

**THE USE OF PICTURE SERIES IN TEACHING WRITING
NARRATIVE TEXT AT THE EIGHT GRADE STUDENTS
OF MTS AL-KHAIRIYAH SIDOMULYO LAMPUNG
SELATAN ACADEMIC YEAR OF 2021/2022**

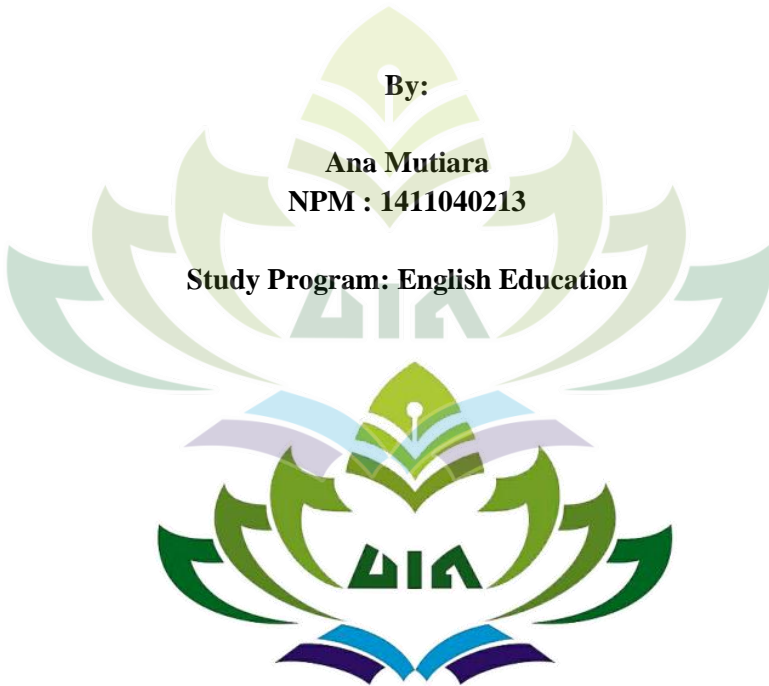
(A Thesis)

**Submitted as a partial fulfillment of the Requirements for S-1
Degree**

By:

**Ana Mutiara
NPM : 1411040213**

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2022**

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**Advisor : Meisuri M,Pd.
Co-Advisor : Yulan Puspita Rini, M.A**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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ABSTRACT

THE USE OF PICTURE SERIES IN TEACHING WRITING NARRATIVE TEXT AT THE EIGHT GRADE STUDENTS OF MTS AL-KHAIRIYAH SIDOMULYO LAMPUNG SELATAN ACADEMIC YEAR OF 2021/2022

By
ANA MUTIARA

The objective of this reserach were to improve the students' skills in writing narrative texts, the implementation of teaching writing and the students responses on the teaching writing skill of narrative text by using picture series for the eight grade of MTS Al khairiyah in the academic year of 2021/2022.

The research was action research. The members of the research consisted of the researcher, and the students of Grade VIIIB. The research was carried out in two cycles. The steps involved planning, action, observation, and reflection. The data of the research were qualitative in nature supported by quantitative data. The qualitative data obtained by observing the teaching and learning process and interviewing the English teacher and the students of VIIIB. The qualitative data were in the form of field notes and interview transcripts that were analyzed based on the qualitative data analysis. The pre-test and post-test were conducted to gain the quantitative data. A gain score of pre-test and the post-test was used to analyze the quantitative data that were in the form of students' writing scores.

The findings showed that picture series effectively improved the students skills in writing narrative texts. The improvements covered: 1) the students consider writing as an easy and interesting lesson, indicated by their enthusiasm to write, 2) students generated and organized their ideas more easily in a good order. The implementation of picture series is able to improve the students writing skill of narrative text. It can be seen from the field notes of teaching learning process and interview. The students response is they

enjoyed the writing class. The researcher found that the students' writing skills were improved. It can be seen from their main scores of pre-test and post-test. There was an improvement the pre-test mean score (46,38), the first post-test mean score (68,52) and the second post-test mean score (77,00). It can be concluded that the use of picture series could improve the students' writing skills of narrative texts.



DECLARATION

Hereby, I stated this thesis entitled “THE USE OF PICTURE SERIES IN TEACHING WRITING NARRATIVE TEXT AT THE EIGHT GRADE STUDENTS OF MTS AL-KHAIRIYAH SIDOMULYO LAMPUNG SELATAN ACADEMIC YEAR OF 2021/2022” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung 2022

Declared by



Ana Mutiara

NPM. 1411040213



MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَّا تَكْفُرُ ﴿٣﴾
أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ

- (1) Recite in the name of your Lord Who created,(2) created man from a clot of congealed blood. (3) Recite: and your Lord is Most Generous

(Chapter: Al-Alaq: 1-3)





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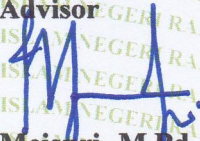
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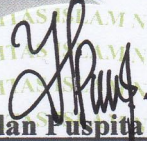
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SIDOMULYO LAMPUNG SELATAN
ACADEMIC YEAR OF 2021/2022**

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ADMISSION

A thesis entitled: **“THE USE OF PICTURE SERIES IN TEACHING WRITING NARRATIVE TEXT AT EIGHT GRADE STUDENTS OF MTS AL KHAIRIYAH LAMSEL ACADEMIC YEAR OF 2021/2022”** by: **ANA MUTIARA, NPM: 1411040213**, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, January 20th 2022.**

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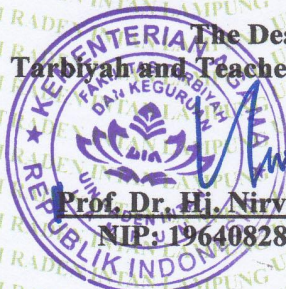
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DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved Father and Mother, Mr. Poniran Mrs Asla Sari, I cannot say anything because a thousand words nothing means to your kindness, I just can say I really proud of having you as my parents.
2. My beloved brother and sisters, Shella Oktaviana, and Aldy ferdiansyah who always give me support and motivation.
3. My beloved friends (Eko David Febrianto, Kirana S.Pd, Nurjanah, S.Pd, and Negi Setiawati S.Pd) who always support me to finish this thesis.
4. My almamater UIN Raden Intan Lampung.





CURRICULUM VITAE

Ana Mutiara was born on March 1st, 1996 in Seloretno, Sidomulyo, LAMSEL. She is the first child of Mr. Poniran and Mrs. Asla Sari. She has one beloved sisters and one brothers. The names are Shella oktaviana, and Aldy ferdiansyah. She accomplished her formal education Elementary school at SD N 1 Sidosadi in 2008. After that she continued her school at Junior High School at MTS Al khairiyah Sidomulyo finished in 2011. After that she continued her school at SMA N 1 Sidomulyo in 2014. Then she continued her study in UIN Raden Intan Lampung as the students of English Study Program of Tarbiyah and Teacher Training Faculty.





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Praise is to Allah, the almighty God, the most merciful and the Most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The use of picture series in teaching writing narrative text at the eight grade students of MTS Al Khairiyah Sidomulyo Lampung selatan academic year of 2021/2022” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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giving the contribution and being cooperative while the researcher was conducting the research there.

8. The researcher beloved friends: Eko david febrianto, Kirana nadhifa, Dina septiana, Nurjanah and Negi setiawati thanks for your friendship and for all of the researcher's friends of English program of UIN Raden Intan Lampung thank you for your help and motivation that given to researcher.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2022

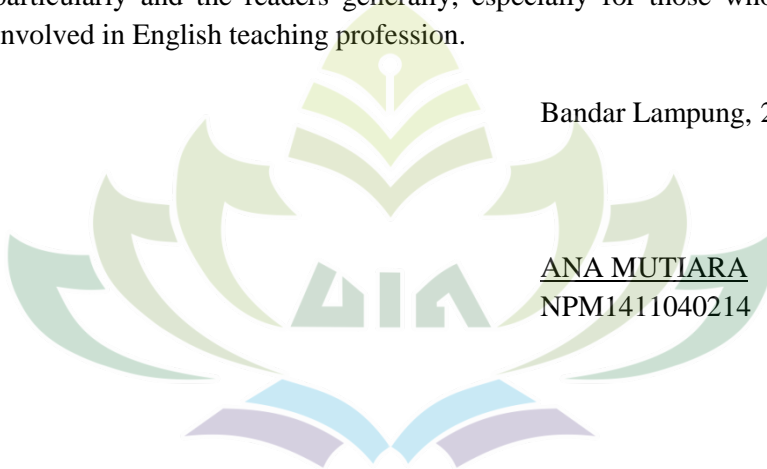


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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. we use language in terms of four skills-reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves. Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing.¹

learning in the junior high school, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. process writing as a classroom activity incorporates the four basic writing stages – planning, drafting

¹ Jeremy harmer, the practice of english language teaching, (harlow:longman,2007).p.25

(writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing.²

The facts above frequently happen in many schools. Based on the observation in a school in Sidomulyo, that is MTs AL-Khairiyah Sidomulyo at class VIII , based on the teachers informatin that the students are rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were ask to write, they are reluctant to write even a very simple text, and the products of their writings is far from the expectation. Actually students is expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example a narrative text. There is no media, in teaching learning writing process. Teachers has no time to search for the suitable media for teaching-learning process. The teacher just used the tradisional way to teach. Therefore, some media were needed to bring out their ideas. Some media here could be picture series. Of course each medium has its advantages and disadvantages. One medium might be appropriate for teaching a certain skill and it might be inappropriate for teaching other skills.

In teaching narrative texts, picture series are better to be used as media. The result of her research indicated that the use of picture series effectively improved the students ability in writing narrative texts. Picture series are more interesting because they are color pictures, so students will see the situation in the pictures. Picture series have some advateges in teaching writing, one of them that pictures have several functions in the teaching and learning processes. That picture series are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Picture series help students to understand a more general context, which may be made of pictures, the teachers actions,

² Jeremy harmer, how to teach writing, (england:longman,2004).p.4-5

the students actions, sound effect and words. This overall context of new language will have meaning to the students'.³

Start from the problems arising in teaching English writing and the students achievements of writing which are unsatisfactory, the researcher decides to conduct a research entitled Improving Students Writing Skill of Narrative Text Using Picture Series to the Eighth Grade Students of MTs AL-Khairiyah Sidomulyo in Academic Year 2021/2022). This teaching learning method use integrated teaching with focus on teaching writing of narrative text by using picture series. The researcher purpose is that the students are able to make a good composition of narrative text better than before.

B. Identification of the problem

Based on the background of the problems above, it can be identified some problems as follows:

1. the students get difficulties in writing, especially the narrative text
2. the students writing in narrative text is low
3. the student have difficulty in to write interm of grammar

C. Formulation of the problem

Based on the background statement above, the researcher can be formulate the problem as follows:

1. How is the implementation of teaching writing using picture series to the eighth grade students of MTs AL-Khairiyah Sidomulyo in Academic Year 2021/2022 ?
2. How are the students' response on the teaching writing skill of narrative text using picture series ?

³ Erika yulia puspita sari, the use of picture series to improving the writing skill of tenth grade students of SMA N 1 Srandakan in writing narrative texts in the Acaemic year of 2013/2014, (english education departement faculty of languages and arts yogyakarta state university:2013/2014)

C. Objective of The Study

In line with the problem statement above, the objectives of the study are as follows:

1. To know the implementation of teaching writing using picture series to the eighth grade students of MTs AL-Khairiyah Sidomulyo in Academic Year 2021/2022.
2. To know the respons of the students about teaching writing skill of narrative text using picture series.

D. Limitation of The Study

This research limited the problems in the media used to improve students' ability in writing. The media used picture series. This picture series relate composite pictures link to from a series of sequences. The researcher use picture series with color pictures like story of Jack and The Beanstalk, Cinderella. The writing products were limited in the writing narrative texts. This observation is only conducted to the eighth grade students of MTs AL-Khairiyah Sidomulyo especially in class VIII B.

E. Benefits of the Study

The researcher hope the result of the study will give benefits for the students, teachers, schools, readers and writer.

1. Theoretical benefits
 - a. The researcher paper result can be useful input in English teaching learning process especially for teaching writing.
 - b. The finding of the research can be used as the references for those who want to conducted a research in English teaching learning.
2. Practical benefits

Practically, this research gives some benefits for the teacher, students, headmaster, and the researcher.

a. To the Teachers

The result of this research is expected to be a useful input for the English teachers to improve the students writing skill.

b. To the Students

The result of this research is expected to be a useful input for the students to encourage them to improve their skills in writing narrative text.

c. To the Headmasters

The result of this research is expected to be a useful input for the headmaster to make a policy related to the English teaching and learning process in the classroom especially in increasing the students writing skill.

d. To the Researcher

The result of this research is expected to be a useful input for the researcher to make a plan for English teaching and learning process in the classroom especially in writing skill for the future, when they to be a English teacher.

F. Definitions of Key Term

The following terms are the core key words dealing with the research:

1. Writing is a process of expressing ideas or thoughts in words should be done at our leisure⁴.
2. A Narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener⁵.
3. A picture series is a numbers of relate composite pictures linked to from a series of sequences.

⁴ Leo sutanto, english for academic purpose:essay writing, (yogyakarta:ANDI,2007).p.1

⁵ Anderson, A. And Anderson, K, text types in english 2, (south yara:MacMillan education australia PTY LTD,1957).p.8

4. A picture series is a numbers of related composite pictures linked to from a series of sequences. Hence, it is main function is to tell a story or sequence of events⁶



⁶ Yunus, noor azlina, preparing and using Aids for english language teaching, (kuala lumpur:oxford university press,1981).p.49

CHAPTER II

REVIEW ON RELATED THEORIES

A. Writing

1. The Definition of Writing

In studying English as a foreign language, writing is one of the productive language skills. It is like speaking. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is a written text. writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols. According to them, writing is an activity to communicate ones idea by using letters, words, phrases, and clauses to from a series of related sentences.⁷ This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols. Writing as a process of expressing ideas or thoughts in words should be done at our leisure.⁸

Writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a process that what people write is often heavily influence by the constraints of genres, and then these elements have to be present in learning activities.⁹ From the ideas above, the the researcher concludes that writing is a complex process for conveying or delivering ideas, thoughts, opinions and feelings using combination of letters in written language

⁷ Spratt, M. Pulverness, A, and williams, M, the TKT Course, (cambridge:cambridge university press,2005).p.26

⁸ Leo sutanto, english for academic purpose:essay writing, (yogyakarta:ANDI,2007).p.1

⁹ Jeremy harmer, how to teach writing, (england:longman,2004). P.11

that other people can understand. It is complex because we have to consider the grammar, spelling accurately, punctuation meaningfully, linking ideas and information across sentences to develop a topic, etc. It means that the writer has to organize the sentences into a coherent text whole which is as possible and complete in it, so that we are able to communicate successfully with the readers through the medium of writing.

2. The Purposes of Writing

When teaching writing for writing we need to make sure that our students have some writing aims. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose. The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out-of-class life. The choice of writing tasks will depend, therefore, on why students are studying English. There are three main categories of learning which are worth considering, namely:

- a. English as a Second Language (ESL) – this term is normally used to describe students who are living in the target language community and who need English to function in that community on a day-to-day basis. Recent immigrants and refugees, for example, will have specific writing needs such as the ability to fill in a range of forms, or write particular kinds of letters (depending upon their exact needs and circumstances), alongside the need for general English development.
- b. English for Specific Purpose (ESP) – many students study English for a particular (or specific) purpose. People who are going to work as nurses in Britain or the USA, for example, will study

medical English. Those who are going to study at an English-medium university need to concentrate on English for Academic Purpose (EAP). Business students will concentrate on the language of management and commerce, and so on.

- c. English as a Foreign Language (EFL) – this is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target-language country. Their needs are often not nearly so easy to pin down as the two categories we have mention.¹⁰

3. The Process of Writing

The writing process that is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc.). But in all of these cases it is suggested that the process has four main elements;

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed notes. For other a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning, writers have to think about their main issue. In the first place they have to consider the purpose of their writing since this will influence (amongst other

¹⁰ Jeremy harmer, how to teach writing, (england:longman,2004),p.39

things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language – whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process moves into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use different forms of words for particular sentences. More skillful writers tend to look at issues of general meaning and overall structure before concentrating on detail features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of

writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.¹¹

B. Teaching Writing

1. Principles for Teaching Writing

The following are a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can be adapted to the many different learning situations.¹²

a. Understand the students reasons for writing

The greatest dissatisfaction with writing instruction comes when the teachers goals do not match the students, or when the teachers goals do not match those of the school or institution in which the student work. It is important to understand both and to convey goals to students in ways that make sense to them.

b. Provide many opportunities for students to write

Writing almost always improves with practice. Writing is a part of physical activities that requires practice. Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing,

¹¹ Jeremy harmer, how to teach writing, (england:longman,2004).p.4-5

¹² David, nunan, practical english language teaching, (singapore:McGrawhill,2003).p. 92-96

summaries, poetry, or any type of useful writing should be practiced in class. So the teacher should provide many opportunities for students to write in order to the students will become more comfortable with the act of writing.

c. **Make feedback helpful and meaningful**

Students need feedback on their writing. If the teacher write comments on students papers, make sure that the students understand the vocabulary or symbols use. Take time to discuss them in class. The teacher should be cautious about the tone of comments. The comments or feedbacks should be helpful and meaningful for the students writing.

d. **Clarify for yourself, and for your students, how their writing will be evaluated.**

Students often feel that the evaluation of their writing is completely subjective. Students can help to form a rubric as well. Take class time to ask them what they value in writing. Ask them what features make writing enjoyable to read and what features distract from that enjoyable. This kind of discussion has two benefits: it not only gives students a voice in the evaluation of their own work, it also provides a common vocabulary with which the entire class can discuss their writing and the writing of others.

2. Teaching Writing for Junior High School

Understanding the students characteristics is important for the teacher because it is the key in the success of learning any subjects. The students characteristics influence the teaching and learning process. So, the relationship between the teacher and the students in the teaching and learning process in class is very strong. Before the teacher handles the teaching and

learning process, the teacher has to know the students characteristics, their habit in school or daily life, and their ability in academic field. They are need for the teacher to know the development of the students ability.

In the teaching and learning process of writing, the teachers are expected to have creativity in delivering the lesson, because writing is one of the four skills with difficulties in structure, contexts, and content. Teachers of middle grades students need to be knowledge able of the varied developmental characteristics of young teenager so that they can design instruction and classroom management strategies that address these ongoing changes and support on these characteristics.

To improve the creativity in the English teaching and learning process of writing, there are some strategies in writing, namely:

- a. Using a model.
- b. Writing down words spell aloud.
- c. Using appropriate sentence structure to represent intend meaning.
- d. Seeking assistance from others.
- e. Approximating the spelling of unfamiliar words.
- f. Using a range of spelling strategies (including visual memory, word patterns, morphemic knowledge, phonic knowledge, mnemonics, fluent and fast script.)
- g. Using dictionaries to check spelling.
- h. Using a fluent and consistent script.
- i. Accurately copying written language.

Those strategies above can be applie by the teacher as a step in delivering the writing lesson by consedering the students characteristics.

C. Text

1. Definition of Text

a text is any stretch of language which is held together cohesively through meaning. Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole.¹³ The definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning procedure text, we have to know the definition a text first, whether it belongs to a text or not.

that texts are divided into two main categories. They are:¹⁴

a. Literacy texts

It is constructed to appeal the emotion and imagination. There are three main text types in this category: narrative, poetic and dramatic.

b. Factual texts

It presents information or ideas, aim to show and tell or persuade the audience. Factual texts include recount, response, explanation, discussion, information report, exposition and procedure.

Basically, the texts are categori in two main parts in which each text has different meaning and function. So, we can use the texts above based on our need.

2. Texts type in English

a. Descriptive Text

a description text describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Description differs from an information report because it describes a

¹³ Feez, S. And Joyce, H, text-based syllabus design, (sydney:macquarie University/AMES,1998).p.123

¹⁴ Anderson, A. And anderson, K, text types in english 2, (south yara:MacMillan education australia PTY LTD,1997).P.1

specific subject rather than a general group.¹⁵ The example of descriptions texts includes descriptions of a particular building, description of a specific animal, descriptions of a particular places, and descriptions of a specific person.

b. Procedure Text

Procedure text is one of the texts in genre based approach. Procedure text is a piece of writing that tells us information of making or doing something through several steps or directions. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment.¹⁶

c. Recount Text

Recount text is a text that retells the past event. Its purpose is to provide a description and when it occurred with sequence of events. There are some features of a recount. the generic structure of a recount text. The explanation is presented below:

Constructing a recount, a recount text has three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the events in the order in which they happened. And the last is reorientation. It consists of a conclusion. Grammatical features of a recount, a recount usually includes the following grammatical features:

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive words to give details about who, what, when, where, and how.
- 3) The use of the past tense to retell the events.

¹⁵ Anderson, A. And Anderson, K, text types in english 2, (south yara:MacMillan education australia,1997).p.26

¹⁶ Anderson, A. And Anderson, K, text types in english 2, (south yara:MacMillan education australia,1997).p.26

- 4) Words that show the order of the events.

d. Narrative Text

A narrative text is a text which tells a story .¹⁷

Narrative text is an imagination or a complicated event which directs to a crisis that find a solution at last. narrative is a continuous account of an event or a series of events. Based on that explanation, it is stated that the point of narrative text is its series of events. The purpose of narrative texts is to entertain and to inform the reader or listener.

there are five steps for constructing a narrative text, like the following:¹⁸

- 1) Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- 2) Complication: sets off a chain of events that influences what will happen in the story.
- 3) Sequence of events: where the characters react to the complication.
- 4) Resolution: in which the characters finally sort out the complication.
- 5) Coda: provides a comment or moral based on what has been learn from the story (optional).

¹⁷ Anderson, A. And Anderson, K, text types in english 2, (south yara:MacMillan education australia,1997).p. 8

¹⁸ Anderson, A. And Anderson, K, text types in english 2, (south yara:MacMillan education australia,1997).p. 37

Example of narrative text

**Fox and A Cat**

One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. “Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said.

“I know only one trick to get away from dogs,” said the cat. “You should teach me some of yours!”

“Well, maybe someday, when I have the time, I may teach you a few of the simpler ones”, replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know”, said the cat. “Which one of your hundred tricks are you going to use?”

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

D. Teaching of Media

Every classroom all over the world is equipped with some learning resources to support the teaching and learning in the class. Teachers need some media to help them to teach the students effectively. Meanwhile, the students need the media to understand the concept that they learn easily. Those various media can be classified into some kinds. Some of those are classified as sophisticated media which involve the use of sophisticated technology. Some of them are classified into more classic or old-fashioned media. There are some benefits that teachers and students get in using media in teaching and learning process. media can be used for supplemental support of the instructor given by the teachers.¹⁹ Moreover, they can also be use in formal education situations where a teacher is not available or is working with other students. In conclusion, media plays the important role of teaching and learning since they bring many benefits to the class.

1. Kinds of Teaching Media

There are various media that the teachers use in order to teach more effectively. there are six media that can be used in teaching and learning activity. Those are explained as follows:²⁰

- a. Media is alphanumeric characters that are display in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.
- b. Audio: refers to the learning media that cover everything that we can hear. It can be in the form of a persons voice, music, mechanical sounds, and noises.
- c. Visual media: visuals media are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoons, and so on.

¹⁹ Smaldino E, Sharon, intractional technology and media for learning, (boston:pearson,2005).p. 12-13

²⁰ Smaldino E, Sharon, intractional technology and media for learning, (boston:pearson,2005).p. 9

- d. Motion media: they are media that show motion including video-tape, animations, and so on.
- e. Manipulative: three dimensional media which can be touch and handl by the students.
- f. People: this includes teachers, students, or subject-matter experts. four media which can be used in the classroom. Those are realia, pictures, cards, and Cuisenaire rods.²¹ Realia is the real objects or the replica of them. The benefit of using realia is it is quite useful and intrinsically interesting. Moreover, realia also provides a good starting point for a variety of language work and communication activities. The second is picture. Teachers have always used pictures or graphics whether they are drawn, taken from books, newspapers and magazines, or photographed to facilitate learning. The third is card. Cards as a media can be used for various activities such as matching and ordering, selecting, and card games. The last is Cuisenaire rods which are actually a set of small blocks of wood or plastics of different length. They can also be use for many activities such as to show stresses, preposition, and so on.

2. Picture Series as Picture Media in Teaching Writing

Picture series is a kind of media which belongs to picture category. pictures into three types they are composite picture, picture series and individual picture²². These pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place

²¹ Jeremy harmer, the practice of english language teaching, (harlow:longman,2007).p.177

²² Yunus,noor azlina, preparing and using Aids for english language teaching, (kuala lumpur:oxford university press,1981).p.49-53

in sequence. Picture series is usually use to tell a series of events or to tell a story.²³

Picture series can be used to create many interesting activities especially in teaching writing. There are various numbers of writing activities that students can do. One of the examples is by giving a series of pictures which tell story and ask the students to write story based on the pictures. The last by giving the students picture series as the writing task will stimulate them to be creative writers.

that there are some roles for pictures in writing. First, pictures can motivate the students and make them want to pay attention and want to take part. Second, pictures are useful since they contribute to the context in which the language is being used. Third, pictures can be describe in an objective way, or interpreted, or respond to subjectively. Fourth, pictures can be responses to questions or cue substitutions through control practices. The last, pictures can stimulate, and provide information to be refer to in discussion or story telling.²⁴

Further more, picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not costly, and relatively easy to get. Those benefits are also supported by Smaldino et al. the use of picture series will make the students interest in writing English.²⁵ states that picture series contribute to interest and motivation, a

²³ Yunus, noor azlina, preparing and using Aids for english language teaching, (kuala lumpur:oxford university press,1981).p.49

²⁴ Wright, andrew. Picture for language learning, (cambridge:cambridge university press,1989).p.17

²⁵ Smaldino E, Sharon, intractional technology and media for learning, (boston:pearson,2005).p. 9

sense of the context of the language, and a specific important point or stimulus.²⁶

Visual media were used in teaching and learning process as the tools to improve students ability in learning English. Visual media have a contribution to help students comprehending the explanation from the teacher easily. The visual media used by the teacher can be in many forms: videos, slides, pictures or illustrations. Beside, the use of visual media creates natural situation to attract students attention in the teaching learning process. In this case, the researcher decide to choose picture as the media.

several activities of story tasks that the students can have. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence, and a headline or caption.²⁷ However, there will be two of them which will be used in the research.

1. A series of pictures of random objects

Students will be shown some pictures contain some random objects like a house, a shoe, a man, a tree or so. Then, the students are assign to write a text based on the picture they have. The text later can relate one picture to others.

2. A series of pictures in sequence

The students will be shown sequence pictures. Then, they will write a text using pictures as the clue.

picture series as numbers of linked pictures which form series of sequences in order to tell a sequence of events or a story. The use of picture series can help the students to write types of texts that require sequences like

²⁶ Wright, andrew. Picture for language learning, (cambridge:cambridge university press,1989).p.2

²⁷ Jeremy harmer, how to teach writing, (england:longman,2004).p. 69

narrative, procedure, recount or spoof²⁸. There are some factors support the use of picture series:

- a. Sequential pictures help the students to generate ideas about what they are going to write as students are sometimes confused about what they will write firstly. Picture series provide information of which one comes first and which comes next.
- b. Picture series can draw students attention out to be involv in the writing process.
- c. Picture series also provides clear description about what happened.
- d. Picture series also represent the details of events.

In this research, the researcher focuses on the use of picture series. The sequenc of picture that show several actions is called a picture series. Picture series consist of three or more pictures. It helps the students develop ideas to write a text. sequence of picture can be kept as they are and used to contextualize a story or a description of a process.²⁹ A picture series is a number of related composite pictures linked to form a series of sequences. its main function is to tell a story or sequence of events. The researcher modified the picture series to teach writing a narrative text for eighth grade students of junior high school.

E. Previous Study

There some relevant studies related to the use of picture series to improve students writing ability in narrative texts. The similarity of both studies is to improve students writing skill in narrative text using picture series. using kind of text.

²⁸ Yunus, noor azlina, preparing and using Aids for english language teaching, (kuala lumpur:oxford university press,1981).p.49

²⁹ Wright, andrew. Picture for language learning, (cambridge:cambridge university press,1989).p.201

The researcher proved that using picture series helped the students in the writing process that is planning, drafting, editing and final draft. Then, the students will be shown sequence picture. Then, they will write a text using pictures as the clue. picture series was effective to improve students writing ability in teaching and learning process of writing narrative text.

F. Rationale

The students ability in writing a narrative text is low. There are some problems which are found by the researcher in MTs AL-Khairiyah Sidomulyo. One of the problem is the teacher never use interesting media in teaching and learning process. The teacher also does not give clear explanations about the contents of narrative text. As the result, students have low motivation in writing class. They cannot construct good texts relate to coherence and unity. Besides, they cannot develop ideas in writing as well.

As stated above, media has the primary roles in teaching and learning process of writing. It is because media are potential as teaching aids to develop students writing skills in terms of narrative text. It can stimulates students in developing ideas when they are creating a story. A picture is one of media which helps students in learning English especially in writing class.

Based on the facts above, this research apply the principle in picture series as a teaching learning media in writing narrative text. It has some advantages in the teaching and learning writing. First, using of picture series can stimulate students in developing ideas in a chronological order when the teacher asks them to write a narrative text. Second, the students skills in writing increase because the pictures are interesting aids to attract the students attention in the writing class.

G. Hypothesis

Picture series can improve students writing skill of narrative text for the eighth grade students of MTs AL-Khairiyah Sidomulyo in academic year 2021/2022.

