(tried - fit - All woman - no one - but - to wear it - the shoe)

....

(tried it - perfectly - and it - fit her - Cinderella)

....

f) (Suddenly - mother - a fairy - appeared - god)

....

(into beautiful gown - became glass shoes - Cinderella's clothes – changed - and - changed – She - her shoes)

....

g) (The prince - Cinderella – brought – to - the palace)

....

(He – lived - Cinderella - married - and - happily ever after)

....

c. Arrange the sentences into a good story based on the pictures

- Struktur teks:

  A narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

- Langkah-langkah menyusun teks naratif adalah:

  ➢ Orientasi/orientationin adalah di mana narator memberi tahu penonton tentang siapa yang ada dalam cerita, kapan cerita terjadi dan di mana aksi terjadi.

> ➢ Komplikasi/complication adalah yang memicu rantai peristiwa yang memengaruhi apa yang akan terjadi dalam cerita
>
> ➢ Resolusi/resolution adalah di mana karakter memecahkan masalah yang dibuat dalam komplikasi

3. Ciri-ciri narative teks

> ➢ Menggunakan Simple Past Tense
>
> ➢ Menggunakan Noun tertentu untuk sebagai kata ganti orang.
>
> ➢ Menggunakan Adjective yang membentuk Noun Phrase.
>
> ➢ Menggunakan Conjunction untuk mengurutkan kejadian-kejadian.

F. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

Pendekatan   : Scientific approach

Model Pembelajaran : Kelompok

Metode   : Genre-based approach

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media: Picture Series

2. Alat: Papan tulis, board maker dan alat lain yang relevan

3. Sumber belajar

   - English Book for Vocational high school students grade X

   - Video dari You Tube

   -Internet (http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuanstruktur-ciri-dan.html#ixzz3slkvHpKP)

H. LANGKAH – LANGKAH PEMBELAJARAN

1. Kegiatan Pendahuluan (15 Menit)

   Guru menyampaikan lingkup penilaian, tehnik penilaian yang akan digunakan.

   > ➢ Pendidik mengucapkan Salam kepada peserta didik (greeting)

➢ Pendidik mengecek kehadiran peserta didik

➢ Berdo'a Bersama (PPL, Religius)

➢ Pendidik melakukan apersepsi dan motivasi tentang memberikan informasi terkait belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari

➢ Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan dalam pembelajaran.

➢ Pendidik menyampaikan tujuan pembelajaran.

2. Kegiatan Inti (65 Menit)

❖ Mengamati

➢ Peserta didik mengamati materi Narative text yang dijelaskan oleh guru

➢ Guru memberikan beberapa contoh tentang narative text

➢ Peserta didik mencermati beberapa contoh narative text dengan menganalisis structure dan unsur kebahasaan yang ada dalam narative text

❖ Menanya

➢ Dengan bimbingan dan arahan guru, siswa mempertanyakan terkait materi narative text yang telah diberikan oleh guru

➢ Peserta didik bertanya dan menjawab beberapa pertanyaan dari guru terkait materi narative text

❖ Mengumpulkan Informasi

➢ Peserta didik diminta untuk membaca rujukan dari berbagai sumber, termasuk buku LkS, untuk mengetahui lebih detail tentang fungsi social, struktur teks dan unsur kebahasaan dari narative text

❖ Mengasosiasi

➢ Siswa dibagi menjadi beberapa kelompok

➢ Peserta didik berkumpul dengan kelompoknya

➢ Guru memberi penjelasan mengenai aturan permainan

❖ Mengkomunikasikan

  ➢ Secara berkelompok, peserta didik berlatih menyusun kata-kata acak berdasarkan picture series yang diberikan dan menulis ulang urutan yang benar dalam paragraf berdasarkan generik struktur

3. Kegiatan Penutup (10 Menit)

  ➢ Peserta didik dan guru mengucapkan salam perpisahan.

  ➢ Pendidik bersama–sama dengan peserta didik membuat rangkuman /simpulan pelajaran yang telah dipelajari

  ➢ Pendidik mempersilahkan ketua kelas untuk memimpin doa penutup

  ➢ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

  ➢ Pendidik dan peserta didik asking memberi Salam (leave taking)

I. PENILAIAN HASIL BELAJAR

Skor maksimum tugas = 100

Rubrik Penilaian Tulisan

Aspect	Score	Criteria Score
Content	30-27	Excellent to very good: knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to average: sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but still lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, little substance, inadequate development of topic
Organization	20-18	Excellent to very good: fluent expression, ideas clearly 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 original sequencing and development
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate
Grammar	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/complex constructions, frequent errors of 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
Vocabulary	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, word/idiom choice

			and usage, word form mastery, appropriate register
		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 evaluate
	Mechanic	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

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CYCLE II

Satuan Pendidikan : MAN 02 Banyuwangi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Narrative Text
Alokasi Waktu : 4x40 menit

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR dan INDIKATOR

KOMPETENSI DASAR	MENANGKAP PENCAPAIN KOMPETENSI
3.8 Membedakan fungsi sosial, struktur teks, dan unsur	3.8.1 Mengidentifikasi fungsi sosial, struktur teks tentang naratif

kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	teks 8.8.2 menyebutkan contoh-contoh dari naratif teks
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *naratif*, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1 Menyusun kalimat acak menjadi cerita yang bagus dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks 4.8.2 menulis kalimat yang benar dan bermakna yang berhubungan dengan gambar secara berkelompok 4.8.3 menulis teks naratif berdasarkan gambar secara individu

C. TUJUAN PEMBELAJARAN

Secara individu maupun berkelompok peserta didik mampu:

1. Mengidentifikasi fungsi social, struktur teks, unsur kebahasaan, teks naratif
2. Mengidentifikasi contoh-contoh teks naratif
3. Menangkap makna dalam teks naratif lisan dan tulis sederhana
4. Membuat teks naratif dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. MATERI PEMBELAJARAN

    a. Arrange the jumbled words below into a good sentences and arrange the sentences into a good story based on the pictures.

3. (Long time ago - ugly duckling - lived - an)
   Long time ago, lived an ugly duckling.
   (always - think - He)
   He always thinks.
   (very - was – ugly - he)
   he was very ugly.
4. (will not - play with him - His brothers - and teased him)
   ....
5. (in the water - One day - he seen and cried - his reflection)
   ....
6. (decided - He - and go far away - to leave home - into the forest)
   ....

7. (a cottage – He - saw)

....

(He - for a while – stayed – there - and left)

....

8. (A farmer - but he was - taken him home - scared of the children)

....

(he – Then - left)

....

9. (spend - the winter - The ugly duckling - in a pond)

....

10. (a beautiful swan - One day - he saw - in the pond - and fall in love with her - swimming)

....

11. (thought – He - he is ugly - still that)

....

(his own reflection – But - he saw - when he was surprised - in the water)

....

b. Arrange the sentences into a good story based on the pictures

7	8	9

10	11	12

13	14	15

16	17

Picture Source: https://youtu.be/Ixg99LvYHXI

E. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

Pendekatan   : Scientific approach

Model Pembelajaran : Kelompok

Metode   : Genre-based approach

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media: Picture Series
2. Alat: Papan tulis, board maker dan alat lain yang relevan
3. Sumber belajar

    - English Book for Vacational high school students grade X

    - Video dari You Tube

    -Internet

    (http://www.kursusmudahbahasainggris.com/2013/09/pengertian-

    tujuanstruktur-ciri-dan.html#ixzz3slkvHpKP)

G. LANGKAH – LANGKAH PEMBELAJARAN

1. Kegiatan Pendahuluan (15 Menit)

    Guru menyampaikan lingkup penilaian, tehnik penilaian yang akan digunakan.

    Pendidik mengucapkan Salam kepada peserta didik (greeting)

    ➢ Pendidik mengecek kehadiran peserta didik

    ➢ Berdo'a Bersama (PPL, Religius)

    ➢ Pendidik melakukan apersepsi dan motivasi tentang memberikan informasi terkait belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari

    ➢ Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan dalam pembelajaran.

    ➢ Pendidik menyampaikan tujuan pembelajaran.

2. Kegiatan Inti (65 Menit)

❖ Mengamati

➤ Peserta didik mengamati materi Narative text yang dijelaskan oleh guru

➤ Guru memberikan beberapa contoh tentang narative text

➤ Peserta didik mencermati beberapa contoh narative text dengan menganalisis structure dan unsur kebahasaan yang ada dalam narative text

❖ Menanya

➤ Dengan bimbingan dan arahan guru, siswa mempertanyakan terkait materi narative text yang telah diberikan oleh guru

➤ Peserta didik bertanya dan menjawab beberapa pertanyaan dari guru terkait materi narative text

❖ Mengumpulkan Informasi

➤ Peserta didik diminta untuk membaca rujukan dari berbagai sumber, termasuk buku LkS, untuk mengetahui lebih detail tentang fungsi social, struktur teks dan unsur kebahasaan dari narative text

❖ Mengasosiasi

➤ Siswa dibagi menjadi beberapa kelompok

➤ Peserta didik berkumpul dengan kelompoknya

➤ Guru memberi penjelasan mengenai aturan permainan

❖ Mengkomunikasikan

➤ Secara individu, peserta didik berlatih menyusun kata-kata acak berdasarkan picture series yang diberikan dan menulis ulang urutan yang benar dalam paragraf berdasarkan generik struktur

3. Kegiatan Penutup (10 Menit)

➤ Peserta didik dan guru mengucapkan salam perpisahan.

➤ Pendidik bersama–sama dengan peserta didik membuat rangkuman /simpulan pelajaran yang telah dipelajari

➤ Pendidik mempersilahkan ketua kelas untuk memimpin doa penutup

> ➤ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
> ➤ Pendidik dan peserta didik asking memberi Salam (leave taking)

H. PENILAIAN HASIL BELAJAR

Skor maksimum tugas = 100

Rubrik Penilaian Tulisan

Aspect	Score	Criteria Score
Content	27-30	Excellent to very good: knowledgeable, substantive development of thesis, relevant to assigned topic
	22-26	Good to average: sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but still lacks detail
	17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	13-16	Very poor: does not show knowledge of subject, little substance, inadequate development of topic
Organization	18-20	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
	14-17	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	10-13	Fair to poor: non-fluent, ideas confused or disconnected, lacks original sequencing and development

	7-9	Very poor: does not communicate, no organization, or not enough to evaluate
Grammar	22-25	Excellent to very good: effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	18-21	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
	11-17	Fair to poor: major problems in simple/complex constructions, frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate
Vocabulary	18-20	Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	Good to average: adequate range, occasional errors, word/idiom choice and usage, word form mastery, appropriate register
	10-13	Fair to poor: limited range, frequent errors of word/idiom form, choice,

		usage, meaning confused or obscured
	7-9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough evaluate
Mechanic	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

Appendix 3

Question Interview

A. Teacher

1	Is there any obstacles or difficulty in teaching English?)
2	In what aspect do the students have difficulties?
3	Besides vocabulary and grammar, is there another problem faced by the students on learning writing?
4	Where did you get the material?
5	How was the teaching and learning process? What media did you use?)
6	Have you ever used learning strategies or methods that can increase students' interest in learning English, for example, used picture series?
7	What is the KKM score for English subject at this school?

B. Students

1	What's the most difficult thing when learning English?
2	What obstacles do you have difficulty in writing English?
3	Does the teacher often teach writing, or not?
4	If it's the media, what do you usually use? For example pictures, videos, movies like that
5	Do you prefer to study using pictures or not?

Appendix 4

Writing Score
Writing score in the preliminary study

No	Name	Score					Total Score	Criteria
		C	O	G	V	M		
1	Achmad Kavin Adzka	17	11	15	8	3	54	Unsuccessful
2	Adinda Galuh Puspita	20	15	11	12	3	61	Unsuccessful
3	Alivia Suci Tasya	15	15	12	10	3	55	Unsuccessful
4	Arina Khosim Saputri	22	15	14	13	3	67	Unsuccessful
5	Arinda Afika Ramadhani	25	17	15	15	4	76	Successful
6	Herdina Zemima Jasmine	17	17	10	15	4	63	Unsuccessful
7	Jean Lutfia Ningsih	18	14	15	8	2	57	Unsuccessful
8	Julia Nurul Fayati	13	11	10	14	2	49	Unsuccessful
9	Keysa Chelsea Azzahra	27	15	18	12	3	75	Successful
10	M. Fikri Azril Haidar	15	16	15	15	3	64	Unsuccessful
11	M. Danial Kholis	15	11	14	12	3	55	Unsuccessful
12	Nabila Putri Ramadhani	27	14	18	14	4	77	Successful
13	Nayla Putri Arika	19	16	17	11	2	65	Unsuccessful
14	Rifka Dhakiyah W.U. G	18	14	12	13	3	60	Unsuccessful
15	Virginia Salsabila	13	12	9	14	2	50	Unsuccessful
16	Willis Septi Dewi	19	15	12	14	4	64	Unsuccessful
17	Zahra Loliyah Munawir	15	15	9	13	3	55	Unsuccessful
	Total Score						1047	

The average students high score:

$$M = \frac{\Sigma x}{N} \text{ x } 100\%$$
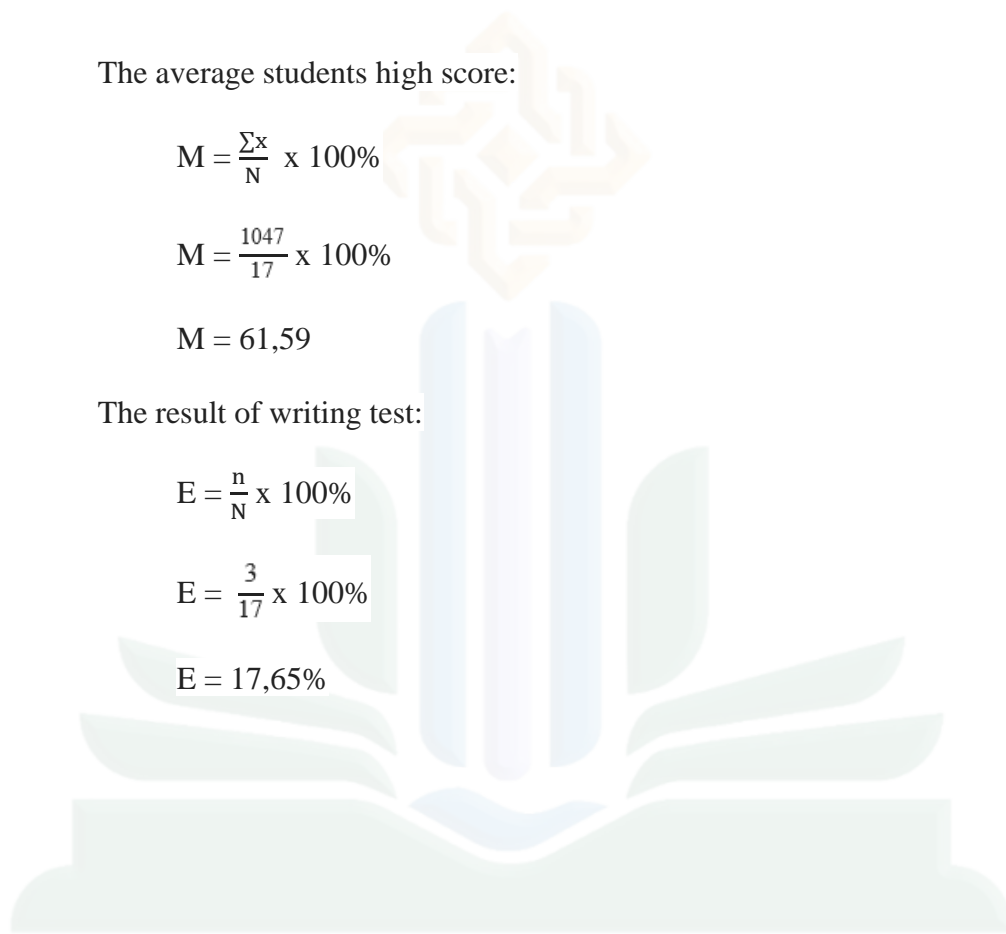
$$M = \frac{1047}{17} \text{ x } 100\%$$

$$M = 61,59$$

The result of writing test:

$$E = \frac{n}{N} \text{ x } 100\%$$

$$E = \frac{3}{17} \text{ x } 100\%$$

$$E = 17,65\%$$

Writing score in cycle I

No	Name	Score					Total Score	Criteria
		C	O	G	V	M		
1	Achmad Kavin Adzka	18	15	17	11	3	64	Unsuccessful
2	Adinda Galuh Puspita	18	15	17	11	3	64	Unsuccessful
3	Alivia Suci Tasya	20	17	15	10	3	65	Unsuccessful
4	Arina Khosim Saputri	20	17	15	10	3	65	Unsuccessful
5	Arinda Afika Ramadhani	28	20	15	16	4	83	Successful
6	Herdina Zemima Jasmine	28	20	15	16	4	83	Successful
7	Jean Lutfia Ningsih	18	18	18	11	3	68	Unsuccessful
8	Julia Nurul Fayati	18	18	18	11	3	68	Unsuccessful
9	Keysa Chelsea Azzahra	28	18	20	15	4	85	Successful
10	M. Fikri Azril Haidar	28	18	20	15	4	85	Successful
11	M. Danial Kholis	27	20	20	15	4	86	Successful
12	Nabila Putri Ramadhani	27	20	20	15	4	86	Successful
13	Nayla Putri Arika	20	18	17	17	4	76	Successful
14	Rifka Dhakiyah W.U. G	20	18	17	17	4	76	Successful
15	Virginia Salsabila	15	18	19	15	3	70	Unsuccessful
16	Willis Septi Dewi	15	18	19	15	3	70	Unsuccessful
17	Zahra Loliyah Munawir	15	18	19	15	3	70	Unsuccessful
	Total Score						1264	

The average students high score:

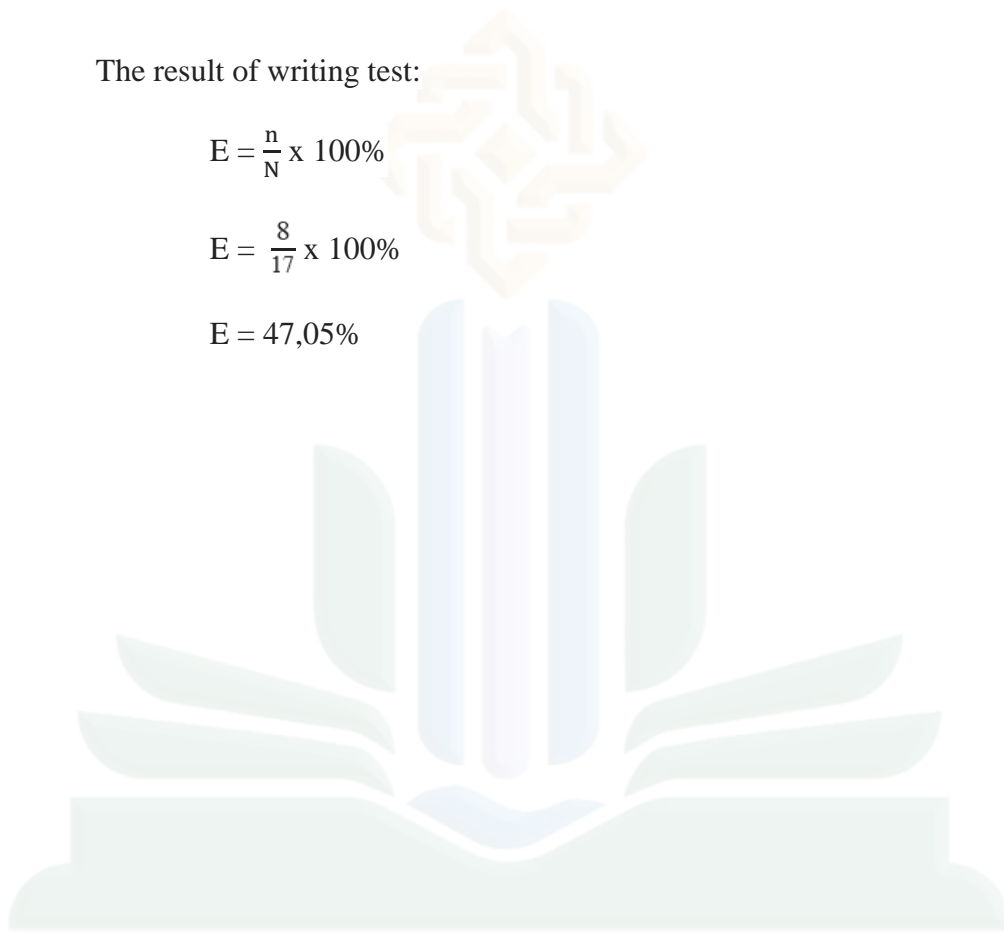$$M = \frac{\sum x}{N} \text{ x } 100\%$$

$$M = \frac{1264}{17} \text{ x } 100\%$$

$$M = 74{,}35$$

The result of writing test:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{8}{17} \times 100\%$$

$$E = 47{,}05\%$$

Writing score in cycle II

No	Name	C	O	G	V	M	Total Score	Criteria
				Score				
1	Achmad Kavin Adzka	22	18	20	20	3	83	Successful
2	Adinda Galuh Puspita	25	17	22	12	4	80	Successful
3	Alivia Suci Tasya	17	18	20	18	4	77	Successful
4	Arina Khosim Saputri	27	20	15	16	4	82	Successful
5	Arinda Afika Ramadhani	28	20	22	15	3	88	Successful
6	Herdina Zemima Jasmine	25	18	17	16	4	80	Successful
7	Jean Lutfia Ningsih	20	17	17	17	3	74	Unsuccessful
8	Julia Nurul Fayati	17	18	15	17	3	70	Unsuccessful
9	Keysa Chelsea Azzahra	27	19	21	14	4	85	Successful
10	M. Fikri Azril Haidar	26	20	22	13	4	85	Successful
11	Muhammad Danial Kholis	25	18	15	18	4	80	Successful
12	Nabila Putri Ramadhani	28	20	22	14	4	88	Successful
13	Nayla Putri Arika	27	19	20	16	4	86	Successful
14	Rifka Dhakiyah W.U. G	26	18	22	12	4	82	Successful
15	Virginia Salsabila	20	17	17	17	3	74	Unsuccessful
16	Willis Septi Dewi	25	19	20	17	4	85	Successful
17	Zahra Loliyah Munawir	28	20	22	15	4	89	Successful
	Total Score						1388	

The average students high score:

$$M = \frac{\Sigma x}{N} \times 100\%$$

$$M = \frac{1388}{17} \times 100\%$$
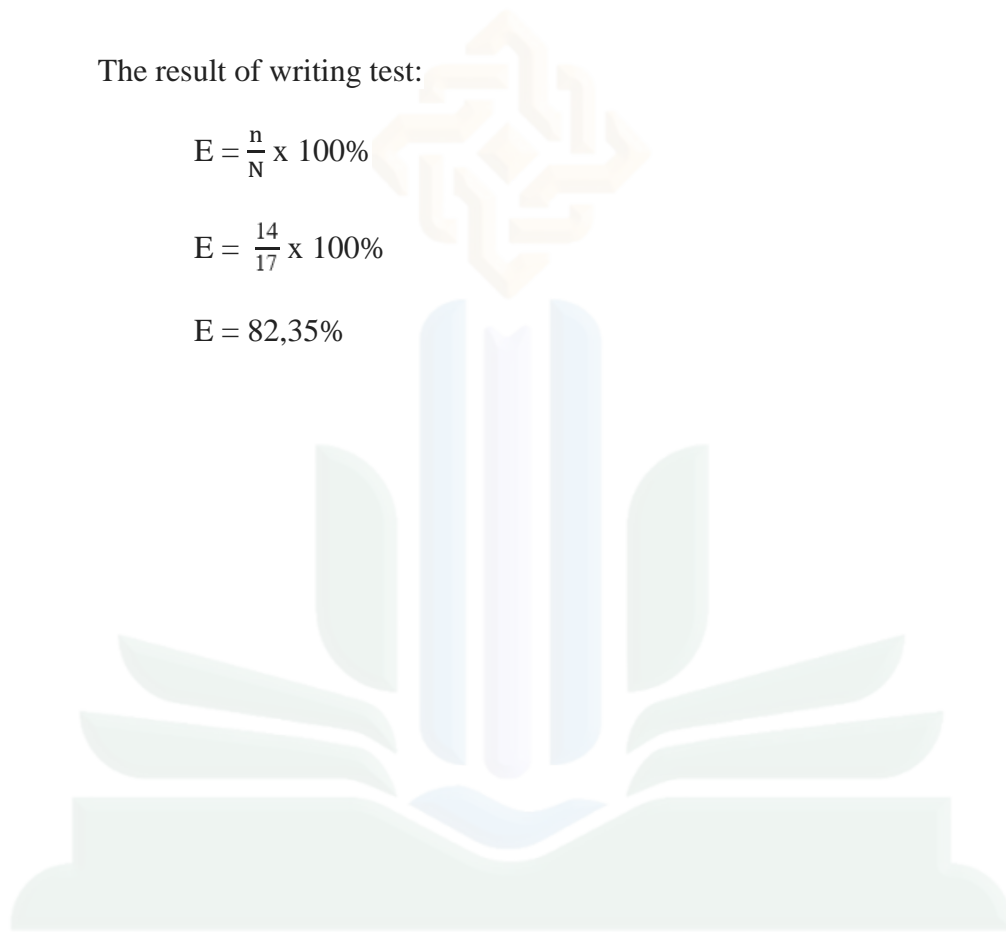
$$M = 81{,}65$$

The result of writing test:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{14}{17} \times 100\%$$

$$E = 82,35\%$$

Appendix 5

Research Journal Activities

RESEARCH JOURNAL'S ACTIVITIES

Name   : Kholidatul Afiifah

Nim   : T20176059

Title   : The Use of Picture Series Media ti Improve Writing Ability in Narative Text
at Tenth Greades MAN 2 Banyuwangi in Academic year 2021/2022

Location   : MAN 2 Banyuwangi

No	Day/Date	Activity	Note/informant	Initial
1.	10th February 2022	The researcher was giving the research permission letter	Vivin Ambarwati, S.Pd	
2.	23rd February 2022	The researcher observe the classroom activity at tenth grade of MAN 2 Banyuwangi and doing interview with english teacher and some students	Vivin Ambarwati, S.Pd	
3.	25th February 2022	The researcher applies a pre-test	Vivin Ambarwati, S.Pd	
4.	1st March 2022	The researcher applies the action in the first meeting	Vivin Ambarwati, S.Pd	
5.	4th March 2022	The researcher applies action in the second meeting	Vivin Ambarwati, S.Pd	
6.	8th March 2022	The researcher applies action in the third meeting	Vivin Ambarwati, S.Pd	
7.	11st March 2022	The researcher gives post-test	Vivin Ambarwati, S.Pd	
7.	16th March 2022	The reseracher asking for letter of research finishing	Vivin Ambarwati, S.Pd	

Appendix 6

Presensi Siswa Kelas X IPA 4

No	Name	Keterangan Hadir				Keterangan		
		1/3	4/3	8/3	11/3	S	I	A
1	Achmad Kavin Adzka	✓	✓	✓	✓			
2	Adinda Galuh Puspita	✓	✓	✓	✓			
3	Alivia Suci Tasya	✓	✓	✓	✓			
4	Arina Khosim Saputri	✓	✓	✓	✓			
5	Arinda Afika Ramadhani	✓	✓	✓	✓			
6	Herdina Zemima Jasmine	✓	✓	✓	✓			
7	Jean Lutfia Ningsih	✓	✓	✓	✓			
8	Julia Nurul Fayati	✓	✓	✓	✓			
9	Keysa Chelsea Azzahra	✓	✓	✓	✓			
10	M. Fikri Azril Haidar	✓	✓	✓	✓			
11	M. Danial Kholis	✓	✓	✓	✓			
12	Nabila Putri Ramadhani	✓	✓	✓	✓			
13	Nayla Putri Arika	✓	✓	✓	✓			
14	Rifka Dhakiyah W.U. G	✓	✓	✓	✓			
15	Virginia Salsabila	✓	✓	✓	✓			
16	Willis Septi Dewi	✓	✓	✓	✓			
17	Zahra Loliyah Munawir	✓	✓	✓	✓			

Appendix 7

Validity Instrument

VALIDITY INSTRUMENT

INSTRUCTION

1. Put a check mark (✓) in the column according opinion
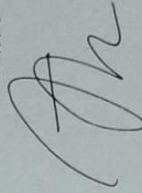2. If there is a need to be revised plase write on pieces of advices or directly on the manuscript.

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A	Isi					
1.	Isi materi sesuai dengan kompetensi inti dan kompetensi dasar				✓	
2.	Indikator sesuai dengan materi				✓	
3.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				✓	
4.	Pedoman penskoran sesuai dengan rubik skore yang telah diterapkan				✓	
5.	Kesesuian alokasi waktu dengan soal yang telah disediakan				✓	
B	Materi					
1.	The sequnce of cinderella picture series				✓	
2.	The sequnce of snow white picture series				✓	
3.	The sequnce of the ugly duckling picture series				✓	
4.	The sequnce of the legend of danau toba picture series				✓	
C	Bahasa					
1.	Petunjuk soal menggunakan kaidah bahasa inggris yang benar dan sesuai dengan grammatical				✓	

No				
2.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian		✓	
3.	Rumusan soal tidak mengandung kata-kata yang tidak menyinggung peserta didik		✓	

Note:

4 = sangat baik

3 = baik

2 = kurang

1 = sangat kurang

Validator 1

Vivin Ambarwati, S. Pd

VALIDITY INSTRUMENT

INSTRUCTION

1. Put a check mark (✓) in the column according opinion
2. If there is a need to be revised plase write on pieces of advices or directly on the manuascript.

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A	Isi					
	6. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar				✓	
	7. Indikator sesuai dengan materi				✓	
	8. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				✓	
	9. Pedoman penskoran sesuai dengan rubik skore yang telah diterapkan				✓	
	10. Kesesuain alokasi waktu dengan soal yang telah disediakan				✓	
B	Materi					
	5. The sequnce of cinderella picture series				✓	
	6. The sequnce of snow white picture series				✓	
	7. The sequnce of the ugly duckling picture series				✓	
	8. The sequnce of the legend of danau toba picture series				✓	
C	Bahasa					
	3. Petunjuk soal menggunakan kaidah bahasa inggris yang benar dan sesuai dengan grammatical				✓	

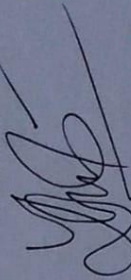| | 4. | Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian | | | ᵛ | |
| | 5. | Rumusan soal tidak mengandung kata-kata yang tidak menyinggung peserta didik | | | ᵛ | |

Note:
4 = sangat baik
3 = baik
2 = kurang
1 = sangat kurang

Validator 2

Siswanto Nugroho, S. Pd

Appendix 8

Field Note

Field Note 1   Date Tuesday - March 1

Pada pukul 08.00 Peneliti memasuki kelas.
Sebelum memulai Pembelajaran, peneliti menyapa
siswa dengan bahasa Inggris. kemudian meminta
siswa / ketua kelas untuk memimpin do'a.
Setelah itu peneliti menjelaskan materi tentang
Narrative text. Setelah itu peneliti menjelaskan
rule Pembelajaran menggunakan picture Serie
Peneliti membentuk menjadi beberapa siswa
untuk menjadi kelompok, lalu siswa diminta
untuk mengerjakan dan menyusun Pictur
Series menggunakan Jumbled words dan
Jumbled Sentences.

Siswa mulai aktif dengan pembelajaran
seperti ini, mereka dapat membuat narative
tex berdasarkan gambar yg sudah diberikan
Namun masih banyak siswa yang tidak
berkontribusi dalam kelompoknya.

Field Note 2   Date friday, March 4

Pada pukul 8.45 Peneliti memasuki kelas.
Peneliti meminta ketua kelas untuk memimpin
doa sebelum pembelajaran dimulai. Peneliti
bertanya secara acak terkait materi narrative
text untuk mengecek pemahaman siswa.
lalu peneliti memberikan sebuah picture series
untuk mereka kerjakan bersama dengan
kelompok yang sebelumnya telah dibuat.
Kondisi kelas dipertemuan ini kondusif.
Hampir seluruh siswa berpartisipasi / ikut
ambil dalam kelompoknya masing-masing.
Mereka tidak terlalu kesulitan menger-
Jakan materi / soal yang diberikan.

Feild Note 3 Date Tuesday, March 8

Pada pukul 08.00 peneliti memasuki kelas. Peneliti meminta ketua kelas untuk memimpin doa sebelum pembelajaran dimulai. Pada pertemuan ini hampir sama seperti pertemua. pertemuan sebelumnya. Sebelum siswa di minta mengerjakan soal, peneliti menjelaskan sedikit mengenai materi yang akan diberikan. Pada pertemua ini siswa diminta menyusun / membuat narative text menggunakan picture series secara individu.

Kondisi kelas dipertemuan ini sangat kondusif. Mereka tidak banyak mengalami kesulitan dalam mengerjakan soal yang telah diberikan

field Note 9   Date friday, March [

Peneliti memasuki kelas pukul 08.45.
seperti biasanya di pertemuan sebelumnya
sebelum memulai pembelajaran, peneliti
meminta ketua kelas untuk memimpin
do'a. Pada pertuan kali ini, siswa
melakukan post - test. Mereka diberi
sebua pictur series berupa the legend
of Danau toba, untuk membuat sebuac
narative text berdasarkan picture series
yang telah diberikan.

Kondisi kelas pada pertemuan kali
ini Jauh lebih kondusif dari pada per
temuan sebelumnya. Siswa tidak
banyak mengalami kesulitan dalam
mengerjakan soal yang telah diberikan.
terbukti dengan siswa dapat mengerjaka
dengan benar.

Appendix 9

Students' Writing Samples

Pre-test

Nama : Nayla Putri Arilka

13

1. snow white
2. Prince
3. Dwarf

Snow white and seven Dwarf

once upon a time a widow who loved in the village. her name is Snow white. her love with seven dwarf

One day. witch come. her brought appler. Snow white ate apples. Snow white sleep

Finally prince come to help snow white with kiss
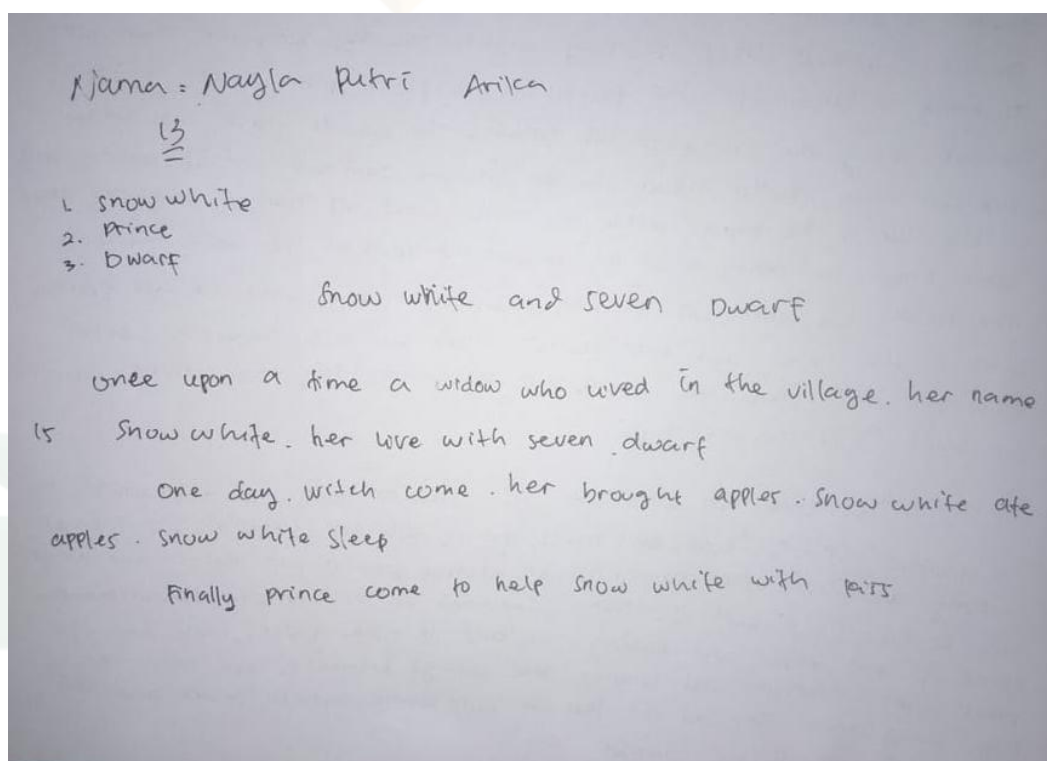
Cycle I

Nama : Nayla Putri Arika

13

Snow White

~~Once~~

Once upon a time theres a beautifull lady is lonely, snow white, her playing with birds. One day come the stepmother ask the mirror magic whos the beautifull girl in this country. Knowing Snow White is the beautifull most lady in the country, the stepmother command her soldier to kill snowwhite but the soldier cant and leave snow white in the jungle. the soldier liar he have kill snow white. In the jungle snow white found a home and living with the seven dwarfs.

The stepmother ask magic mirror ~~again~~ again but the answer is the same. snow whit is the most beautifull girl in the country. the stepmother in disguise become a weak granny and give snow white apples. Snow white ate apples and sleep. Finally Prince coming and kiss snow white, snow white wake up and living happy with the prince forever.

Cycle II

Name : Nayla Putri Arika
Absen : 13

The Legend Of Danau Toba

Once upon a time, There was a hansome man named Toba. He likes to go fishing in the river and take the fish For his dinner. One day a beautiful goldfish catch his bait. Toba was realy exifed and bring the beautiful goldfish home. But in the end, he can't kill the gold fish and end up looking for another thing for dinne and leave the golffish in the fish tank. when Toba back home he was shock that the goldfish has gone and there a beautifull lady in his home instead.

Time passing by Toba and the beautiful lady fall in love and decide to get married. soon after they had a healthy baby boy named Samosir. Samosir likes to play a lot. one day his mom order him to bring a lunch to his father in the field. After a long resistance Samosir bring the lunch to his father. The sun is fierce that day. Samosir take shelter under the big tree but samosir end up eating half of the lunch he bring after he can't hold his hanger anymore. After Some times he continue to go deliver the lunch to his father in the field. but when his father, Toba, open the lunch he just found half of the lunch and asks Samoris where the rest. Knowing Samosir eats his lunch Toba was angry and accidentally say something shouldn't be said. "You son of Fish".

Told that he's a son of Fish. Samosir really sad and running to his mother crying. "mom, am i really son of fish" ask Samosir, his mother smiling and calm down samosir then instruct him to run toward the highest hill. As toba has said something shouldn't be told her wife. Samosir mother, come to the river and praying. suddenly its raining very hard and the river bank overflow and change the village become a lake known as Toba lake / Danau Toba and the feat of hill where samosir secure and don't drown known as Pulau samosir

Appendix 10

Photos of The Research

- **The Researcher is Explaining the Material with Pictures Series**

- **The Students Are Discussing the Material Using Pictures Series with the Researcher**

- **The Students Are Writing the Story Based on Pictures Series**

Appendix 11

Research License Latter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 1 Mangli, Telp. (0331) 487550 Fax (0331) 427005, Kode Pos 68136
Website : http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor : B-2284/In.20/3.a/PP.009/02/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MAN 2 BANYUWANGI
JL Kyai Haji Wachid Hasyim No.06, Dsn. Kopen, Kec. Genteng, Kab. Banyuwangi, Jawa Timur

    Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: T20176059
Nama	: KHOLIDATUL AFIIFAH
Semester	: Semester sepuluh
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Use of Picture Series Media to Improve Student`s Writing Ability in Narrative Text at Tenth Grades MAN 2 Banyuwangi" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Moh. Anwar

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 09 Februari 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 12

Research Finish Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH ALIYAH NEGERI 2 BANYUWANGI
Jl. Kh. Wakhid Hasyim 06 Genteng
Telepon (0333) 845019 ; Faksimile (0333) 845019
Email : mangtg1658@gmail.com

SURAT KETERANGAN
Nomor : 204/Ma.13.30.02/PP.00.6/03/2022

Yang bertanda tangan di bawah ini :

Nama   : Drs. Saeroji, M.Ag.

NIP   : 19680202 200112 1 003

Pangkat   : Pembina (IV/a)

Jabatan   : Guru Madya / Kepala MAN 2 Banyuwangi Kab.Banyuwangi

Menerangkan dengan sebenarnya :

Nama   : KHOLIDATUL AFIIFAH

Tempat, Tanggal Lahir   : Banyuwangi, 02 Juli 1999

NIM   : T20176059

Jurusan   : TADRIS BAHASA INGGRIS

    Adalah mahasiswa UIN KH Achmad Siddiq Jember yang telah selesai melaksanakan Penelitian dalam rangka penyelesaian skripsi pada tanggal 22 Februari 2022 - 11 Maret 2022 di Madrasah Aliyah Negeri 2 Banyuwangi dengan judul "The use of picture series media to improve student's writing ability in narrative text at tenth grades MAN 2 Banyuwangi"

    Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

              Banyuwangi, 16 Mei 2022
              Kepala

              Saeroji

Appendix 13

Declaration Authenticity

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama   : Kholidatul Afiifah

Nim   : T20176059

Prodi/Jurusan : Tadris Bahasa Inggris

Fakulta   : Tarbiyah dan Ilmu Keguruan

Institusi   : UIN KHAS Jember

Dengan ini menyatakan bahwa isi skripsi yang berjudul "The Use of Picture Series Media to Improve Writing Ability Students' in Narrative Text at Tenth Grades MAN 2 Banyuwangi" adalah hasil penelitian/karya saya sendiri, kecuali pada bagian-bagian yang ditunjuk sumbermya.

Sata menyatakan

Kholidatul Afiifah
NIM. T20176059

Appendix 14

Researcher's Biodata

Personal Information

Full Name   : Kholidatul Afiifah

NIM   : T20176059

Gender   : Female

Place, date of birth : Banyuwangi, July 2nd 1999

Address   : Karangasari, Sempu, Banyuwangi

Religion   : Islam

Department   : English Department

Email address   : kholidatulafiifah@gmail.com

Educational background

- TK Khodijah 61
- MI Miftahul Ulum
- MTS Al-Amiriyah
- MAN 2 Banyuwangi
- UIN KHAS Jember