

**THE EFFECTIVENESS OF USING SEQUENCED PICTURES OF
LUWU FOLKLORE IN WRITING NARRATIVE TEXT AT THE
EIGHTH GRADE STUDENTS OF SMPN 8 PALOPO**

A THESIS

*Present as Partial Fulfillment for the Attainment of S.Pd. Degree in English
Education Study Program Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Palopo*



By:

WAFIQ AZIZA IKHWAN A.M

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**ENGLISH EDUCATION DEPARTMENT STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUT OF PALOPO
2022**

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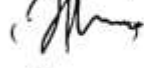


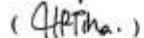
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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUT OF PALOPO
2022**

THESIS APPROVAL


This thesis entitles "The Effectiveness of Using Sequenced Pictures of Luwu Folklore in Writing Narrative Text at The Eighth Grade Students of SMPN 8 Palopo", which is written by **Wafiq Aziza Ikhwan A.M**, Reg. Nim 18 0202 0135, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, November 08th 2022. Coincided with Rabiul Akhir 13th 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.


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Assalamu 'alaikum wr. Wb.

Setelah menelaah naskah perbaikan berdasarkan seminar hasil penelitian terdahulu, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

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Maka naskah skripsi tersebut dinyatakan sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian munaqasyah.

Demikian untuk diproses selanjutnya.

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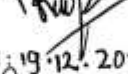
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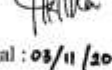
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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ ، نَبِيِّنَا وَحَبِيبِنَا مُحَمَّدٍ وَعَلَى
آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ ، أَمَّا بَعْدُ

Alhamdulillah Rabbil ‘Alamin, the researcher shows her highest praise and thanks to the almighty God, Allah Subhanahu Wa Ta’ala for the blessing, mercy, provide convenience, and health in composing the thesis. Shalawat and Salam upon to Prophet Muhammad Shallallahu Alaihi Wasallam who had delivered the truth to the human being in general and Muslim in particular. This thesis entitled “The Effectiveness of Using Sequenced Pictures in Writing Narrative Text at the Eighth Grade Students of SMPN 8 Palopo” was submitted to fulfill the requirement for the undergraduate degree in the English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Some people contributed advice, support, motivation, and valuable things while composing this thesis. However, the researcher would sincerely thank to:

1. Prof. Dr. Abdul Pirol, M.Ag. as the Rector of IAIN Palopo.
2. Dr. Nurdin Kaso, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Amalia Yahya, S.E., M.Hum. as the Head of English Education Study Program of IAIN Palopo.

4. Dr. H. Rustan S., M.Hum and St. Hartina, S.Pd.I., M.Pd. as the first consultant and the second consultant for their guidance, help, time, corrections, suggestions and kindness while composing this thesis.
5. Dr. Masruddin, M.Hum and Fadhliyah Rahma Muin, as the first and second examiners who had read and the final project carefully and offered many valuable suggestions and corrections for its improvement.
6. Devi Ismayanti, S.S., M.Hum. as the validator of the test. The highest appreciation for the guidance, supports, knowledge, time, corrections, suggestion and kindness while completing this thesis.
7. All the lecturers of IAIN Palopo, especially the English Education Study Program lecturers who have given knowledge, support, and attention in learning a language. Also, thanks to all the staff of IAIN Palopo who have helped the researcher.
8. Hj. Sitti Hadijah, S.Pd.,M.Pd .As the Headmaster of SMPN 8 Palopo, I have allowed the researcher to apply the research in the school.
9. Nurmayanti, S.Pd.,as the English teachers of SMPN 8 Palopo who have helped the researcher conduct the research.
10. The eighth grade students SMPN 8 Palopo who have participated with the researcher to complete the research.
11. The researchers' parents: Muh. Ikhwan A.M and Suarti who have given the support, the best prayers, affection, money and their love for the researcher to be successful. Also, to the researcher's brothers and sisters who have always given motivation.

12. For myself, thank you persisting until now, always healthy, strong, patient, and keep relying on ALLAH in any situation. Love myself.
13. Drs. H. Budiman M.Pd , as the regent of East Luwu who has provided scholarship to facilitate my education to graduate.
14. The researchers friends who have always supported the researcher, especially for the BIG E class since 2018 as a support system who always give jokes and smile in every situation, and always help the researcher complete this thesis.
15. The researchers partner since 2019, Nirmalasari B. S.E who is always there in any situation, give me motivation, helping me, and thank you for becoming a partner who I always need and deserve to have friend like you.
16. The member of KKN Sumpira post. Special thanks to the people that the researcher cannot mention one by one who have dedicated the time, motivation, support, and spirit to complete this thesis. The researcher realizes that this thesis would not be composed without their dedication. The researcher hopes this research will be helpful for the readers. Then, the researcher expects some suggestions and critics to increase this thesis. Finally, the researcher presents this thesis. May Allah SWT bless us. Aaamiin.

Palopo, November 11th 2022

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ABSTRACT

Wafiq aziza ikhwan A.M, 2022. “*The Effectiveness of Using Sequenced Pictures In Writing Narrative Text At The Eighth Grade Students Of SMPN 8 Palopo.*” A thesis of English Education Study Program at Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo (IAIN Palopo). Under supervisor, Dr. H.Rustan S, as the first consultant and St. Hartina S.Pd.,M.Pd, as the second consultant.

The objective of this research is to determine whether or not the use of sequenced pictures media can improve the students' writing ability at the eighth grade students' of SMPN 8 Palopo. The researcher adapted the pre-experimental method in this research. The researcher used a total sample of 20 students' this research were writing test. The researcher collected the data through the writing test in pre-test, and post-test. The data was analyzed statistically by SPSS and manual count. The result of the research indicated that the mean score in the post-test is higher than the pre-test ($43.40 < 62.95$). With the standard significant that 0.05 (5%). While, the t_{count} (7.554) is higher than t_{table} (2.093) on $df = 19$. It means, alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. It represents that the use of sequenced pictures media motivating students to improve writing ability.

Key words: Writing Ability, Sequenced Pictures, Narrative text

INTRODUCTION

A. Background

In English, writing ability it is one of the most important language skills to master. It is not an easy thing to do, however based on aspects of English skills. It is one of the language competence that must be possessed by every students in addition to listening, speaking and reading. It is one of production skills to communicate of convey writer's ideas, opinions, imaginations, thought, knowledge, etc. In written form by Khotimah et al, (2017).¹ This is reasonable because writing involves five aspects that should be considered: content, organization, vocabulary, language use, and mechanics. It is one a process of communication that uses conventional graphic system to convey a message to readers Linderman (1983).²

From the explanation above, in line with what has been explained in the Qur'an that we as humans are commanded to seek knowledge in various ways so that knowledge can be practiced in everyday life, as for the verses of the Qur'an the explain importance of study by writing contained in QS. Al-Qalam : 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Nun. By the pen and that which they write (therewith).

¹ Khotimah, "Using Picture Series to Enhance Students Ability in Narrative Writing", Research in English and Education Journal, Vol.2, No. 2, 2017.

² Linderman, E, "A Rethoric for Writing Teachers", (New York: Oxford University-Press), 1983.

In English, there are several type of texts in English, there are narrative text, descriptive text, recount text, report text, and produce text that we most often encounter and study at school. The main skill writing in English is to make text, one of which is very commonly known in English is narrative text. Narrative text is one of the texts that write about, Fairy tales, myths, and folklore. And also edition it a narrative is a text as a type of text which can amuse the reader or the listener and also has a moral value inside the story (Djarmika and Wulandari : 2013, p.3).³

In fact, from the results of observations and the result of internship conducted by researcher for two months at SMPN 8 Palopo, researcher found several problem and obstacles experienced by students in writing English. These problems include some students still do not have interest in learning English, lack vocabulary, sentence structure errors, inappropriate use of punctuation marks, and takes a very long time in writing text. This is due to the lack of media application in every lesson, and the teacher only provides theory based on the material in the guidebook without developing material using media. Therefore, researcher want to try to apply the use of media in learning especially the ability to write in English, in order the students SMPN 8 Palopo more interested in learning by using pictures media.

Based on the problems found, this research focuses on the use of sequenced pictures to improve students' ability to writing narrative text. This is research use the discussion group method, so that the students can work to-

³ Djarmika & Wukandari, "*Writing Narrative text*", Journal Language Teaching, Vol 9, No.1, Bandung: Pakar Raya, 2013.

gether, and build good communication with their friends. The use researcher choose media sequenced pictures as strategy for students in junior high school because it can improve students creative ideas, can improve students critical thinking, train to analyze through pictures, and form of learning that easy to apply by students.

According to Mariane Celce Murcia, a picture can become a part of a sequenced of pictures that tells a story. Using pictures of this type allows the teacher to focus on temporal forms and sequenced in the target language.⁴ Sequenced pictures are used to stimulate the students' participation in English writing. It is needed to make learning process more attractive and it also makes the material easier to be accepted by the students, it is also intended to make students motivation in study increased. In this case, the researcher chooses the sequenced pictures because pictures are good visual in teaching and learning process in the classroom. It pictures is one of visual aids that very useful in teaching, especially for English teaching. It is the kinds of visual aids in teaching and learning process that shows the chronological events. It can stimulate the students' imaginative powers. Also it can really help the learner to produce their ideas and express in real communication. By using pictures, the students can get the imagination about the objects or the situations. It helps the students have imagination about pictures they saw.⁵

⁴ Meriane, Celce Murcia. *Technique and Resource in Teaching Grammar*, (New York: Oxford University Press), p. 37

⁵ Devi Pratami Relawati, *Penggunaan Media Gambar Dalam Pembelajaran Bahasa Inggris Al-falah Tinggarjaya Jatilawang Kabupaten Banyumas*, (Purwokerto: 2019), Hal. 1

Therefore, the researcher choose sequenced pictures that will help students to develop their ability in writing narrative text, it is was one of many method that contributed to students ability to comprehend what they have read. Sequenced pictures refers to the identification of the components of a story such as the beginning, middle, and end. Also the ability to retell the events in the text according to the sequenced of events. So researcher are interested in conducting a research entitled: *"The Effectiveness of Using Sequenced Pictures in Writing Narrative Text at the Eighth Grade Students of SMPN 8 PALOPO"*

B. Problem Statement

Based on the background above. The problem statement can be formulated, in research question as follows:

“Is the use of sequenced pictures effective in writing narrative text at the eighth grade students of SMPN 8 Palopo?”

C. Objective of the Research

Based on the formulation of the problem, the objective of this research aims to find out the effective of using sequenced pictures in writing narrative text at the eighth grade students of SMPN 8 Palopo.

D. Significance of the Research

Significance of research after determining the use of media to be used in this research. This research is expected to contribute to the learning process

of students at SMPN 8 Palopo. There are some of significances of the research:

1. Theoretical significance

The research gives solution to find out a solution method to improve students' ability in writing narrative text using sequenced pictures.

2. Practical significance

- a. For the students the result of this research can be used as a reference to improve students' ability in writing narrative text using sequenced pictures.
- b. For the teachers, this research is expected to provide consideration and as an alternative media for English teachers in understanding the concept of teaching writing narrative text by using sequenced pictures through the theories applied in this research.
- c. For other researchers, is expected to provide experiences and ideas and can be used to conduct better research in the future.

E. The Scope of Research

The scope of this research focuses on ability at students in writing narrative text by using sequenced pictures which is currently popularity applied to students at SMPN 8 Palopo. This research focused on writing fairy tales and other folklore stories. The writing aspect will be assess are: content, organization, vocabulary (word choice), language use (grammar), and convention (mechanic).

F. Operational Definition of Term

Based on the title above, the writer gives the following meaning:

1. Sequenced picture is a number of related composite picture linked to form a series of sequenced aimed to tell a story or sequenced of events. Picture series show some actions or events in chronological order. According to Yunus (1981, as cited in Wulansari, 2015, p. 35), picture series is a number of related pictures which placed in a sequenced. Its main function is to tell a series of events or to tell a story. Picture series help the learners to negotiate their understanding of pictures and their knowledge of the world.⁶
2. According to White, F. D (1986) writing is the process of expressing the ideas, information, knowledge, or experienced and understand the writing to acquire the knowledge or some information to share and learn.⁷ From the definition above the writer can conclude that writing is an activity to express ideas, events, feeling or thinking in written form that can be the tool to communicate with the other people.
3. Narrative text is one of the materials in learning English which is able to improve the writing ability of each students to achieve writing competence. In writing narrative text it is modified with using sequenced pictures and given providing several non-fiction stories with pictures media that attract students to write.

⁶ Yunus, F. "*An analysis of Pictures for Improving Reading Comprehension*" A case Study of The New Hanyu Shuiping Kaoshi The Nebraska Educator", (A Student – Led Journal, 27).

⁷ White, F. D, "*The Writer's Art*", (California: Wadsworth), 1986

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Previous of Related Research

1. Nashruddin, Fiptar Abdi Alam, dkk (2022), in his a research entitled "*The application of Visual Pictures Sequenced to Increase Students Writing Ability*". The application of visual pictures sequenced in learning can increase student's ability in writing. This is evident from the result of evaluation and observation at each stage of the cycle. The evaluation result in the first cycle found 60% of students who completed, while in the second cycle found 90% of students who completed. The observation result regarding student's activity in the first cycle showed that 8 students were in good category, while in the second cycle, 16 students were in in the good category. Learning to write with the application of pictures sequenced makes students able to build their own knowledge, find a fun atmosphere and new ideas in learning.⁸
2. Jonris Tampuolon, and Edi Supriyetno (2022), in their research entitled "*The effectiveness of Using Sequenced Pictures Media in Teaching ELF Students Writing Procedure Text*". Teaching ELF students in writing procedure text using sequenced pictures media is significantly effective. The students writing score are impressively increased after being taught using picture sequenced media. The use of this media is considered successful because the

⁸ Nashruddin, Fiptar Abdi Alam, dkk, "*The application of Visual Pictures Sequenced to Increase Students Writing Ability*", Ethical Lingua Journal, Vol. 9, No. 1, 2022.

students find it helpful in giving them ideas about the writing. Furthermore, the media can help them write their composition smoothly by following the sequenced of the pictures therefore their writing organization is found easily to be followed. Besides that, the students score in terms of vocabulary is also improved due to the use of this media. It is because the media active their schemata and stimulate their mind in selecting the proper words to be used in their writing.⁹

3. The previous research entitled “*The Effect of Using Sequenced Pictures on Students Writing Descriptive Text at The XI students of SMA Swasta Kampus Padangsidempuan*” by Wildan Iskandar Lubis, Asriani Hasibuan, dkk (2021). The result of the application of using sequenced pictures on students writing descriptive text at the XI students of SMA swasta kampus padangsidempuan is 3.1 and it is categorized “good”. It means that the researcher had applied sequenced in teaching writing well. The students writing descriptive text before taught by using sequenced picture at the XI students of SMA Swasta kampus Padangsidempuan was 46,85 and it is include as “fall” category, while the students writing descriptive text after taught by using sequenced picture at the XI students is 84,55 and it is include as “good”. The testing that has been done to measure the hypothesis showed that $t_{\text{table}} (t_{\text{est}} 100 > t_{\text{table}} 27,77)$. So, the alternative hypothesis of this research can be accepted. It means that there is a signif-

⁹ Jonris Tampuolon, and Edi Supriyetno, “*The effectiveness of Using Sequenced Pictures Media in Teaching ELF Students Writing Procedure Text*”, *Journal of Applied Linguistic*, Vol.2, No.1, January 2022.

ificant effect of sing sequence picture on students writing descriptive text at the XI students of SMA Swasta kampus Padangsidempuan.¹⁰

4. The previous research entitled “*The Effect of Picture Series and Students Learning Motivation on Writing Competence*” has been done by Rany N.L.P.J, Nitiasih, and Santosa (2021). The researcher concluded that: first, the picture series has an immense effect on the competence of writing. The writing achievement of students was higher when they were taught using picture series than when were taught using the standard method. Compare to the conventional writing approach, it indicated that picture series have an impact on students. The second there is a significant district effects of writing skills on students with high learning motivation among students who are taught using picture series and those who are taught using conventional strategy. The picture series affected the writing skills of students, especially students with high motivation, relative to the conventional writing strategy.¹¹
5. The last previous research entitled “*Folklore and it’s Effect on Students Ability in Reading Narrative Text: a systematic literature review*” by Irma Suryani, dkk (2021). Based on the result, folklore in learning can improve the reading skills of narrative text. Folklore can foster students motivation, enthusiasm, and interest in the learning process of reading comprehension. In addition, folklore can also stimulate discussion and increase students confidence to

¹⁰ Rany N.L.P.J, Nitiasih, and Santosa, “*The Effect of Picture Series and Students Learning Motivation on Writing Competence*” Journal Pendidikan Indonesia, Vol. 9, No.2, September 2021.

¹¹ Astirini Swarastuti, “*The Impact of Picture Series towards Student’s Ability in Writing Narrative Text*”.(2013

participate more in the teaching process. Students are not afraid to convey the errors contained in the text.¹²

The similarities between this research and other research are: the object using sequenced to improve writing ability. All of the above researchers tried to improve the ability to writing text using sequenced pictures. The difference, in this research the researcher use narrative text to improve students writing skills by using sequenced luwu folklore and fairy tales, so students can not only increase the writing ability but get a moral value from stories that students write, so that they can be applied in everyday life, and also the application media in class with method group discussion. In addition, the location and subjects of this research is different, where the researcher chose class VIII.1 with the total of students in each class are 20 students.

B. Theoretical Review

1. The Concept of Writing

a. The definition of writing

Writing is one of skill in English that must be mastered by everyone in the world. It is the act of communication by using paper. The purpose is to express ideas, taught, and feels.¹³ Writing can give chances for the learners to state their ideas and message through letters, words, and

¹² Irama Suryani,dkk “*Folklore and it’s Effect on Students Ability in Reading Narrative Text: a systematic literature review*”,Indonesia Languange Education and Literature, Vol.7, No. 1, Desember (2021).

¹³ Manish Koilara dkk, “*Students Difficulties In Writing Narrative Text*”(English Journal of Indragiri).2020. Vol.4. No.1.<https://ejournal.unisi.ac.id/index.php/eji/article/view/906/586>.

sentences in English. Besides, writing has an important role as a communication tool. Hence, writing is applied not only in the education field, but also in many fields of job and technology also requires writing skill.¹⁴

Writing is one of the language skills, besides listening, speaking, and reading that must be mastered by English learners. They have to be able to express their thought in writing to develop their ideas, and make readers interest when their writing read. Through writing, they can also transfer information and knowledge to other. In other words, writing can be said a mean of communication between the writer and the reader (Reszy : 2013).¹⁵ Writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or her views on a topic.¹⁶

The student can share about anything in form experienced of the writer to convey their opinion about some topics. There are many topics that they can express in written form. Hyland added that, writing is regarded as an extension of grammar a means of reinforcing language patterns through habit formation and testing learners ability to produce well-formed sentences.¹⁷

¹⁴ Ade Fatimah Salafiah, "Enhancing Students Critical Thinking Skills In Writing Narrative Through Peer-Feedbacking Activities" (JEEP-Journal Of English Education Program: Vol. 2, 2021), Hal.64.<https://jurnal.unigal.ac.id/index.php/jeep/article/download/6433/4261>.

¹⁵ Reszy, Y.H. "Teaching Writing Descriptive Text by Using Environmental Observation Strategy" English language Teaching, Hal. 30-38

¹⁶ Ken Hyland, (first published), "Second Language Writing", (New York: Cambridge University Press, 2003),p.9

¹⁷ Ken Hyland, (first published), "Second Language Writing", (New York: Cambridge University Press, 2003),p.9

Based on the explanation above, it can be concluded that writing is a difficult subject to obtain. The students must have a lot knowledge grammar, tenses book, and dictionary to convey their opinion or ideas in written form. Furthermore, writing is an activity to explore mind to get an idea and express it by symbols letter that is arranged into word form and the word is arranged into sentence form.

b. The Steps of Process Writing

Writing process is a method in learning English where the students create their ideas and experience on the paper by doing process and they pretend their self as a good writer without worrying about mistake. The steps for writing are as follows:

1) Pre-writing

The first steps of process writing is pre-writing. This steps includes brainstorming, gathering information, and thinking, planning, and listing. The purpose of brainstorming is to develop a topic. Writers will also develop ideas that support the topic. This time the writers may also choose what audience they intend to address with their writing in order to focus their information in specific points. The purpose of pre-writing is to take a chosen topic and gather thoughts together involving that topic in coherent way.

2) Writing

The second step of process writing is writing. The writer begins with their first draft. This draft will be a culmination of all of the re-

search and information pieced together from pre-writing. The writer also included their own ideas and supporting fact within their writing.

3) Revision

It is important to tie the type of revision that is possible for each learner to his or her stage of language acquisition. At the revision stage, the writing process will be revised and shaped over and over again. At this stage is to add section, replace, change the structure, and make good paragraphs.

4) Editing

Editing involves going back over the writing and making changes to its organization, style, grammatical, lexical correctness, and appropriateness. Like all the other parts of the writing process, editing does not occur in a fixed place in the process. Writers can be periodical reviewing what they write, editing it, and then proceeding with the writing.

5) Publishing

The final step in writing process is publication. When publishing a work, the writer is sharing their writing with others. This could mean small-scale, such as parents, peers, and teachers, or large-scale. Publication is often the driving force behind writing. The purpose for publishing a work is simply to share a work with others and to promote a sense

of satisfaction and accomplishment in the writer when they see their work in final form.¹⁸

c. Component of Writing

The good writing skill can be analyzed to group and varied skills.

There are five components of writing such as: content, organization, vocabulary, language use (grammar), and mechanic.

1) Content

The content of writing is about the ability to think creatively and develop ideas and ignore all irrelevant information. It should be clear to readers. So, they can understand what the message convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

2) Organization

The ability to generate relevant thoughts and topics in an integrated manner is known as organization. On the other hand, it concern in ways of writer to arrange and organize the ideas or message in writing. In the organization writing process involves coherence, order of importance, general to specific, specific to general, chronological order and spatial patterns are factors in the writing process.

3) Vocabulary

¹⁸ St. Asriati AM.,Maharida. *"Improving The Students Writing Skill By Using Process Writing Approach At The Second Grade Students of SMK GRAFIKA Gowa Makassar"*(Exposure Journal 225).2013.Vol.2.
No.2.<https://journal.unismuh.ac.id/index.php/exposure/article/view/788/pdf>.

Vocabulary is an essential part of compose writing. The writer need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

4) Language use (Grammar)

In writing the use of mechanics is very important for writers, because it is related to the ability to use words correctly for writing language such as the use of capital letters, punctuation, and spelling. That is important to direct the reader to understand or recognize what is the meaning of the written expression.¹⁹

5) Mechanic

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials.

d. The Types of Writing

T. Hedge divides the types of writing into six categories as follows:

¹⁹ St. Asriati AM.,Maharida. *"Improving The Students Writing Skill By Using Process Writing Approach At The Second Grade Students of SMK GRAFIKA Gowa Makassar"*(Exposure Journal 225).2013.Vol.2.
No.2.<https://journal.unismuh.ac.id/index.php/exposure/article/view/788/pdf>.

1) Personal writing

Personal writing is writing for oneself. These writing activities would normally be carried out in the first language but there is many be good motivational reason for using them in the foreign language classroom.

2) Public writing

This writing as a member of the general public organization or institutional. It includes writing letter for inquiry, complaint, request, from filling and application.

3) Creative writing

Creative writing is kind of writing most commonly found at primary and lower secondary levels in mother tongue classroom, writing not only for one self but also shared with other. It includes poems, stories, drama, songs, and rhymes.

4) Social writing

Social writing is a category, which all the writing that established and maintains social relationship with family and friends. It includes letters, invitation, and notes of thanks, congratulation, telephone message, and instruction to friends or to family.

5) Study writing

Study writing is also for oneself and may never be shown to others. The students making notes while reading, taking notes from lecture, making summaries, reviews, report of experiment or workshop.

6) Institutional writing

Institutional writing relate to professional roles and it is needed by teacher, engineers and student in these and other field. It includes agendas, public notice, advertisement, curriculum vitae and etc.²⁰

e. The Purpose of Writing

When people write something they must have a purpose that they want to share in their writing. The purpose of writing based on Penny Ur, “the purpose in writing, in principle, is the expression of ideas, the conveying of a message to the reader.”²¹ In addition, according to Miller, there are some purpose of writing as follows:

1) Writing to understand experience

Writing to understand rely on thought and reflection more that on emotion and confession.

2) Writing to report information

When writing to report information, the purpose is to education the readers about a topic of which someone has some knowledge.

3) Writing to explain information

When explain, we needed to analyzed and classify information examine causes and consequences, and define concept by distinguishing them from other, similar ones.

4) Writing to analyzed pictures

²⁰ Tricia Hedge. “*Writing Resource Book for Teacher*”. (New York: Oxford University Press: 1998), p.83

²¹ Penny Ur,” *A Course In Language Teaching: Practice and Theory* “ (Cambridge: Cambridge University Press, 1996),p.163

Writing to analyze pictures requires the ability to discern the difference between the effective and ineffective of a pictures and to explain why you have made that judgment.

5) Writing to analyze text

Writing to analyze text is not really difference from writing to analyzed pictures. Writing to analyze the text is aimed to analyze to analyze the certain text.²²

f. The Characteristic of Writing

According to Ur (1996), there are eight (8) characteristic of writing skill. As follows:

- 1) Permanent, it means that the form of discourse is fixed and stable, we however can read it in any condition we want to.
- 2) Explicit, it means that those must be clarity about the context and reference. The writer must be careful for arranging the form of words, so readers are directed to the same interpretation about the written work.
- 3) Densities, the information that will be given to the reader are translated effectively. The use of repetition words are rarely found in the written form. It is very different to spoken language.
- 4) Detachment, the writer must be have an ability to predict their readers reaction about their writing, because the writer doesn't interact directly to the reader.

p.609 ²² Robert Keith Miller, “ *Motives for Writing*”, (New York: McGraw-Hill,2005),

- 5) Organization, the writer usually has an opportunity to edit the written work before it is available to be read. So the written work tends to be organized and well purposed.
- 6) Slowing of production, speed and reception are slower than spoken.
- 7) Standard language, it is usually acceptable for a varied language.
- 8) A learnt skill, it must be learnt and thought to acquire the skill.²³

G. The Difficulties in Writing

Like all learning problems, difficulties in writing can be devastating to a students' education. The basic point that make writing difficult is the use of language aspect or ability in written likes:

- a) Punctuation
- b) Spelling
- c) Grammatical
- d) Vocabulary, and so on.

According to Jordan, in writing process still often confused to putting words in the text with a framework prepared with the right style and treasury, the main ideas are arranged in some mechanical and grammar correction.²⁴

2. The Concept of Narrative Text

a. The Definition of Narrative Text

²³ Penny Ur, "A Course in Language Teaching", United Kingdom: Cambridge University Press: 1996.

²⁴ Jordan R, R. "English for Academic Purpose" (Cambridge University Press)

Narrative text is one of 13 types of English text and part of narration text such as recount text, description text, procedure text, spoof text, and so on, this text serves to tell stories of the past and for entertainment. Narrative text is a fiction story that can be in the form of fairy tales, myths, folklore, animal stories, and so on. It is one of literary text, the aim of narrative is to tell a story or related and event or anecdote.

One of genres that Junior High School students learn is narrative text. Narrative text is a kind of text that describes a sequenced of fictional or nonfictional event. It consists of orientation, complication, and resolution. According to Santi V. Busemi, narration can be divide into two type fiction and nonfiction. Works of nonfiction recount events that actually occurred. Work of fiction, though sometimes based on real-life experiences, are born of the author imagination and not re-create events exactly as they happened.²⁵

According to Anderson, a narrative is a set of texts tell the story and thus entertain of information readers or listeners. The narrative is to entertain and deal with actually or representative experiences in different ways. Narrative deals with problematic events that lead to crises or turning points, which in turn find solution.²⁶

b. Generic Structure Narrative Text

²⁵ Santi V. Busemi, “*A Reader for Developing Writers*”, (New York: Mc Graw-Hill Inc, 2002) p. 341

²⁶ Anderson, M & Kathy, A, “*Text Type In English 2*”, Australia: National Library of Australia.

Mark Anderson state that the steps for constructing narrative text are:

1) Orientation

Orientation is beginning for the story in which the writer tells the audience about where the story is taking place, who the characteristic in the story are and when the action happens.

2) Complication

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It would not be so interesting if something unexpected did not happen. This complication will involve the main characteristic.

3) Resolution

In satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but is it rarely completely unresolved.

4) Sequence of Events

This is the narrator tells how the characters react to the complication. it includes their feelings and what they do. The events can be told in chronological order or with flashback. The audience is given the narrators point of view.

5) Coda

The narrator includes the coda if there is a moral or message to be learned from the story.²⁷

c. The Grammatical Features of Narrative Text

Narrative text usually includes the following grammatical features.

The writer explains the grammatical features text with the example taken the text on the previous page, as follows:

- 1) Nouns that identify the specific characters and places in the story.
- 2) Adjectives that provide accurate description of the characters and settings.
- 3) Verbs that show the actions that occur in the story.
- 4) Time words that connect events, telling when they occurred.²⁸

d. The Types of Narrative Text

According to Mislaini (2015, p.3), there are several types of narrative. Also, it has the purpose for each, as follows:

- 1) Mystery is to intrigue and entertain.
- 2) Fantasy has the purpose to entertain and fuel the imagination.
- 3) Myth that is to provide a fictional explanation for natural phenomena.
- 4) Legend is to provide information about the way particular people lived, and what they believed.

²⁷ Mark Anderson and Kathy Anderson, "The Types in English 3, (South Yara: McMillan Education, 2003), p.4

²⁸ Anderson, Mark and Kathy Anderson, "Text Type in English 3", Melbourne Macamillan Education Australia Ltd, 2003

- 5) Fairy tale is to amuse and to convey cultural information that influences behavior, such as where it safe to travel and where it is dangerous to go.
- 6) Fable is stories about animals behave like humans pictured. It sets out to tech the reader or listener a lesson they should learn about life.²⁹

3. The Concept of Sequenced Pictures

a. Definition of Sequenced Pictures

Sequenced picture or picture series is one of the media which used in the class. Sequenced picture is defined as a series of the pictures which are placed on one storyline. The picture can be adopted from books, magazines, newspaper, photograph, brochure, catalog, and internet posters. Cartoon pictures is a visual media based plays in an important role in learning process, picture can facilities understanding through the elaborate of the structure, organization and strengthen the memory. It is a kind of media which to picture of media which belong to picture category, these picture can represent the image of people, animals, things, or events.

The use of learning media with sequenced pictures is a tool used for teaching and learning in order to stimulate students thinking, feelings, creativity, and interest so that learning is more varied and fun. It is one of the suitable media to be applied in writing narrative text, because sequenced pictures have

²⁹ Mislaini, "Improving Students' Reading Comprehension of Narrative Text by Using Fable at The Grade X SMAN 1 Bonai Darussalam", Jurnal Mahasiswa Prodi Bahasa Inggris UPP, 1(1), 3 Available (2015) at <https://www.neliti.com/id/publications/109296/improving-students-reading-comprehension-of-narrative-text-by-using-fable-at-the>.

a series of events that are interconnected with each other. That it can improve students writing narrative text skills from the pictures, so that students are easily to express ideas, thought or concept in writing narrative text.³⁰ The use of sequenced pictures is a very popular in the learning process. Therefore, the teacher uses sequential pictures as a medium for teaching writing to students in order to build situation of learning activities that involved real communication.³¹

Sequenced picture consist of a number of pictures which relate each other and they place in sequenced. It is usually used to tell a series of events or to tell a story.³² Sequenced pictures can be utilized to generate a variety of engaging tasks, particularly in the area of writing instruction. Students can participate in a variety of writing exercises, giving a series of photographs that tell a tale and asking students to compose a story based on the pictures is one example. Giving kids a sequenced pictures to write about as a writing assignment will encourage them to be creative writers.

³⁰ Fika Putri Indah Sari Dkk, *Keefektifan Media Gambar Berseri Dalam Pembelajaran Menulis Teks Narasi Siswa Kelas VII SMPN 1 Palopo*, (Makassar), Hal. 4

³¹ Ana Septian, *The Effectiveness Of Sequenced Pictures In Teaching Speaking At The 10th Grade Students Of SMA Negeri 1 Pentahanan The Academic Year Of 2019/2020 Based On Students Perception*, (Purwokerto: 2020), Hal. 3

³² Yunus, Noor, Azlina, *“Preparing and Using Aids for English Language Teaching”*, (Kuala Lumpur: Oxford University Press, 1998), p.49.



Figure 2.1 Sequenced Pictures

b. The steps of Sequenced Pictures

Nuri Yanni says that, the steps to apply sequenced pictures are:

- 1) The teacher conveys the competence to be achieved.
- 2) Presents the material as an introduction.
- 3) The teacher shows / shows pictures of activities related to the material.
- 4) The teacher appoints the students by alternately installing or shorting the pictures into a logical sequenced.
- 5) The teacher asks the reason / rationale for the sequenced of image.
- 6) From the reason / sequenced of the image the teacher embarks on embedding the concept / material in accordance / summary the competence to be achieved.
- 7) Conclusion / summary. Sequenced pictures allows students to learn actively.³³

³³ Nuri yanni Harahap, “*The Effect of Picture Sequenced Strategy on Students Writing Produce Text Ability: A Students at The Eleventh Grade Students of MAN Sipagimbar*”, (Journal Liner (Intelligene and Education Research, ISSN. 2620-5599, 2014), page 136.

c. Advantages and Disadvantages of Sequenced Pictures

Teaching learning process using sequenced picture media had advantages and disadvantages of sequenced pictures strategy, as follows:

The advantages of sequenced pictures, they are:

- 1) Make it easier for students understand what the teacher meant when delivering learning materials.
- 2) Students quickly respond to material submitted because in accompanied by the picture.
- 3) Students can read one by one according to the instruction given in the given pictures.
- 4) Students are able to concentrate more and get excited because the tasks assigned by the teacher are related to the daily play, i.e. playing the picture.
- 5) The existence of competence of concepts or readings that exist in the picture.
- 6) Interesting for students because through interesting and diverse pictures.

As for the disadvantages of sequenced pictures are:

- 1) It takes a lot of time.
- 2) Many students are passive.
- 3) Must prepare many books and materials related to the material to be taught with the techniques.
- 4) The teacher fears there will be chaos in class.

5) Requires no small cost.³⁴

C. Conceptual Framework

The conceptual framework of the research can be seen in chart 2.1

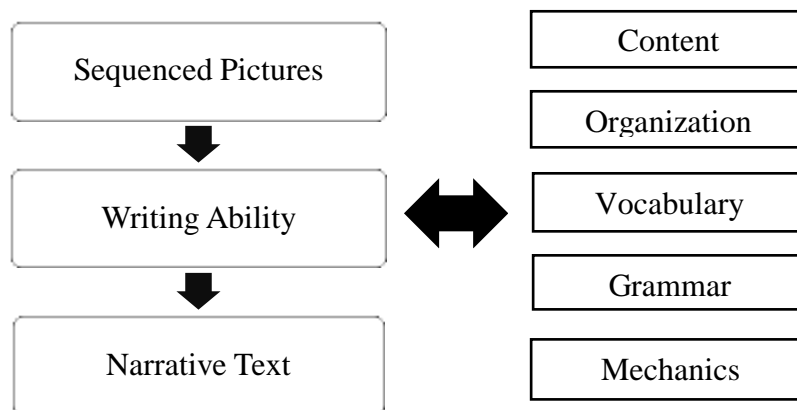


Chart 2.1 Conceptual framework

The subject to be research have problem writing skill in English. Writing is on of the most important aspects in learning English, Students are the subject of research. Basically, students have an interest in picture media because researchers are interested in sequenced pictures media that have a sequenced of events, it is a learning media that utilize visual picture as learning media, the author intends choose sequenced pictures as motivation and learning media so that they can write easily, especially writing narrative text in English. After being given learning to write using sequence picture media, it is hope that writing ability of the subjects will increase, so the use of sequenced picture can improve student's ability to write narrative text in English.

³⁴ Nuri yanni Harahap, "The Effect of Picture Sequenced Strategy on Students Writing Produce Text Ability: A Students at The Eleventh Grade Students of MAN Sipagimbar", (Journal Liner (Intelligence and Education Research, ISSN. 2620-5599, 2014), page 136.

D. Hypothesis

From the conceptual framework, the research hypothesis can be formulated as follows:

Ho: The use of media sequenced picture is effective to improve the ability write narrative text in English for the eighth grade students SMPN 8 Palopo .

Ha: The use of sequenced pictures is not effective to improve the ability write narrative text in English for the eighth grade students SMPN 8 Palopo.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Method and Design of Research

In this research, researcher used Pre-Experiment method. Pre-Experiment is defined as a method with a systematic form to find the influence of one variable with another variable by giving experiment group.

Researcher used Pre-Experiment design, precisely one group pre-test post-test. Pre- experiment design that is focused on one class that is given the test (pre-test and post-test) and treatment without any class comparison. In this design were given pre-test, treatment, and then pro-test.

The following is an explanation of the design of the Pre-experiment (one group pre-test post-test) design in the table 3.1 below:

Group	Pre-Test	Treatment	Post-Test
Experiment	O ₁	X	O ₂

Table 3.1 the design of one group Pre-test and Post-test

Where:

O₁ : The first (Pre-test) given before learning activities take a place

O₂ : The final test (Post-test) is given the learning activity takes place

X : Treatment of examples non examples learning model

Pre-test is given before treatment in the experimental group and control group. While the post-test is done at the last moment treatment is given to find out how much influence a treatment has.

B. Time and Location of Research

This research was conducted on 2nd August – 2nd September 2022. This research will be conducted at SMPN 8 Palopo, Dr. Ratulangi street No. 66 Balandai, Bara District, Palopo city, South Sulawesi Province.

C. Variable of Research

This research has two variables, namely the independent variable and the dependent variable. The independent variable is the variable that effects there is a change or the emergence of the dependent variable. The dependent variable is variable obtained of factors that become the result, because of the independent variables.

The variable of the research include dependent and independent variables:

1. Dependent variable is writing ability of narrative text
2. Independent variable by using sequenced pictures

D. Population and Sample

1. Population

Population is defined as the area in which the writer trying to get information. According to Creswell (2012, p. 142), population is a group of

individuals who have the same characteristic.³⁵ In this research, researcher selected SMPN 8 Palopo as the population, which has eight classes in the eighth grade with each students in one class consisting of 20-25. The total number of eighth grade are 225 students.

2. Sample

A sample is a number of the population of a large group. According to Creswell (2012, p. 142), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.³⁶

In this research, the researcher applied purposive sampling. The researcher chose one class as sample, namely class VIII.1 (20 students). Researcher used purposive sampling because, students have the same ability in learning English.

E. Instrument of Research

The instrument in this research aims to find the effectiveness of using sequenced pictures in writing narrative text at the eighth grade students of SMPN 8 Palopo. The instrument of the researcher that used in this research was writing test. The test in this research are tests to determine or measure students learning outcomes. Test will give before learning (pre-test) and after the lesson (post-test).

³⁵ Creswell, J. W, "*Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*" (University Nebraska-Lincoln: Person), 2012.

³⁶ Creswell, J. W, "*Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*" (University Nebraska-Lincoln: Person), 2012.

F. Procedure of Data Collection

The aspect studied in this research are learning outcomes and the effect of using sequence picture to improve writing text, using the think method then the data collection technique used. In this case learning through giving pre-test, giving treatment, and giving post-test .

The instrument in this study aims determine the effect of using sequence picture to improve the ability to write text. Especially narrative text in eight grade students of SMPN 8 Palopo. The procedure of collecting data in this research was described as follow:

1. Giving Pre-test

The researcher gave the pre-test to the students to find out their competency in writing narrative text (folklore).

2. Giving treatment

The giving of treatment for students was carried out four meetings after students were given pre-test. The following below are some of the giving treatment carried out by researcher to students:

- a. Firstly, researcher start learning by carrying out the first activities, namely informing the material to be provide.
- b. After that, researcher provide some paper stories about of luwu folklore or fairy tales. As follows:
 - 1) The first meeting is putri tandampalik,
 - 2) The second meeting is la dana yang cerdas
 - 3) The third meeting is tulang didi dan ayam jantanya

- 4) And the last meeting is to pamona dan to wotu.
- c. After being given some paper stories students are asked to observed each pictures to find out the storyline.
 - d. Then, the students are divided into several groups to make it easier to analyze sequenced pictures, work together to express their ideas, and discuss with each other.
 - e. When students can determine the storyline correctly, the researcher request that student tell every event that occurs in the order of the pictures with completing each blank paragraph of the text according to the order of the pictures.
 - f. After students tell each incident in the sequenced pictures, students are asked to combine each story to become a story that corresponds to the first pictures until to end.
 - g. After that the students identify the vocabulary of the past tense the structure grammar and mechanic of the story.
 - h. The researcher controlled and guide the students so find out the vocabulary, the structure grammar and mechanic of the story.
 - i. The researcher ask to the story that make of students, after that vocabulary that has found.
 - j. The last, the searcher check the story that make of students, after that the researcher give correction based on the students result.
3. Giving Post-test

The post-test gave to the students after doing pre-test and treatment, the researcher gave another of folklore luwu story to the students and asked then to write narrative text based on the folklore story. This test find out whether the students have difficult result after giving treatment or not.

G. Technique of Data Analysis

Data analysis technique were carried out find out a method used in these activities. Data analysis was needed, after data collection through pre-test, treatment, and post-test to find out how successful the effect of using sequenced picture to improve writing narrative text ability. To analyzed the data, the writer used to following steps:

1. Formulation

$$Score = \frac{\text{The total of the students' correct answer}}{\text{The total of items}}$$

$$P = \frac{F}{N} \times 100$$

Keterangan :

P : Percentage

F : Frequency

N : Number of Sample

2. Scoring Writing – Test

In this test, the researcher used 1-6 scale to measure students answer based on the writing skill.³⁷ With the use concept J.B. Heaton.

The following marking scheme (using 5 points scale) as follows:

1. Content

Table 3.2 the scoring of content

No	Score	Classification	Indicator
1	27-30	Excellent	Clear, focused, and interesting detail, complete, rich, well-focused, the main ideas do not usurp too much attention.
2	15-26	Good	Cleared the focus, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, to general.
3	12-14	Fair	Lack of logical sequenced and development ideas confusing or disconnected, lacking purpose or theme.
4	9-11	Poor	Not fluent, does not communicate, information is very limited.
5	5-8	Very poor	No organization, not enough to evaluate because no meaningful

³⁷ J.B. Heaton, *Writing English Text*, (New York: Longman, 1998), p.146.

2. Organization

Table 3.3 the scoring of organization

No	Score	Classification	Indicator
1	18-20	Excellent	Fluent expression, ideas clearly state. Supporter logical sequencing, well organized means the order structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and strong conclusion.
2	15-17	Good	The reader can readily follow that is being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.
3	12-14	Fair	Lack logical sequenced and development not fluent, the writing lacks direction, with ideas, detail.
4	9-11	Poor	Not communicate, transition are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
5	5-8	Very poor	No organization, confusing the sender not enough to evaluate

3. Vocabulary

Table 3.4 the scoring of vocabulary

No	Score	Classification	Indicator
1	18-20	Excellent	The word was effective, choice, usage, specific, and accurate.
2	15-17	Good	Adequate range occasional error of word/idiom, choice, and usage. Language communication rarely captures the reader's imagination; some words may lack precision while the overall meaning is clear.
3	12-14	Fair	The writer struggle with eliminating vocabulary groping for words.
4	9-11	Poor	Many errors of words /idiom, choice, and usage. Language is so vague and abstract, redundant. Devoid of detail that only the broadest, many repetitions, often words simply do not feat the text; verb are weak and view in number, is, are, was, were, and dominated.
5	5-8	Very poor	Almost all the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

4. Grammar

Table 3.5 the scoring of grammar

No	Score	Classification	Indicator
1	23-25	Excellent	Effective complex construction few errors of agreement, tense, number word order/function pronoun, preposition.
2	20-22	Good	Effective but simple construction is a minor problem in complex construction several errors of tense, word error, function, pronoun, and preposition but seldom meaning cored.
3	16-19	Fair	The major problem is simple construction, frequent negative errors, agreement, tense, word, order/function, pronouns, preposition, and fragment. Do not communicate.
4	9-15	Poor	It was dominated by error grammar. Cannot understand and evaluate.
5	5-8	Very poor	Virtual there is no master on sentence construction's rule.

5. Mechanics

Table 3.6 the scoring of mechanics

No	Score	Classification	Indicator
1	5	Excellent	Demonstration mastery of convention was not a problem of spelling, punctuation, capitalization, and paragraph.
2	4	Good	Few errors of spelling, punctuation, capitalization, paragraphing but not observed.
3	3	Fair	Some errors of spelling, punctuation, capitalization, paragraphing.
4	2	Poor	Many errors of spelling functions, capitalization, paragraphing.
5	1	Very poor	Illegible writing

Beside the technical of scoring through six scales above, the researcher also make rating classification to measure the student's writing ability. The following is rating scale classification:

Table 3.7 the classification the student writing score

Classification	Scale	Rating
Excellent	81-100	5
Good	61-80	4

Fair	41-60	3
Poor	21-40	2
Very poor	0-20	1

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research deals with the rate research deals with the rate percentage of students score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of students pre-test and post-test.

1. Pre-test

Table 4.1 The students score of content, organization, vocabulary, grammar and mechanic in pre-test

	Content	Organization	Vocabulary	Grammar	Mechanic	Total (T ₁)	Category
R1	9	9	10	10	2	40	Poor
R2	26	17	17	22	4	86	Excellent
R3	12	12	12	16	2	54	Fair
R4	14	14	12	16	3	59	Fair
R5	14	14	11	16	3	58	Fair
R6	5	5	5	5	1	21	Poor

R7	5	5	5	5	1	21	Poor
R8	5	5	5	5	1	21	Poor
R9	5	5	5	5	1	21	Poor
R10	5	5	5	5	1	21	Poor
R11	9	9	9	5	2	34	Poor
R12	5	9	9	9	2	34	Poor
R13	15	15	15	20	4	69	Good
R14	15	17	17	20	4	73	Good
R15	15	17	17	20	4	73	Good
R16	15	14	14	14	3	60	Fair
R17	14	14	15	14	3	60	Fair
R18	5	5	5	5	1	21	Poor
R19	5	5	5	5	1	21	Poor
R20	5	5	5	5	1	21	Poor
Total	203	201	198	222	44	864	

mean score	10.15	10.05	9.9	11.1	2.2	43,4	
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Table 4.1 above showed the scores of all students in writing components. The most of students faced difficult in write because their vocabulary was limited. It was making the students hard to write about their idea and developed their text. They only write one until five short sentences in their text. The sentences that they were write was confused, because their sentence were not connected. In addition, the language use of the students was low. The students was not used right tenses and “to be”. In mechanic, most of students was used capital letter in the middle of the sentence and not used punctuation.

From the result of calculations above, the researcher concludes about the value of writing in the pre-test, where total score in content was 203 (with the mean score was 10,15), total score in organization was 201(with the mean score was 10,5), total score vocabulary was 198 (with the mean score was 9,9), total score in grammar was 222 (with the mean score was 11,1), last total score in mechanic 44 (with the mean score was 2,2) and the average number of scores as a whole of the fifth components writing is 43.4 with “fair” category. It mean with the result of this data, it can be concluded that the ability of students in writing narrative text using sequenced pictures media is still lacking. The average score of students above shows that the student’s ability in writing is low, because the students lack vocabulary, in addition almost the student’s difficulties in grammar.

a. Content

Table 4.2 The criteria and percentage of the student's content in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	-	0%
2	Good	15-26	5	25%
3	Fair	12-14	4	20%
4	Poor	9-11	2	10%
5	Very poor	5-8	9	45%
	Total		20	100%

Table 4.2 informs the criteria and percentage of the students' content in pre-test. It showed that none of student (0%) got "excellent" score, 5 student (25%) got "good" score, 4 students (20%) got "fair" score, 2 students (10%) got "poor" score, and 9 students (45%) got "very poor" score. It mean that most of students still had low ability in their writing. In this case, one of component in writing called content has highest score in "very poor". The students were lack of logical sequenced, development ideas was confusing and lack in purpose. In addition, the students writing were not organization and not meaningful. It was caused the students lack vocabulary and lack of developing the story on the sequenced pictures presented.

b. Organization

Table 4.3 The criteria and percentage of the student's organization in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	15-17	4	20%
3	Fair	12-14	5	25%
4	Poor	9-11	3	15%
5	Very poor	5-8	8	40%
	Total		20	100%

Table 4.3 displays criteria and percentage of the students' organization in pre-test. It showed that none of student (0%) got "excellent" score, 4 student (20%) got "good" score, 5 students (25%) got "Fair" score, 3 students (15%) got "poor" score, and 8 students (40%) got "very poor" score. It mean that some students in the category of organization are still very weak in organizing ideas or message in writing, and still lack in chronological sorting special to general and vice versa on the sequenced pictures provided.

c. Vocabulary

Table 4.4 The criteria and percentage of the student's vocabulary in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	15-17	5	25%
3	Fair	12-14	3	15%
4	Poor	9-11	4	20%
5	Very poor	5-8	8	40%
	Total		20	100%

Table 4.4 describes the criteria and percentage of the students organization in pre-test. It showed that none of student (0%) got “excellent” score, 5 student (25%) got “good” score, 3 students (15%) got “Fair” score, 4 students (20%) got “poor” score, and 8 students (40%) got “very poor” score. On the percentage above it can be concluded that most of the students lack in vocabulary, almost all of the words used are wrong and inaccurate, lack of variety, and many spelling mistakes.

d. Grammar

Table 4.5 The criteria and percentage of the student's grammar in pre-test

NO	Classification	Score	Frequency	Percentage
1	Excellent	23-25	-	0%
2	Good	20-22	4	20%
3	Fair	16-19	3	15%
4	Poor	9-15	4	20%
5	Very poor	5-8	9	45%
	Total		20	100%

Table 4.5 illustrates the criteria and percentage of the students' organization in pre-test. It showed none of student (0%) got "excellent" score, 4 students (20%) got "good" score, 3 students (15%) got "Fair" score, 4 students (20%) got "poor" score, and 9 students (45%) got "very poor" score. From the result above, it can be concluded that students are still very lack in composing sentence correctly and the arrangement of sentence that are not connected and sometimes disconnected.

e. Mechanics

Table 4.6 The criteria and percentage of the student's mechanics in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	5	-	0%
2	Good	4	4	20%
3	Fair	3	4	20%
4	Poor	2	4	20%
5	Very poor	1	8	40%
	Total		20	100%

Table 4.6 reveals the criteria and percentage of the students' organization in pre-test. It showed none of student (0%) got "excellent" score, 4 students (20%) got "good" score, 4 students (20%) got "Fair" score, 4 students (20%) got "poor" score, and 8 students (40%) got "very poor" score. From the above percentage, most of the students poor in the mechanic, it mean that students still had spelling errors, punctuation, use of capitalization, and make paragraphs.

Table 4.7 The criteria and percentage of the students pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	81-100	1	5%
2.	Good	61-80	3	15%
3.	Fair	41-60	5	25%
4.	Poor	21-40	11	55%
5.	Very poor	0-20	-	%
	Total		20	100%

Based on the table 4.7 displays the criteria and percentage of the students pre-test. It showed that there was 1 student (5%) got “excellent” score, 3 students (15%) got “good” score, 5 students (25%) got “fair” score, 11 students (55%) got “poor” score, and none of students (0%) got “very poor” score. It mean showed all percentage that the students got in pre-test, about 55% of students classification as “very poor”. The students got difficulty to write narrative with the media sequenced pictures because, they do not know developed their idea and lack vocabulary in English. However, the student had been good participation in this activity.

2. Post-test

Table 4.8 The students score of content, organization, vocabulary, grammar and mechanic in post-test

Respondents	Content	Organization	Vocabulary	Grammar	Mechanics	Total (x2)	Category
R1	15	16	18	22	4	75	Good
R2	26	18	18	20	5	87	Excellent
R3	15	15	17	20	4	71	Good
R4	16	15	16	20	4	71	Good
R5	15	16	16	20	4	71	Good
R6	14	14	14	16	3	46	Fair
R7	12	12	12	10	3	61	Good
R8	12	12	12	10	3	61	Good
R9	9	9	9	9	2	29	Poor
R10	9	9	10	9	2	39	Poor
R11	14	13	14	16	3	60	Fair
R12	14	14	17	19	4	68	Good

R13	17	18	17	20	4	76	Good
R14	18	18	18	22	5	81	Excellent
R15	18	18	19	22	5	82	Excellent
R16	18	18	18	19	4	77	Good
R17	17	18	18	17	4	74	Good
R18	12	12	11	15	3	53	Fair
R19	9	9	9	9	2	38	Poor
R20	9	9	10	9	2	39	Poor
Total	289	283	293	324	70	1.259	
Total mean score	14.45	14.15	14.65	16.2	3.5	62.95	

Table 4.8 above showed the scores of all students in writing component, the students had progressed significantly on the post-test. Students writing is also focused and clearly in every storyline students write. In addition, students writing is also well developed and structured. In pre-test, the only wrote two or three sentence in one paragraph, but in post-test students wrote four to five sentences in one paragraph, students also developed their thinking

ideas so that each storyline they wrote corresponded to the stages of events in the story.

From the table and mean above the researcher took conclusion about the writing score in post-test, where total score in content was 289 (with the mean score was 14,45), organization was 283(with the mean score was 114,15), vocabulary was 293 (with the mean score was 14,65), grammar was 324(with the mean score was 116,2), mechanic was 70 (with the mean score was 3,5) and the average number of scores post-test as a whole of the fifth components writing is 62,95 with “good” category. It mean the mean score in post-test was bigger than pre-test. By this table and mean, the data gave analysis that the students ability in writing had developed.

a. Content

Table 4.9 The criteria and percentage of the students content post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	-	0%
2	Good	15-26	10	50%
3	Fair	12-14	6	20%
4	Poor	9-11	4	30%
5	Very poor	5-8	-	0%

	Total		20	100%
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Table 4.9 reveals the criteria and percentage of the students' content in post-test. It showed none of students (0%) got "excellent" score, 10 students (55%) got "good" score, 6 students (30%) got "fair" score, and 4 students (20%) got "very poor" score. That is mean, student writing ability in writing skills are slightly higher on "fair" score in component content in post-test. The content of their writing is quite organizational, there are some students who write well. Most students had understood the content of the writing, focused, and clearly. Students had also been able to developed storytelling ideas on the given sequenced pictures, although the overall result not be attractive.

b. Organization

Table 4.10 The criteria and percentage of the student's organization post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	6	30%
2	Good	15-17	4	20%
3	Fair	12-14	6	30%
4	Poor	9-11	4	20%
5	Very poor	5-8		0%

	Total		20	100%
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Table 4.10 illustrates the criteria and percentage of the students organization in post-test. It showed there 6 students (30%) got “excellent” score, 4 students (20%) got “good” score, 6 students (30%) got “fair”, 4 students (20%) got “poor” score, and none of student (0%) got “very poor” score. It can be seen in the organization component, there are several students who can write clearly, focused, and sequence, good introduction, good placement of re-tail and strong conclusions on the given sequenced pictures.

c. Vocabulary

Table 4.11 The criteria and percentage of the student’s vocabulary post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	5	25%
2	Good	15-17	5	25%
3	Fair	12-14	3	15%
4	Poor	9-11	7	35%
5	Very poor	5-8	0	0%
	Total		20	100%

Table 4.11 describes the criteria and percentage of the students vocabulary in post-test. It showed there 5 students (25%) got “excellent” score, 4 students (25%) got “good” score, 3 students (15%) got “fair” score, 7 students (35%) got “poor” score” and none of students (0%) got “very poor” score. The vocabulary component above shows that some students have used effective words, correct vocabulary choices, and the use of diverse, specific, and accurate in writing their narrative text when make stories on sequenced pictures that have been given.

d. Grammar

Table 4.12 The criteria and percentage of the student’s grammar

post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	23-25	-	0%
2	Good	20-22	8	40%
3	Fair	16-19	5	25%
4	Poor	9-15	7	35%
5	Very poor	5-8	0	0%
	Total		20	100%

Table 4.12 displays the criteria and percentage of the students' grammar in post-test. It showed none of students (0%) got "excellent" score, 8 students (40%) got "good" score, 5 students (25%) got "fair" score, 7 student (35%) got "poor" score, and none of students (0%) got "very poor" score. Based on the criteria and percentage above, it can be concluded that the grammar is quite good in post-test compared to the pre-test, where the grammar is starting to be good so that every sentence and paragraph has the correct structure, uses complex constructions that are effective and has only a few tenses errors and preposition.

e. Mechanic

**Table 4.13 The criteria and percentage of the student's mechanic
post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	5	3	15%
2	Good	4	8	40%
3	Fair	3	3	15%
4	Poor	2	6	30%
5	Very poor	1	-	0%
	Total		20	100%

Table 4.13 informs the criteria and percentage of the students' grammar in post-test. It showed there 3 students (15%) got "excellent" score, 8 students (40%) got "good" score, 3 students (15%) got "fair" score, 6 student (30%) got "poor" score, and 7 students (35%) got "very poor" score. On the criteria and percentage mechanic shows that students begin to place every punctuation, spelling, capitalization, and paragraphs that are good and correct in every storyline they write use sequenced pictures media. It mean is, the mechanic of students in post-test increased significantly than the pre-test that has been done.

Table 4.14 The criteria and percentage of the students post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	81-100	3	15%
2.	Good	61-80	10	50%
3.	Fair	41-60	3	15%
4.	Poor	21-40	4	20%
5.	Very poor	0-20	0	0%
	Total		20	100%

Based on the table 4.14 shows the criteria and percentage of the students post-test. It showed that there was 3 students (15%) got “excellent” score, 10 students (55%) got “good”, 3 students (15%) got “fair” score, 4 students (20%) got “poor” score, and none of students (0%) got “very poor” score. It mean, writing ability students developed using sequenced pictures media. Where it can be seen that the students writing ability changed significantly. Because, percentage of students that developed in post-test can be concluded that use of sequenced pictures media is effective in teaching writing ability.

Table 4.15 The mean score and standard deviation in pre-test(T_1) and post-test(T_2)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	21.00	86.00	43.4000	22.41334
Post-test	20	29.00	87.00	62.9500	16.93167
Valid N (listwise)	20				

Table 4.15 sample statistics revealed that the standard deviation in pre-test 22.413 and post-test is 16.931. It also presented that the mean score of students in pre-test is 43.40, and the mean score of students in post-test is 62.95. The table above showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It can be summarized that the use of sequenced pictures media effectively to improve writing narrative text ability to students.

The researcher applied T_{est} analysis and measure the score by using SPSS to find out whatever the pre-test and post-test where significantly different and to find out the result of the hypothesis in the research. The result of a paired sample statistic, paired sample correlation, and paired sample test can be seen in the following tables.

Table 4.16 The paired sample statistic of pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	43.4000	20	22.41334	5.01178
	Post-test	62.9500	20	16.93167	3.78604

Table above shows the mean score of the students pre-test was 43.40, and the mean score of students post-test was 62.95. It can be summarized that the students' scores improved from 43.40 to 62.95. The standard deviation of pre-test was 22.41, and the standard deviation of post-test was 16.93, the standard deviation error in the pre-test is 5.011 and standard deviation error in post-test is 3.786. It means that using sequenced pictures media in write can improve student's narrative text writing ability.

Table 4.17 The paired sample correlation of pre-test and post-test

Paired Samples Correlations				
	N	Correlation	Sig.	
Pair 1 Pre-test & Post-test	20	.863	.000	

The hypothesis was tested using paired statistics with paired sample t-test on SPSS. In this case, on the table 4.17 paired sample correlation of pre-

test and post-test above showed that the correlation of the students ability before after treatment is 0,863. It means that there was a significantly correlation between students ability in writing before and after treatment with the use sequenced pictures media.

Table 4.18 The paired sample test of pre-test and post-test

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. De- viation	Std. Error Mean	95% Confidence Inter- val of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-19.55000	11.57345	2.58790	-24.96654	-14.13346	7.554	19	.000

On the table 4.18 above, the researcher found that t_o (t_{count}) = 7.554, t_t (t_{table}) = 2.093, df (degree of freedom) = 19 with the standard significant 0.05 (5%). In the t-count is higher than t-table. That is means there is significant difference in post-test. This result shows that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Where it can be concluded that is the use of sequenced pictures media to improve students ability in writing narrative text there is significant difference before and after it was applied.

B. Discussion

Based on the result of data analysis, the researcher found an increase in students writing ability using the media sequenced pictures for students from eighth grade the SMPN 8 Palopo. With the mean score of pre-test was 43.40, and the mean score of post-test was 62.95, the standard deviation of the pre-test was 22.41, and the standard deviation of the post-test was 16.93. It mean,

that the use of media sequenced pictures to write in English especially writing narrative text can improve and developed students achievement.

According to the statistic score, this research proved the effectiveness of media sequenced pictures to improving students writing skill. After measuring by using SPSS, the result revealed that the significant 2-tailed scored is 0.000, which is smaller than the standard significant score 0.05(5%). The calculation of this statistic analysis score indicated that the H_a was accepted, meanwhile H_o was rejected. It proved that the media sequenced pictures shows the difference in students' scores, precisely in writing ability. In this research, there was 20 students as the sample in the pre-experiment class. Besides that, Heaton states that picture series not only provides students with basic material for composition but also stimulate and they imaginative powers³⁸.

Based on the description above, the researcher concludes that one of the important points that the teacher must accommodate, teacher must provide especially in writing ability. Therefore, in teaching writing, one of the media used by teachers must be able to support and improve students' ability especially in writing narrative text. Teachers can use this media sequenced pictures in teaching especially writing in order to develop ideas and critical thinking students, and is expected to make it easier for students to produce and express the difference ideas students.

³⁸ J.B. Heaton *writing through picture*. Harlow Essex: Logman. 1996

Actually, there are several media that we can use to teach writing but, researcher use this media sequenced pictures in teaching writing, moreover it is application in teaching writing has a good effect in improving students' writing skills.

Based on the data collected, the use of media sequenced pictures in teaching writing can improve students writing skill towards five focused components are: content, organization, grammar, vocabulary, and mechanic. Besides that, the use of media sequenced pictures in the writing learning process can also increase students' learning motivation. This is evidenced by the students' scores on each component focused on writing scores increased and also, students were enthusiastic about a difference story each meeting. Picture series is one media to teaching writing through the use of picture series is effective to be applied in writing skill (Apsari, 2017)³⁹.

In the pre-test that students have done on the first meeting with the tittle "the onion and garlic", there are several students' weakness in this process such as the grammar and vocabulary point. At this point most students have low scores, this is evidenced by the presence of pre-test scores on five components in this test including content, organization, vocabulary, grammar, and mechanics. The students have many mistakes in grammar to express their ideas. The students have a lack of vocabulary so the students have difficulty in grammar, some the students are confused in exploring their own opinion. This

³⁹ Apsari, *The Use Of Picture Series In Teaching Writing Recount Text*. (online), Vol.1, No.1, <http://repository.unpas.ac.id/1267/4/chapter%20II.pdf>. Accessed on October 25 2018.

is supported by previous research Dwi Gustika (2022) which states that, this is due to the lack of students to practice in writing, example in the use of spelling, in choosing vocabulary, and lack vocabulary.⁴⁰

After given the pre-test at the first meeting, the students were then given treatment with the stories are” the hare and tortoise, the lion and mouse, the wolf and the shepherd boy, and the last story timun mas”. Where, this treatment was carried out for 4 meetings, each meeting was given difference sequenced pictures. During the treatment, the researcher found some problems in the classroom like:

1. Students still write stories at the core without developing their story ideas.
2. Students are still confused to match the order of pictures with the story they are going to write.
3. Some students are still lacking in English vocabulary as well the choice of vocabulary according to the story, and they do not understand the grammar used in making the story according to the incident

After the treatment, a post-test was carried out to see the progress of students writing skill. The researcher gives a narrative text with the tittle”malin kundang”, when carrying out the post-test the researchers found significant student development from before, as follows:

⁴⁰ Dwi Gustika, “ *Improving students Skill in Writing Descriptive Text Using Direction Clue at the 2nd Grade Students of MAN Palopo*”2022

1. Students weakness have been reduced, many students write stories better improve their points in content, organization, vocabulary, grammar, and mechanics.
2. Students are able to use varied vocabulary and develop their ideas in writing.

This is supported by previous researcher Jonris Tampubolon and Edi Suprayetno (2022), entitled “the effectiveness of using sequenced ictures media in teaching ELF students in writing procedure text” which states that the students find it helpful in giving them ideas about the writing, the students grammar is also significantly improved and the vocabulary is also improved due to the use of media sequenced pictures.⁴¹ Next, previous findings that supported by Risdayanti (2020), entitled “the using of pictures series to improve students writing skill at the tenth grade students of SMAN 8 Pinrang” the researcher found that pictures series is able to improve the writing skill students.⁴²

States that writing is on way to express our ideas, opinion, and feelings. When we are difficult or shy to say our ideas, opinions, or feelings to other people, we can do it by writing. In writing, we can express our mind freely, but writing is not an easy work because we have to pay attention to the lan-

⁴¹ Jonris Tampuolon, and Edi Supriyetno, “*The effectiveness of Using Sequenced Pictures Media in Teaching ELF Students Writing Procedure Text*”, *Journal of Applied Linguistic*, Vol.2, No.1, January 2022.

⁴² Risdayanti, 2020, “*The Using Of Pictures Series To Improve Students Writing Skill At The Tenth Grade Students of SMAN 8 Pinrang*” <http://repository.iainpare.ac.id/2076/1/15.1300.119.pdf>.

guage use, content, organization, vocabulary, and mechanic. In addition writing English is a skill which so compulsory. So we have to study how to write something. Sometimes we cannot express our idea orally but we can do freely through writing⁴³.

⁴³ Pardiyo, *Writing Component in Education*, 2012.P.2018

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data that has been analyzed, the use of sequenced pictures media can improve students writing ability especially writing narrative text, there is have a significant difference between before and after providing treatment with learning using media sequenced pictures. So, it can be concluded that the use of sequenced pictures media is effective in writing narrative text at the eighth of SMPN 8 Palopo.

B. Suggestions

Based on this research, the result of the data analysis and conclusion, the researcher composes several suggestions, as follows:

1. For the teacher

As an English teacher, it is better in the teaching and learning process the teacher must choose an effective media to use, so that it can build a good ambiance to attain students learning outcomes increase. Besides, the students can express their own ideas in the class.

2. For the students

Students should consider that the implementation of learning using sequenced pictures helps them to be confident in telling and re-writing stories in front of the class. In addition, the students have notice that English is an essential language nowadays.

3. For the further researchers

In the result it is hoped that useful for the readers. In this research, the further research expected to conduct research to find other significance and effectiveness of student learning outcomes through methods or media in other English skill.

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PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326046



IZIN PENELITIAN
NOMOR : 923/IP/DPMTSP/III/2022

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penyalenggaraan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : WAFIQ AZIZA IKHWAN A.M
Jenis Kelamin : Perempuan
Alamat : Jl. Bakau Kota Palopo
Pekerjaan : Mahasiswa
NIM : 18 0202 0135

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING SEQUENCED PICTURES IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE STUDENTS OF SMPN 8 PALOPO

Lokasi Penelitian : SMP NEGERI 8 PALOPO
Lamanya Penelitian : 02 Agustus 2022 s.d. 02 September 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal 02 Agustus 2022
a.n Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel,
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
Alamat : Jl. Dr. Ratulangi No. 66 Balandak Palopo ☎ (0471) 22921



SURAT KETERANGAN PENELITIAN

Nomor: 421.3/110/SMPN.8/IX/2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama : Wafiq aziza ikhwan a.m
NIM : 18 0202 0135
Tempat / Tgl Lahir : Wotu, 2 Januari 2000
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Bakau

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 2 Agustus S.D 2 September 2022, untuk kepentingan penulisan Skripsi dengan judul **"The Effectiveness Of Using Sequenced Pictures In Writing Narrative Text At The Eighth Grade Students Of SMPN 8 Palopo"**.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.



H. ADILAH, S.Pd., M.Pd
NIP. 19700101 199702 2 008

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 8 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/Ganjil

Materi Pokok : Narrative Text

A. Tujuan Pembelajaran

Pada saat mengimplementasikannya siswa diharapkan mampu memahami, mengetahui, merancang, menganalisis, berbagi, mengidentifikasi, dan melakukan keterampilan baik secara lisan maupun tulisan narrative teks sederhana : Tentang cerita dongeng (fairy tale), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar serta sesuai konteks.

B. Materi dan Startegi Pembelajaran

1. Materi Pembelajaran

Guru menyampaikan materi narrative text dan siswa memahami dan mengidentifikasi materi narrative text melalui media sequenced pictures, kemudian siswa menyusun cerita dalam bentuk narrative text sesuai dengan urutan gambar pada sequenced pictures yang telah disajikan, dan siswa mempresentasikannya didepan kelas hasil tulisan narrative text berdasarkan media sequenced pictures.

2. Strategi Pembelajaran : Indirect instruction

- a. Teori : Constructivism
- b. Pendekatan : Constructivist Approach
- c. Model : Project Based – Learning
- d. Metode : Diskusi, Presentasi , Tanya Jawab
- e. Teknik : Diskusi
- f. Perangkat : RPP, Buku, Media sequenced pictures
- g. Moda : Offline (tatap muka)

C. Assessment/ Evaluasi Pembelajaran

- 1. Test**
- 2. Non Test**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 8 Palopo

Kelas/Semester : VIII. 1/Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : *Sequenced pictures of putri tandampalik*

Pertemuan : 1 (pertama)

Alokasi Waktu : 1 x 60 menit (1 pertemuan)

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Memahami dan menulis dalam bahasa inggris dengan baik dan benar.
- Meningkatkan kemampuan siswa dalam menulis.

B. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

- Media: Lembar penilaian, sequenced pictures, dan lembar cerita rakyat/dongeng.
- Alat/bahan: Spidol, sequenced pictures, dan papan tulis.

C. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)
<ol style="list-style-type: none">1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.2. mengecek kesiapan siswa belajar baik fisik maupun psikologis.3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <i>writing narrative text used sequenced pictures</i>.
Kegiatan Inti (40 menit)
<ol style="list-style-type: none">1. Memulai pembelajaran dengan melaksanakan kegiatan awal yakni menginformasikan materi yang akan diberikan2. Memberikan beberapa paper cerita dongeng/cerita rakyat berupa cerita tentang kancil dan kura-kura dalam bentuk sequenced pictures3. Meminta peserta didik mengamati setiap gambar untuk menebak alur cerita.4. Siswa diminta untuk menuliskan bagian cerita tersebut pada teks cerita yang kosong.5. Peneliti mengidentifikasi penggunaan vocabulary, grammar, struktur, dan mechanic pada kalimat yang mereka lengkapi.
Penutup (10 menit)
<ol style="list-style-type: none">1. Guru dan peserta didik membuat kesimpulan kemudian melakukan refleksi terhadap pembelajaran yang telah dilakukan.

D. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap: keaktifan siswa dalam mengikuti pembelajaran.

Figure treatment 1:



Instruction!

A. Complete the snippets of the story into one paragraph according to the events that occur in pictures above!

1. One Day.....
2.
3.
4.
5.
6.
7.
8.
9. Finally.....

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 8 Palopo

Kelas/Semester : VIII. 1/Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : *Sequenced picture of la danang yang cerdas*

Pertemuan : 2 (dua)

Alokasi Waktu : 1 x 60 menit (1 pertemuan)

E. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Memahami dan menulis dalam bahasa Inggris dengan baik dan benar.
- Meningkatkan kemampuan siswa dalam menulis.

F. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

- Media: Lembar penilaian, sequenced pictures, dan lembar cerita rakyat/dongeng.
- Alat/bahan: Spidol, sequenced pictures, dan papan tulis.

G. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)	
4.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
5.	mengecek kesiapan siswa belajar baik fisik maupun psikologis.
6.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <i>writing narrative text used sequenced pictures</i> .
Kegiatan Inti (40 menit)	
6.	Memulai pembelajaran dengan melaksanakan kegiatan awal yakni menginformasikan materi yang akan diberikan
7.	Memberikan beberapa paper cerita dongeng/cerita rakyat berupa cerita tentang persahabatan singa dan tikus dalam bentuk sequenced pictures
8.	Meminta peserta didik mengamati setiap gambar untuk menebak alur cerita.
9.	Siswa diminta untuk menuliskan bagian cerita tersebut pada teks cerita yang kosong.
10.	Peneliti mengidentifikasi penggunaan vocabulary, grammar, struktur, dan mechanic pada kalimat yang mereka lengkapi.
Penutup (10 menit)	
2.	Guru dan peserta didik membuat kesimpulan kemudian melakukan refleksi terhadap pembelajaran yang telah dilakukan.

H. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap: keaktifan siswa dalam mengikuti pembelajaran.

Figure treatment 2:



Instruction!

A. Complete the snippets of the story into one paragraph according to the events that occur in pictures above!

1. One upon a time.....
2.
3.
4.
5.
6. Finally.....

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 8 Palopo

Kelas/Semester : VIII. 1/Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : *Sequenced pictures of tulang didi dan ayam jantannya*

Pertemuan : 3 (tiga)

Alokasi Waktu : 1 x 60 menit (1 pertemuan)

B. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Memahami dan menulis dalam bahasa inggris dengan baik dan benar.
- Meningkatkan kemampuan siswa dalam menulis.

C. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

- Media: Lembar penilaian, sequenced pictures, dan lembar cerita rakyat/dongeng.
- Alat/bahan: Spidol, sequenced pictures, dan papan tulis.

D. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)	
7.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
8.	mengecek kesiapan siswa belajar baik fisik maupun psikologis.
9.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <i>writing narrative text used sequenced pictures</i> .
Kegiatan Inti (40 menit)	
11.	Memulai pembelajaran dengan melaksanakan kegiatan awal yakni menginformasikan materi yang akan diberikan
12.	Memberikan beberapa paper cerita dongeng/cerita rakyat berupa cerita tentang serigala dan pengembala dalam bentuk sequenced pictures
13.	Meminta peserta didik mengamati setiap gambar untuk menebak alur cerita.
14.	Siswa diminta untuk menuliskan bagian cerita tersebut pada teks cerita yang kosong.
15.	Peneliti mengidentifikasi penggunaan vocabulary, grammar, struktur, dan mechanic pada kalimat yang mereka lengkapi.
Penutup (10 menit)	
3.	Guru dan peserta didik membuat kesimpulan kemudian melakukan refleksi terhadap pembelajaran yang telah dilakukan.

E. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap: keaktifan siswa dalam mengikuti pembelajaran.

Figure treatment 3:



Instruction!

A. Complete the snippets of the story into one paragraph according to the events that occur in pictures above!

1. One upon a time.....
2.
3.
4.
5.
6.
7.
8. Finally.....

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 8 Palopo

Kelas/Semester : VIII. 1/Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : *Sequenced picture of to pamona and to wotu*

Pertemuan : 4 (empat)

Alokasi Waktu : 1 x 60 menit (1 pertemuan)

F. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Memahami dan menulis dalam bahasa inggris dengan baik dan benar.
- Meningkatkan kemampuan siswa dalam menulis.

G. MEDIA PEMBELAJARAN DAN SUMBER BELAJAR

- Media: Lembar penilaian, sequenced pictures, dan lembar cerita rakyat/dongeng.
- Alat/bahan: Spidol, sequenced pictures, dan papan tulis.

H. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)
<ol style="list-style-type: none">10. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.11. mengecek kesiapan siswa belajar baik fisik maupun psikologis.12. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <i>writing narrative text used sequenced pictures</i>.
Kegiatan Inti (40 menit)
<ol style="list-style-type: none">16. Memulai pembelajaran dengan melaksanakan kegiatan awal yakni menginformasikan materi yang akan diberikan17. Memberikan beberapa paper cerita dongeng/cerita rakyat berupa cerita tentang Timun Mas dalam bentuk sequenced pictures18. Meminta peserta didik mengamati setiap gambar untuk menebak alur cerita.19. Siswa diminta untuk menuliskan bagian cerita tersebut pada teks cerita yang kosong.20. Peneliti mengidentifikasi penggunaan vocabulary, grammar, struktur, dan mechanic pada kalimat yang mereka lengkapi.
Penutup (10 menit)
<ol style="list-style-type: none">4. Guru dan peserta didik membuat kesimpulan kemudian melakukan refleksi terhadap pembelajaran yang telah dilakukan.

I. PENILAIAN HASIL PEMBELAJARAN

- Penilaian sikap: keaktifan siswa dalam mengikuti pembelajaran.

Figure treatment 4:



Instruction!

A. Complete the snippets of the story into one paragraph according to the events that occur in pictures above!

1. One upon a time.....
2.
3.
4.
5.
6.
7.
8. Finally.....

INSTRUMENT PRE-TEST OF WRITING SKILL

In the Pre-test, the researcher give interview, and complete sentence with the story about” Legenda Sawerigading”.

Name :

Class :

Material : Narrative Text

“Legenda Sawerigading”





Direction:

A. Complete the snippets of the story below according to the events that occur in pictures above to become on paragraph!

1. One day
2.
3.

4.
5.
6.
7.
8.
9. Finally.....

INSTRUMENT POST-TEST OF WRITING SKILL

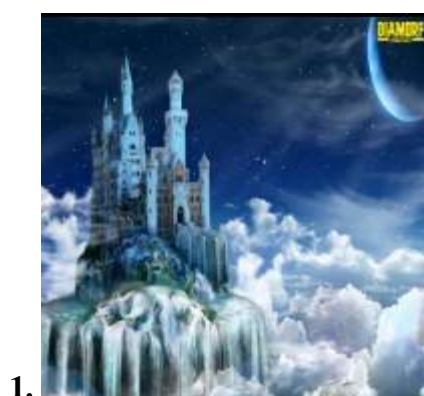
In the Post-test, the researcher give interview, and complete sentence with the story about” Asal-Usul Danau Matano”.

Name :

Class :

Material : Narrative Text

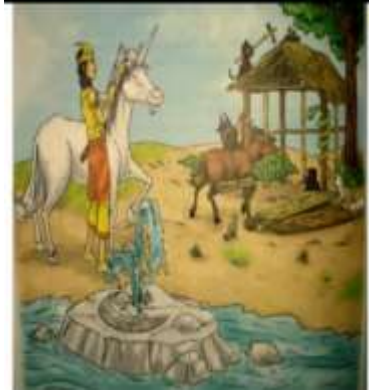
“ Malin Kundang”



3.



4.



5.



6.



7.



8.





Direction:

A. Complete the snippets of the story below according to the events that occur in pictures above to become on paragraph!

1. One upon a time.....
2.
3.
4.
5.
6.
7.
8.
9.
10. Finally.....

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : *Dev Ismayanti, S.S., M.Hum*
Jabatan/Pekerjaan : *Dosen*
Instansi Asal : *Institut Agama Islam Negeri Palopo*

Menyatakan bahwa soal *pre-test* dan *post-test* dengan judul:

The Effectiveness of Using Sequenced Pictures In Writing Narrative Text At The Eighth Grade Students of SMPN 8 Palopo.

dari mahasiswa:

Nama : *Wafiq Aziza Ikhwan A.M*
Program Studi : *Pendidikan Bahasa Inggris*
NIM : *18 0202 0135*

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....
.....
.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, *28* Juli 2022

Validator,

Dev Ismayanti, S.S., M.Hum

NIP

*coret yang tidak perlu

KUESIONER PENILAIAN AHLI BAHASA

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Dimohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas					✓
	b. Tujuan pre-tes dan post-tes dinyatakan dengan jelas					✓
	c. Petunjuk pengisian pre-tes dan post-tes mudah dipahami				✓	
II	Aspek Cakupan (Isi)					
	a. Butir-butir pre-tes dan post-tes mencakup data yang berhubungan dengan cakupan isi materi memadai					✓
	b. Butir-butir pre-tes dan post-tes mencakup data yang berhubungan dengan penggunaan bahasa disalam materi baik dan benar					✓
	c. Butir-butir pre-tes dan post-tes mencakup data yang berhubungan dengan aktifitas					✓

pembelajaran memadai.						
d.	Butir-butir pre-tes dan post-tes mencakup data yang berhubungan dengan input materi memadai					✓
e.	Butir-butir pre-tes dan post-tes mencakup data yang berhubungan dengan kegrafikaan memadai.					✓
III	Aspek Bahasa					
a.	Butir-butir pre-tes dan post-tes dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
b.	Butir-butir pre-tes dan post-tes dirumuskan dalam bahasa Indonesia yang efektif.					
c.	Butir-butir pre-tes dan post-tes dirumuskan dalam bahasa Indonesia yang efisien.					✓
d.	Butir-butir pre-tes dan post-tes dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemampuan berbahasa responden.					✓

C. Komentar

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Palopo, 28 Juli 2022

Penilai Kelayakan,

[Signature]
Dwi Triandiyanti, S.P., M.Hum

DOCUMENTATION

Pre-Test



Figure 1: The researcher gave sequenced pictures paper.



Figure 2: The researcher controlled class.

Practicing Treatment



Figure 3: The researcher gave sequenced pictures paper



Figure 4: The researcher conducted treatment and controlled class.

Post-Test



Figure 5: The researcher gave sequenced pictures paper and controlled class

RUBRIK PENILAIAN SISWA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Topik/Sub Topik : Narrative text/Test writing narrative text (fairy tales)

No	Nama Siswa	Literasi dasar		Karakter		Kompetensi			
		Semantik	Matematik	Moral	Kinerja	Critical thinking	Creative thinking	Collaboration	Communication
1.	Aulia	3	3	3	3	3	3	3	3
2.	Arum febri	3	3	4	3	3	3	3	3
3.	Rezky	3	2	3	2	2	3	3	3
4.	Jingga B	3	3	3	4	4	4	3	3
5.	Hilyah	2	3	3	3	3	3	3	3
6.	Hardiyansah	2	2	3	2	2	2	3	3
7.	Amrul	2	2	3	2	2	2	3	4
8.	Afandi	3	3	4	3	3	3	4	4
9.	Almaira	3	3	3	3	3	3	3	3

10.	Rehan	2	2	2	2	2	2	2	2
11	Muh. Afzal	2	2	2	2	2	2	2	2
12	Nabila R	3	3	3	3	3	3	3	3
13	Nurfadilla	1	2	3	1	1	1	2	2
14	Nur afni	2	2	3	3	3	3	3	3
15	Khairunnisa	2	2	3	3	3	3	3	3
16	Cahaya J	3	3	3	3	3	3	3	3
17	Sintia	2	2	3	3	2	2	2	2
18	Ardiansyah	2	2	3	3	3	3	3	3
19	Muh. Afandi	2	2	3	1	2	2	2	3
20	Melati	2	2	3	3	3	3	3	3

Kolom aspek penilaian diisi dengan angka yang sesuai dengan kriteria berikut:

4 = sangat sempurna

3 = sempurna

2 = cukup sempurna

1= kurang sempurna

RIWAYAT HIDUP



Wafiq Aziza Ikhwan A.M, was born in Wotu, 02 January 2000. The researcher was the fourth of seven children from a pair of named Muh. Ikhwan A.M and Suarti. At present, the researcher resides on Jl. Bakau, Kel. Balandai, Kec Bara, Kota Palopo. Basic education was completed in 2012 at SDN 135 Binano. Then, in the same year studying in SMPN 3 Wotu until 2015. Furthermore, the researcher continued his study education at SMAN 2 Luwu Timur until 2018. After graduating from high school in 2018, the researcher continued his education in the field of education, namely in the English Language Education Study Program Tarbiyah and Teacher Training Faculty of the State Islamic Institute (IAIN) Palopo.

The contact person researcher: *wafiqaziza999@gmail.com*