THE USE OF SEQUENCE OF PICTURES IN IMPROVING STUDENTS' WRITING SKILL IN NARRATIVE TEXT

THESIS

Submitted by:

MAYA KASDAYANTI
NIM. 170203169
Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2022 M/1443 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfilment of the Requirements for the Degree

Bachelor of Education in English Language Teaching

By:

MAYA KASDAYANTI

NIM. 170203169

Students of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

Main Supervisor,	Co-Supervisor,
Khairiah Syahabuddin,	Fitriah, M.Pd
M.HSc.ESL., M.TESOL., Ph.D	
Date: 7.12.2022	Date: 1/12-022

جامعة الرانري
AR-RANIRY

It has been defended in *Sidang Munaqasyah*

In front of the board examination for the working paper

and has been accepted in partial fulfilment of the requirements

for the Bachelor Degree of Education in English Language Teaching

On:

Tuesday, 20 December 2022 M

26 Jumadil Awal 1444 H

In Darussalam, Banda Aceh

Board of Examiner

Chairperson,	Secretary,
Khairiah Syahabuddin,	Nursarirati Fahrizqa,
M.HSc., ESL., M.TESOL., Ph.D	S.Pd.I., M.Ed. TESOL
Member,	Member,
Fitriah, S.Ag., M.Pd.	Fera Busfina Zalha, M.A

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-RAniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.

NIP:197301021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Maya Kasdayanti

NIM : 170203169

Tempat/tanggal lahir : Keumumu, 05 Mei 1999

Alamat : Keumumu Hilir, Labuhanhaji Timur, Aceh Selatan, Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Use of Sequence of Pictures in Improving Students' Writing Skill in Narrative Text

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

جامعة الرانري
AR-RANIRY

Banda Aceh, 19 Oktober 2022

Saya yang membuat surat pernyataan,

Maya Kasdayanti

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

First of all, I would like express my deepest praise and gratitude to Allah *Subhanahu Wa Ta'ala*, the Lord of the worlds who has His mercy and blessings on this world. Sholawat and greetings may be expended to the Prophet Muhammad *Shallahu Alaihi Wa Sallam* and his family and friends who have brought enlightenment in human life.

I would like to express my sincere gratitude to my supervisors, Khairiah Syahabuddin, M.HSc,ESL., M.TESOL., Ph.D and Fitriah, M.Pd for supporting me throughout my thesis with patience to motivated me to finish the study. This thesis would not have been finished without their sincere patience and encouraging guidance. I also dedicate my deepest gratitude to my academic supervisor, Drs. Lukmanul Hakim, M.A who has encouraged me to finish this thesis, I would like to thank all the lecturers and the staff of English Language Education Department who have inspired, lectured, and assisted me during my studies in this department. May Allah grant you paradise and ease your path.

My warm gratitude goes to my lovely family, my beloved mother Cut Rosdanur, S.Pd, my late father (Kasmaniadi), my beloved brothers Alwy Kafrawi S.Pd and Ronal Hidayat who always motivate me, support me, pray for me, give me lots of love, and give me strength to live this challenging life. They are my precious people who make me strong and keep moving forward.

جامعة الرانري
AR-RANIRY

I also extend my appreciation and gratitude to Arief Bagus Satrio Fuaidhy, S.H who have been participated in my process, Ria Marisa, S.Pd, Riva Purnama, S.Pd, Fernanda Silva, S.Pd, Ahdi Murtadha, S.H, Ihsan Alfata Mulyadi, S.TP, Ulvia Nanda Rosya, S.Pd, and Arsy Ellya Fiska, S.Pd who always support and listen to my complaints. I will never stop thanking to all my friends from unit 06 who always support each other and may it last until the end of this life. Finally, the deep gratitude is addressed to all research participants and the school administration for kindly helping me in this research.

Thank you to all my friends whom I cannot mention one by one who have colored my life, supported me, and inspired me. You are very precious to me. May Allah bless and grant you paradise. Aamiin.

Banda Aceh, 20 October 2022

Maya Kasdayanti

ABSTRACT

Name : Maya Kasdayanti

NIM : 170203169

Faculty : Faculty of Tarbiyah and Teacher Training

Major : Department of English Language Education

Title : The Use of Sequence of Pictures in Improving Students' Writing skill in Narrative Text

Main supervisor : Khairiah Syahabuddin, M.HSc,ESL., M.TESOL., Ph.D.

Co-supervisor : Fitriah, S.Ag., M.Pd.

Keywords : Writing skill, Sequence of pictures

This research aimed to find out whether the use of sequence of pictures could help improve the English writing skill in narrative text of SMP Negeri 10 Banda Aceh. To collect the data, the researcher used quantitative design pre-test and post-test experimental research. The total sample was 30 students. The data was obtained by using a test (pre-test and post-test). This research revealed that students' writing achievement improved by an increase in the mean score in the experimental class. A mean score of 39.3 was gained in the pre-test and a mean score of 56,2 was gained in the post-test. Overall, the result of this study showed a significant difference between pre-test and post-test because the mean score in the post-test were higher than that of pre-test. Therefore, it can be concluded that teaching by the using of sequence of pictures can help improve students' writing skill in narrative text.

جامعة الرانري
AR-RANIRY

TABLE OF CONTENTS

DECLARATATION OF ORIGINALITY ..... **ii**

ACKNOWLEDGMENT ..... **iii**

ABSTRACT ..... **v**

TABLE OF CONTENTS ..... **vi**

LIST OF TABLES ..... **viii**

LIST OF APPENDICES ..... **ix**

CHAPTER I: INTRODUCTION 1

A. Background of The Study 1

B. Research Questions 5

C. Research Aims 5

D. Significance of the Study 5

E. Terminologies 6

1. Writing 6

2. Narrative Text 6

3. Sequence of Pictures 7

CHAPTER II: LITERATURE REVIEW 9

A. Narrative Writing Text 9

1. Definition of Narrative Text 9

2. Generic structures and language features of narrative text 10

B. Sequence of Pictures 14

1. Definition sequence of pictures 14

2. The objectives sequence of pictures 15

C. Relevant Studies on the Use of Sequence of Pictures in Teaching Writing 16

CHAPTER III: RESEARCH METHODOLOGY 19

A. Research Design 19

B. Research Location 20

C. Research Population and Sample 20

D. Technique of Data Collection 21
1. Pre-test 21
2. Treatment 22
3. Post-test 23
E. Technique of Data Analysis 23
CHAPTER IV: FINDINGS AND DISCUSSION 30
A. Research Findings 30
B . Discussion 36
CHAPTER V: CONCLUSION AND RECOMMEDATION 37
A. Conclusion 37
B. Recommendation 38
REFERENCES 39

جامعة الرانري
AR-RANIRY

LIST OF TABLES

Table 3.1 The Scoring Guidance Taken from Heaton Grid and Categories (1969)

Table 4.1 Table of Students' Pre-test and Post-test Scores

Table 4.2 The Frequency Distribution Table of Student's Pre-test Score

Table 4.3 The Frequency Distribution Table of Student's Post-test Score

جامعة الرانري
AR-RANIRY

LIST OF APPENDICES

Appendix A Appointment Letter of Supervisor

Appendix B Recommendation Letter from the *Fakultas Tarbiyah dan Keguruan* to conduct field research

Appendix C Confirmation Letter for research field from the head of SMP Negeri 10 Banda Aceh

Appendix D Research Instrument (Pre-test and Post-tets)

Appendix E Rencana Pelaksanaan Pembelajaran (RPP)

Appendix F Documentation

Appendix G Autobiography

جامعة الرانري
AR-RANIRY

CHAPTER I

INTRODUCTION

This chapter presents the background, the research question, the research aims, the significance, and the terminologies to provide a better understanding of the study.

A. Background of The Study

Language is one of important things in communicating, and it is used by everyone all over the world to communicate one another. As a means of communication, the purpose of learning English is the student can communicate in English both oral and written form. The students learn all English language skill like listening, speaking, reading and writing. Those four skills are essential in teaching and learning English; thus students must have good mastery on them in order to be good English language learners. Harmer (2002) pointed out that the four main skills are classified into two types: firstly, is receptive there are reading and listening skills, where language is developed through receiving ideas or message and secondly is productive, writing and speaking skill where the language is produced.

As states above, every skill is important to be mastered, including writing skill. Writing skill is use every day in class room by the students. Writing is very important because it help students to obtain cognitive control on text production by reducing the individual working memory demands of planning idea, writing is a way to help expand their competence of using language. Writing is a necessary tool

to support other skill, and writing is a way to get near to modern information technology as well as the human knowledge. Writing is not only helpful writing in English but also useful to improve other considerably. Suparno and Jonah (2006) argue that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions improvements posts, Jonah (2006) argues that writing can be uses as an indirect means of communication to others to convey information. According by Nation (2009) states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking and reading. This preparation can make it possible for words that have been use receptively to come into productive use.

When somebody write she/he use graphic symbols that is letters or combination of letters which relate to the sound somebody make when she/he speak. Mastering efficient talent mainly writing may be very traumatic in the event that they do not understand the suitable phrases or grammar to express the idea. It miles clean that with the intention to write effectively, language learner have to have a terrific mastery on grammar, content material, agency, vocabulary and mechanics. Commonly, somebody write the use of pen/pencil (hand writing) or a keyboard (typing). With a pen/pencill a person usually write on a surface which includes paper or whiteboard. A keyboard is commonly attach to a typewriter, laptop or cellular tool. To write clearly it is important to understand the basic system of language. In English this include of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

Based totally on curriculum of senior high school which recommended by the authorities especially in Indonesia, there are some texts which ought to be mastered in order to writing and reading skill can improve. One in every of them is narrative text. Narrative text is a text that tells a series of activities in temporal phase. When somebody write a story, she/he recount a story, describe the characters and specific their emotions. Although people already know the importance of writing skills, in fact, the teaching and learning process in the class somehow does not run smoothly. For example, when the students were assigned to write a text, they seem unwilling to do it. Moreover, some of them tend to just copy and paste from the internet, from their friends' work, and some of them prefer to not submit their works. Moreover, some of the students paid less attention in writing class, because they have a mindset that writing was very difficult, they also lack of vocabulary and they not have ideas on their mind. As the result, it does not show a successful achievement at the end of teaching and learning writing.

Based on the problem above the researcher proposed sequence of pictures to improve the students writing skills especially in writing narrative text. Sequence of pictures was chosen because the English teacher never used sequence of pictures in writing class before. By sequence of pictures make them easier to get the ideas. They do not need to imagine too long, that can waste their time. By looking at the pictures students can develop their ideas in less time. Picture is an image or resemblance; a representation, either to the eye or to the mind; that which, by its likeness, brings vividly to mind some other thing; as a child is the picture of his father; the man is the picture of grief. According to Wright (1989) there are five

roles for pictures in writing. First, picture can motivate the students and make them pay attention and want to take part. Second, pictures contribute to the context in which the language being used. They bring the world into the classroom. Third, pictures can describe in an objective way or respond to subjectively. Fourth, can cue responses to questions or cue substitutions through controlled practice. Finally, pictures can stimulate and provide information to be referred to in storytelling.

Based on the researcher's search, previous study/research have been carried out based on the university level: Research conducted by Sari (2014), Yogyakarta State University with the title "The use of pictures series to improve the writing skills of tenth grade students of SMA N 1 Srandakan in writing narrative text in the academic year of 2013/2014." The result of this study show that it became indicated that the writing capacity of grade X students of SMA N 1 Srandakan improved after the implementation of image series/sequence of pictures in writing narrative texts. Then, in another study which carried out by Zathira (2014), Syarif Hidayatullah State Islamic University Jakarta with the title "The effectiveness of pictures sequence in teaching narrative text writing." The result of this study, she indicated that by teaching writing narrative text by using pictures sequence has a given positive influence; it's known from the mean of post-test's score. Afterwards, another survey conducted by Imastuti, Sujoko, Suparno (2011), English Education Study Program Sebelas Maret University Jakarta with the title "Improving students ability in narrative text using pictures series." They indicated that the research results show the positive improvements in students' writing skill and class situation. The finding are as follows: The first finding is the positive improvement of

students' attitude toward writing during the teaching learning process, the second finding is improvements in students writing skill, and the last finding it can have looked from the result score of the students from the pre-test to the post-test.

Based on the previous study above, the researcher can make a conclusion that the implementation the sequence of pictures gives the positive improvement to the students, and by sequence of pictures make the students not boring in the class because show a lot of pictures that make students can develop their ideas well. The study is done entitled "The use of sequence of pictures in improving students' narrative text writing skill".

B. Research Question

Based on the observation and the explanation above, the research question of this research can be formulated as follow: Does the sequence of pictures improve students' writing skill in narrative text?

C. Research Aims

Related to the research question above, the objective/aims of this research is: To find out wether the sequence of pictures improves students' writing skill in narrative text.

D. Significance of the Study

The completion of this research is hoped to make significant contribution to the targeted people:

1. The result of this research is expected to contribute to teachers, students and other researchers'.

2. For the teacher it can be guideline for instructors in implementing sequence of pictures technique which can be reliable for improving the students' writing ability in narrative text.
3. For the students' sequence of pictures can be an alternative way on providing the variation technique in teaching writing and it can be effective for students' writing of narrative text.
4. For another researcher the result of this study can be used as references for further research studies, and it is also expected to contribute to the development sequence of pictures technique in students writing ability.

E. Terminologies

The definitions of key terms used in this research are provided below in order to avoid miss understanding:

1. Writing

Writing is a medium of human conversation that involves the illustration of a language through a system of physically inscribed, automatically transferred, or digitally represented symbols.

2. Narrative Text

Narrative textual content is a story with complication or tricky events and it attempts to discover the resolutions to remedy the problems. A critical part of narrative textual content is the narrative mode, the set of strategies used to talk the narrative thru a process narration. In general narrative text usually uses past tense (V2). The structure of narrative text is focuses on the

جامعة الرانري
AR-RANIRY

thing that are planned to build a text itself. There are four stages in narrative text namely: Orientation, Complication, Resolution and Re-orientation.

3. Sequence of Pictures

Sequence of pictures is a group of photographs that go in a specific order to tell a story. Yunus (1981) classifies pictures into 3 types they're composite pictures, sequence of pictures or pictures series and character pictures. This photo can represent the picture of people, matters, animal, or events. Photograph collection consists of a number of photographs which relate each other and them area in series.

جامعة الرانري
AR-RANIRY

These following is some examples of sequece of pictures:

Sample sequence of pictures in zig-zag model:

CHAPTER II

LITERATURE REVIEW

This chapter the researcher presents review of theoretical framework; it consists of narrative writing text, sequence of pictures and also previous study to strengthen this research.

A. Narrative Writing Text

1. Definition of Narrative Text

Narrative is a text that tells a story to entertain the readers. Marcus as quoted by Tiowati (2002) states that the "word *narrate* comes from the Latin *Gnarus* that means "to understand", and narrating is a way of coming to realize". Narrative is a piece of text that tells a story and has purposes to or informs the reader or listener Anderson (1997). Meanwhile, according Rebecca (2003) a narrative text is a text which is related to series of logical, and chronologically related events that are caused or experienced by factors. In the same line, Diana (2003) mentioned that a narrative text usually has description of features and rhetorical steps. In narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years. A narrative contains with features of characters, main character, setting, time, problem, solution and a plot. From the definition above the researcher can associate that narrative text is a part of genres a text that retells the previous experience to amuse, entertain, and to deal with actual or vicarious experience in different ways. Narrative text can be spoken or written text. A narrator, who may be one of the

character outsiders, usually tells us. Some of the most familiar forms of narrative are novels, short stories, myth, legends, folktales, and so on.

2. Generic structures and language features of narrative text

Narrative has three main parts which are orientation, complication and resolution. Bellow the explanation of generic structure of narrative text has been proposed by Anderson (1997) includes:

a. Orientation: The readers are introducing to the main characters and in this part contains about who, when, and where a story is set.
b. Complication: The complication is shove along by a serious of events. The complication tells the beginning of the problem that cause the peak of the problem or what is commonly called the climax.
c. Resolution: In this part the implication may be resolve for better or worse, but it is rarely left completely unresolved.

It shows that there are a few structures in narration that must be a serious concern. They're the structures of building a narration. A standard narration has an opening paragraph to introduce the subject of the narration, following by means of telling the troubles of the tale, and additionally having a final conclusion. Beside that the language features of narrative text are: specific participants, using past tense (V2), adverb of time and place, and using verbs. From the explanation above, it can be concluding that the generic structures and the language features of narrative are can help the readers to understand the story, identify the specific characters and places, actions or events, and times when the events occurred.

3. Writing

a. Definition of Writing

There are many definitions of writing which have been proposed by the expert. In step with Nunan (2003) writing is a process of delivering ideas and thinking into sentences and paragraphs that will be clear to readers. Except that, Brown (2001) say that writing is the written product of thinking, drafting, and revising the require specialize skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise texts for clearer meaning and how to edit text for appropriate grammar and how to produce a final product. Tarigan (1994) states that writing is activity to prduce or draw graphic symbols which represent a language that is understood by people, so that the other people can read the graphic symbols presented. Ramelan (1992) also states that writing is representation or symbol of language. From the definitions above, it can be concluding that writing is a procedure to wondering deeply and to deliver messages to the readers by producing a chain of sentences organized in particular order and relate collectively in sure approaches.

b. The Component of Writing

The students' writing score will be evaluated by the scoring system. The components of writing are organization, content, language, vocabulary and mechanic Nurgiyantoro (2001). To make it clear the researcher gives an explanation for every element.

1. Organization: It method how the students prepare their idea, whether or not every paragraph is organizing properly or not. The agency of the text is monitor certainly thoughts, fluent in expressing, good judgment collection, true organization and cohesive.
2. Content: The content material refers to the subject and its explanation, dialogue, evaluation and conclusion. It should be clear and applicable.
3. Language: The students use powerful complicated sentence production and make most effective few faults within the use of grammar.
4. Vocabulary: If the students could choose the correct words as it is function and take control informing world.
5. Mechanic: Paragraph is a combination of sentences which need good spelling and punctuation, if the use of punctuation is not suitable, the paragraph will be unreadable.

The stock of vocabulary, grammar and comprehend how to make a correct sentence must be considering to make a good writing.

c. The Process of Writing

Eventually, step by step learning to writing is greater directed to a gaining knowledge of method specifically a technique to getting to know writing that emphasizes the writing method. Through the process technique, the writer can observe the steps that generally occur in the writing manner. In line with Tompkins and Hoskisson (1995) the focus inside the writing technique lies in what the author enjoy, thinks, and does once they do the writing technique. According to Harmer

and Jeremy (2004) the process of writing has four main elements. Those are planning, drafting, editing, and final session.

d. The Problem of Writing

Writing is not easy, that's why many of us feel difficult when organize the idea into a writing. According to Nurgiantoro (2001) there are some problems faced by students' in learning writing. Those are follows:

1. Difficult in organizing idea: In writing composition, the students will put their ideas and mind to be advance become an excellent written. It would likely be difficult for students if start the writing technique by way of selecting topic first earlier than students write the composition, after that students will make a define to assist us in arranging the sentences or paragraphs.
2. Lack of vocabulary: Vocabularies emerge as complex problem especially in writing. Lack of vocabularies makes students regularly write uncommunicative sentences. Except that, their regularly select incorrect phrases of their composition.
3. Grammar: some students fail in concept grammar comprehensive since their impression about grammar is all about a collection of patterns or formulas, because the students sometimes feel bored when there are so much patterns that they have to memorized, and grammar patterns which are defined to students sometimes make them confused also.

جامعة الرانري
AR-RANIRY

Each student may face different challenges in learning writing, all the students are special and unique in their own way, and these challenges will somehow pull back the students from moving forward to produce a good piece of writing.

B. Sequence of Pictures

1. Definition sequence of pictures

Sequence of pictures or picture series is a kind of media which belongs to photo category. Yunus (1981) classifies pictures into 3 types they're composite pictures, sequence of pictures or pictures series and character pictures. This photo can represent the picture of people, matters, animal, or events. Photograph collection consists of a number of photographs which relate each other and them area in series. Series of pictures are commonly used to inform a series of activities or to inform a tale. Deviga and Ardhani (2021) stated picture series or sequence of picture improved the students' writing in term of vocabulary, content, language, mechanic and organization. Gregoria, et al. (2015) stated that picture series or sequence of pictures applied is a suitable strategy for EFL students to improve their narrative writing skill in English. He also adds that applying sequence of pictures in teaching writing can improve students' motivation to enhance and practice their narrative writing skill. Asrifan (2015) also argues that teaching writing by using sequence of picture or picture series as media is suitable to be applied to students in generating and organizing their ideas in the writing process through pictures. From the definition above sequence of pictures is a series of pictures or sequence of picture used to vitalize students abstract ideas into their visual ideas gotten from its picture.

Pictures are media which can be easily modified to adjust the teaching and learning condition. Wright (1989) mention that pictures are suitable for teacher who have:

1. Any kind of students from beginner to advanced, from children to adults
2. Little time for preparation
3. Little money or sophisticated media
4. Little time and examination syllabus to follow

2. The objectives sequence of pictures

Sequence of pictures or picture series can be used to create many exciting activities specifically in teaching writing. There are various numbers of writing activities that students can do. One of the examples is by using giving a sequence of pictures which inform story and ask the students to put in writing story based totally at the pictures. Then, the final by giving the students sequence of pictures because the writing duties will stimulate them to be innovative writers. Moreover, sequence of pictures or picture series additionally offers blessings in teaching writing. The first advantage is it could assist the scholars to brainstorm and acquire the concept that they want for writing. Every other benefit is it is simple, does not highly-priced, and comparatively clean to get. Those advantages also are supported by Smaldiono (2005) who advise that using series of picture will make the students inquisitive about writing English. Furthermore, the use of sequence of picture is more efficient and practice than words; the students' will be easier to recall and to remember because that picture sequence will be exposed in real life situation.

C. Relevant Studies on the Use of Sequence of Pictures in Teaching Writing

This research is not new, that are some research has been conducted related to sequence of pictures in improving students writing skill. They are as follows:

For the first some research was categorized according to university level as the following: A study conducted by Hermansyah (2014) state university of Malang with the title using picture sequence to improve the narrative text writing of the eight graders of SMP N 2 Mojokerto. The study found that the students were interested to make a narrative text based on the pictures in the sequence of pictures. Based on the findings, the English teachers are expected to adopt the picture sequence as the media for writing. The teachers are also suggested to implement picture sequence in the teaching learning process. After that the study conducted by Mursal (2019) English Education Department Faculty of Teacher Training and Education Makassar Muhammadiyah University with the title the use of picture series as media in increasing students' writing skill at the first grade students of SMA Negeri 1 Gowa. The research findings indicated that using picture series could improve the students writing ability in terms of content and language especially in writing narrative text. It showed that the students' writing ability in post-test was higher than pre-test.

Next, Sarinten (2010) conducted a study English Department Teacher Training and Education Faculty Sebelas Maret University Surakarta with title improving students' skill in writing narrative text through sequence of pictures. The result found that sequence of pictures can improve students' motivation and students' skill

in writing narrative text. It could be seen on students' performance during teaching and learning process. Students became more active and all students were involved in teaching and learning process. Students were more enthusiastic in joining the lesson, so the class becomes more conducive. Thus, picture series can improve students' skill in writing narrative text and it becomes one of appropriate ways in teaching writing. Beside that the study conducted by Risdayanti (2020) English Education Program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare with the title the using of picture series to improve students' writing skill at the tenth grade students of SMAN 8 Pinrang. The researcher found that there is significant difference of students' writing skills before and after treatment. This research categorized pre-experiment design, the objective on this study is to find out whether applying picture series was able or not to improve students' vocabulary mastery, and then by using pictures series is effective to improve the students' writing skills at the tenth grade of SMAN 8 Pinrang.

Some research can be categorized according to method/media, as the following: Khotimah, Daud and Burhansyah (2017) Syiah Kuala University Banda Aceh conducted a study entitled using picture series to enhance students' ability in narrative writing. The researcher concluded that the use of picture series can improve student writing ability in narrative writing at the third grade especially on the content aspect. Another similar study conducted by Ali and Emirati (2020) Universitas Muhammadiyah Bulukumba, Indonesia with the title the students' interesting on the use of picture series media in writing. They concluded that picture series is one of interesting media used in writing activity; most students agreed that

picture series or sequence of pictures help them in learning writing. After that the study conducted by Mulyati, Hidayah, and Suprijadi (2019) IKIP Siliwangi with the title improving students' ability to write narrative text through picture series. The result showed that the use of image media is very positive for students. During the application of action there were no students who complained when given writing assignments, it showed that the use of sequence of pictures media was able to increase students' confidence that they were able to master writing skill well.

The researcher held a study and proposed picture sequence to solve the problem. The researcher used picture series to improve the students writing skill. Picture sequence is some pictures that are chronological arranged, picture sequence helped the students to develop, organize and to generate the ideas well. In this research, the researcher used experimental research which has four phases; they are planning, implementing, observing and reflecting. This research used pre-test and post-test as an instrument of the test and also the researcher use treatment as the implementation of sequence of pictures. This research was conducted in one cycle consisting of three meetings. The subject of this research was the students of grade IX in SMP Negeri 10 Banda Aceh there were about 30 students in the class.

CHAPTER III

RESEARCH METHODOLOGY

These chapter the researcher presents review of research methodology, it consists of research design, research population and sample, technique of data collection and technique of data analysis.

A. Research Design

Sugiyono (2007) there were two types of research namely: qualitative research and quantitative research. Qualitative research is research in the form of words, sentences, and images. While, quantitative research is in the form of numbers. This study belongs to quantitative research design (research that uses data that can be processed using statistical method). According to Creswell (2014) quantitative research is a type of educational research in which the researcher decides what study: ask specific, narrow questions, collect quantifiable data from participants, and analyze these numbers using statistic and objective manner. Researchers used quantitative research design which utilizes experimental method for data collection.

The experiment here means that researcher can obtain convincing data about how effective the sequence of pictures in teaching writing narrative text. In this research, researcher preparing test (one-group pre-test post-test design) and would find out any progress of students writing ability before and after being taught using the sequence of pictures in teaching writing narrative text.

AR-RANIRY

B. Reseacrh Location

This research was conducted at SMP Negeri 10 Banda Aceh located in Jl. Poteumerehom, Lamteh, Kec. Ulee Kareng. Banda Aceh City. The reason for choosing this school just because the researcher used purposive sampling technique where the class that is used as the research class was determined through the certain consideration.

C. Research Population and Sample

According to Sugiyono (2015) defines population consist of objects or subjects that has been specific qualities and characteristic which set by the researcher to be learned and make the conclusion. This research was conducted at SMP Negeri 10 Banda Aceh located in Jl. Poteumerehom, Lamteh, Kec. Ulee Kareng. Banda Aceh City. The population of this research was the third grade of SMP Negeri 10 Banda Aceh which consists of 6 classes and all of students in the first grade are 169 students. Sample is a student who taken from population by researcher to be researched. According to Ridwan (2010) the sample is part of the population that has certain characteristics or conditions to be examined. Based on this understanding it can be concluded that the sample is a portion of the population that can represent the characteristics possessed by the population.

In this research, the sample was only one class that is class: IX B the reason for choosing this class is because based on the problem that the researcher got from the observation have done before the, the total students' in this class are 30. Therefore, the total number of sample is 30 students. As for the sampling technique in this study using a purposive sampling technique where the class that is used as the

research class was determined through the certain considerations. Based on the consideration of the English teacher concerned class IX A, IX B, IX C, IX D, IX E, and also IX F have almost the same abilities.

Techniques of data collection are the most strategic step in research, because the main purpose of research is to collect data. Without knowing the data collection techniques, the researcher would not get data that meets the data standards set. As for the data acquisition process in this study, namely by carrying out experimental research, the data collection techniques used by researcher in this study is the test. The test is a systematic and objective tool or procedure to obtain the desired data or information in an appropriate way. To obtain the desired data, the research data used pre-test and post-test instruments. The test used is the ability of students in writing. The test serves to measure student learning outcomes in the form of grades or scores.

D. Technique of Data Collection

In this study, the researcher collected the data by using some appropriate techniques: Teaching experiments, and test. According to Brown (2001) A test is a method of measuring a persons' ability, knowledge and performance in giving domain. In this study the researcher used writing test by using sequence of pictures in pre-test and post-test.

1. Pre-test

According to Creswell (2014) definite a pre-test provide a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. It means that pre-test is given before treatment. Pre-test

will be given to students which aim to determine students' writing skills before receiving learning treatment using the sequence of pictures method. The test is an instruction to write a narrative text about one of the fable story that the students know with their own words. The pre-test was given in the first meeting at 07 September 2022. For the first meeting the researcher introduced herself and tells them why she is here. The researcher started the class by giving a pre-test sheet to the students, the researcher asks the students to write anything about a story of narrative text that know by student with their own word without looking for dictionary. All of students start to write, and time is out and pre-test is over, then the researcher closed the class.

2. Treatment

After being given a pre-test, the experimental class was given treatment, namely the implementation of the sequence of pictures method in the teaching and learning process. The researcher prepared material about narrative text and sequence of pictures. Students' study the material for a few minutes and the researcher share the sequence of pictures to the students, the students paid attention to the sequence of pictures and then started to write a narrative text through the sequence of pictures. The researcher needs an experimental class to apply sequence of pictures technique. The treatment was given in the second meeting at 08 September 2022. The researcher gives the material an example about narrative text to the students, the researcher explained the material and the example, the researcher asks the students to understand the sample text and distinguish the social function, generic structures, and language features of narrative text. After students' finish with the text, the

researcher asks the students to make group, and then the researcher share picture sheets random to the students and explained about sequence of pictures and after that the researcher asks the students to arranged the pictures and make a story about the picture have been arranged.

3. Post-test

According to Creswell (2014) defines a post-test is a measure on some attribute or characteristic that is assessed for participants in an experimental after treatment. It means that post-test is given after finished the treatment. The post-test is final test of the learning. The researcher gave the students' same test with pre-test. The post-test is given to know whether the treatments have or not to the students' ability in writing. The researcher conducts post-test after treatment by using sequence of pictures in narrative text. The test is an instruction to write the fable story with the students' own words. The post-test is given in the third/last meeting at 14 September 2022. The researcher told the students that this is the last meeting, in this last meeting the researcher will give a test same as like a pre-test. The researcher focused on students writing skill and the post-test is over, then the researcher closed the class.

E. Technique of Data Analysis

Technique of data analysis is a way of processing data that has been obtained from the field. The results of this data analysis are answers to questions from existing problem. After all the data is collected, the next step is the data processing stage. The table below is the scoring rubric guidance to assess whether there was progress in the students writing ability after studying using the sequence of pictures

technique. In this table there were writing component which are: grammar, vocabulary, spelling, and relevant. From every component have the point to assessed by the researcher. Start from grammar the students would get 5 point if the mastery grammar taught on course only 1 or 2 minor mistakes and the students would get lowest point or 1 point if numerous serious mistakes no mastery of sentence construction almost unintelligible, and then from the vocabulary students would get 5 point if the use of wide range of vocabulary taught previously and students would get lowest points or 1 point if very restricted vocabulary inappropriate use of synonyms, seriously hinder communication, next from the spelling students would get 5 point if no errors who written and students would get low point or 1 point if numerous errors hard to recognize several words communication made very difficult, and the last from the relevant the students would get 5 point if all sentences supports the topic highly organized clear progression of ideas well linked like educated native speaker and the students would get 1 point if lack of organization so severe that communication is seriously impaired.

جامعة الرانري
AR-RANIRY

Table 3.1 The Scoring Guidance Taken from Heaton Grid and Categories (1969)

Writing Component	5 points	4 points	3 points	2 points	1 points
Grammar	Mastery grammar taught on course only 1or 2 minor mistakes.	A few mistakes only (Preposition, articles, etc.)	Only 1 or 2 mistakes but a few ones.	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.	Numerous serious mistakes no mastery of sentence construction almost unintelligible.
Vocabulary	Use of wide range of vocabulary taught previously.	Good use of new words acquired fairly appropriate synonyms, circumlocution.	Attempts to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted has to resort to use synonyms, circumlocution, etc. On a few occasions.	Restricted vocabulary uses of synonyms (but no always appropriate) imprecise and vague-affect meaning.	Very restricted vocabulary inappropriate use of synonyms, seriously hinder communication.
Spelling	No errors	1 or 2 minors only	Several errors do not interfere significant with communication not too hard to understand.	Several errors some interfere with communication some words very hard to recognize.	Numerous errors hard to recognize several words communication made very difficult.
Relevant	All sentence supports the topic highly	Ideas well organize links could occasionally be clearer but	Some lack of organization reading required for	Little or no attempts at connectivity thought reader	Lack of organization so severe that communication is seriously

	organized clear progressio n of ideas well linked like educated native speaker.	communication not impaired.	clarification of ideas.	deduce some organization individual ideas may be very difficult to deduce connection between them.	impaired.

Maximum score 20

Score = $\frac{the\ result\ of\ score}{maximum\ score}$ x 100

In analyzing test scores, the researcher calculates average student scores using statistical formulas Sudjana (2002).

$$X = \frac{\sum fixi}{\sum fi}$$

Where:

X: Mean (average score)

Fi: Frequency

Xi: Middle score of interval class

FiXi: The amount of multiplication between the frequencies and the middle scores of interval class

Before calculating the mean, the data should be distributing in frequency distribution list. The following steps are used in creating frequency distribution list:

a. The range of data

Range of data is the lowest score is subtracted by the highest score. The formula is:

$$R = H-L$$

Where:

R: Range

H: The highest score

L: The lowest score

b. Number of interval class

In determining the number of interval, the following formula is used:

$$I = I + 3.3 \log n$$

Where:

I: The amount of interval class

n: The amount of sample

In determining the length of interval class the following formula is used:

$$P = \frac{R}{K}$$

جامعة الرانري
AR-RANIRY

Where:

P: Length of interval

R: The range of score

K: Interval

c. Distribution of test

After finding the range of data, number of interval classes, and length of interval, the data was served in distribution table. The purpose of mean calculation is to know the average score of students and to compare average score of pre-test and post-test. To find out the condition of English teaching learning activity, the researcher conducted the research in class IX A of SMP Negeri 10 Banda Aceh. From the observation done after the findings can be concluded as follows: For the first the positive improvements of students' manner toward writing through the teaching learning process showed that the students were more motivated and confidents to write individually after learning the sequence of pictures that has been shared by the researcher and listened to the researcher explanations. Some students seen actively discussed the sequence of pictures in their own group, they could finish their tasks better without wasting their time, and meanwhile few students seen still made errors in using the suitable words.

The second improvements were seen in students' writing; they could write a story with more detailed information based on the picture series, make longer paragraph, organized their writing story better from the beginning until the end, they could make the grammar better and were more careful in constructing the

grammar, they wrote the correct spelling of the word used in their writing, change the verb 1 into verb 2 in correct forms it could be seen in the students' worksheet in which the mistakes were fewer than before.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the finding of the research, and the researcher would also discusses these findings in accordance with relevant existing literature. The findings are presented in the order of the research question.

A. Research Findings

This chapter presents the result of pre-test and post-test. The result was explained based on research question. The research question was "How can the sequence of pictures improve students' writing skill in narrative text?" in this part; the researcher calculated the research findings from the pre-test and post-test score of students'. This research aims to improve writing skill of third grade students of SMP N 10 Banda Aceh in narrative text using sequence of pictures.

جامعة الرانري
AR-RANIRY

Table 4.1 Table of students' pre-test and post test scores.

No	Initials name	Pre-test	Post-test
1	THY	90	100
2	SU	75	90
3	MZE	80	85
4	CMA	40	80
5	AN	50	70
6	AA	45	70
7	AR	55	65
8	BFZ	50	60
9	DA	45	60
10	DH	35	60
11	MAF	25	60
12	MRR	50	60
13	NA	30	55
14	NFO	50	55
15	SM	20	55
16	AA	30	55
17	AS	45	55
18	F	40	50
19	HA	35	50
20	RZM	40	50
21	SYP	40	50
22	NF	20	50
23	RH	20	45
24	FR	20	40
25	HH	30	40
26	RM	25	40
27	VS	25	40

جامعة الرانري
AR-RANIRY

28	MJ	25	35
29	MR	20	35
30	SAF	20	30
Total	30	1165	1635

1. Pre-test

Based on pre-test, the highest score of the pre-test was 90 and the lowest score was 20. To determine the range score, the formula was:

R = H-L

R= 90-20

R= 70

The next step was identified the amount of interval class by using the formula below:

K = 1 + (3.3) log n

K = 1 + (3.3) log 30

K = 1 + (3.3) 1.47

K = 1 + 4.851

K = 5.851 = **6 (taken)**

After finding the amount of interval class, the length of the interval class was found out by using:

P=R/K

P=70/6

P=11 = **11 (taken)**

The last step was substituting the scores into the frequency distribution table as follow:

Table 4.2 The Frequency Distribution Table of Student's Pre-test Score

No	Interval Class	Fi	Xi	FiXi
1	20-26	10	23	230
2	27-33	3	30	90
3	34-40	6	37	222
4	41-47	3	44	132
5	48-54	4	51	204
6	55-61	1	58	58
7	62-68	0	65	0
8	69-75	1	72	72
9	76-82	1	79	79
10	83-89	0	86	0
11	90-96	1	93	93
		∑fi = 30	**∑xi = 638**	**∑ fixi = 1180**

Where:

Fi = Frequency

Xi = Middle Score of Interval Class

FiXi = The Amount of the Multiplication between Frequency and Middle Interval.

جامعة الرانري
AR-RANIRY

The mean score of pre-test was found out by using the formula:

$$X = \frac{\sum fixi}{\sum fi}$$

X = 1180/30

X = 39,3

The mean of pre-test was 39,3

2. Post-test

To analyze the post-test score, the researcher used the same formula as in pre-test. From the arranging data before, it shows that the highest score of post-test was 100 and the lowest score was 30. So the range was:

R=H-L

R= 100-30

R= 70

The next step was identified the amount of interval class by using the formula below:

K = 1 + (3.3) log n

K = 1 + (3.3) log 30

K = 1 + (3.3) 1.47

K = 1 + 4.851

K = 5.851 = **6 (taken)**

After finding the amount of interval class, the length of the interval class was found out by using:

P=R/K

P= 70/6

P= 11,66 = **12 (taken)**

The last step was substituting the scores into the frequency distribution table as follow:

Table 4.3 The Frequency Distribution Table of Student's Post-test Score

No	Interval Class	Fi	Xi	FiXi
1	22-28	0	25	0
2	29-35	3	32	96
3	36-42	4	39	156
4	43-49	1	46	46
5	50-56	10	53	530
6	57-63	5	60	300
7	64-70	3	67	201
8	71-77	0	74	0
9	78-84	1	81	81
10	85-91	2	88	176
11	92-98	0	95	0
12	99-105	1	102	102
		∑fi = 30	**∑xi = 762**	**∑fixi = 1688**

Where:

Fi = Frequency

Xi = Middle Score of Interval Class

FiXi = The Amount of the Multiplication between Frequency and Middle Interval

The mean score or post-test was found out by using the formula:

$$X = \frac{\sum fixi}{\sum fi}$$

X = 1688/30

X = 56,2

The mean of post-test was 56,2.

The result of test above showed that the students score increased from the pre-test to the post-test. The mean of pre-test was 39,3 while the mean of post-test was 56,2.

B . Discussion

The result of this study is presented in main point based on the research question. The point was the sequence of pictures can improve students' writing skill based on the score before and after treatment. The indicator of the success of this study will be based on the scoring guidance categories proposed by Grid (1969). Here I could assume that sequence of pictures was one of the most interested and effective technique in improving students' writing skill and the sequence of pictures gave them stimulus so that they could have something to wrote on their paper, it was caused by the result that the mean of the pre-test score was 39,3 and the mean of the post-test score was 56,2. Most students were interested in teaching learning by sequence of pictures. Overall, the findings of the present research are in line with the existing research which showcase the potential benefits of the use of sequence of pictures in teaching English writing skills especially in narrative text.

Zathira (2014) shows that the sequence of pictures technique positively affected to students' writing ability, and overall students' attitude toward the implementation of the sequence of pictures were positive. They enjoyed the learning process and were interested in the sequence of pictures that have been shared. Based on the result, it could be concluded that the rate percentage and the mean score in the post-test were higher than the pre-test. The result of this research were the same as those previous studies and supported by Hermansyah (2014), Erika Yulia Puspita Sari (2014), Risdayanti (2020), and Sarinten (2010) where the results of their research found that with the sequence of pictures students' writing ability increased especially in narrative writing.

جامعة الرانري
AR-RANIRY

CHAPTER V

CONCLUSION AND RECOMMEDATION

This chapter presents the conclusion and recommendation of this study related to the use sequence of pictures in improving students' writing skill in narrative text. The researcher needs to write the conclusion as follows:

A. Conclusion

After explaining and describing all the data found in chapter IV, in this part the conclusion is served. From the discussion in the previous chapter, the researcher concluded that the use of sequence of pictures can improve students' English writing skill. This research was carried out on third-grade students at SMP 10 Banda Aceh. The total number of the third-grade students is 30. Based on the data, the third grade students at SMP 10 Banda Aceh have succeeded in implementing sequence of pictures in teaching writing narrative text. It can be seen from the data the post-test scores were higher than the pre-test. It means that the mean of post-test was 56,2 while the mean of pre-test was 39,3. In short, the use of sequence of pictures can improve students' writing skill in narrative text. Therefore, in teaching writing, sequence of pictures is effective to learn. It can help students to develop their writing. Thus, sequence of pictures gives a lot of contributions to English learning and it show they improved in several aspects of writing component such as vocabulary, grammar and spelling.

B. Recommendation

Lastly, based on all of findings of this research shows the use of sequence of pictures improves students' English writing skill in narrative text. The following suggestion/recommendation are offered; for the teachers, it is suggested to use sequence of pictures in teaching writing narrative text because this technique helps the teachers in motivating and encouraging the students to start writing better. The students should be more interested in improving their English writing skill, especially in narrative text. The last is for the future researcher, this study focuses on writing, sequence of pictures and narrative text. Hopefully, future researchers can investigate more about sequence of pictures with other skills and they can apply a new method to make students active in learning English. For the limitation this research lack of meeting for the treatment, treatment just only carried out in one meeting due to the limited time was given from the school because the students will take the fnal exam which will be held in the soon considering that there is a still a lot of materials left behind.

جامعة الرانري
AR-RANIRY

REFERENCES

Ali, S., & Emirati, E. (2020). *The Students' interesting on the use of picture series media in writing*. Indonesia: Universitas Muhammadiyah Bulukumba.

Andrew, W. (1989). *Picture for language learning*. Cambridge: Cambridge University Press.

Anderson, M., & Anderson, K. (1997). *Text type in English 1*. South Melbourne: Macmillan.

Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rieneka Cipta.

Asrifan, A. (2015). The use of picture series in improving students' ability to write narrative composition. *Internal Journal of Language and Linguistic*, 244.

Brown, H.D. (2001). *Teaching by principle and interactive approach to language pedagogy*. New York: Longman Inc.

Cresweel, J.W. (2014). *Research design, qualitatives, quantitatives, and mixed methods approaches (4th ed)*. United States of America: Sage Publications.

Daud, B., Khotimah, K., & Burhansyah, B. (2017). *Using picture series to enhance students' ability in narrative writing*. Banda Aceh: Syiah Kuala University.

Deviga, L., & Ardhani, R.A. (2021). Using picture series in teaching writing skill for students of midwife program. *LETS: Journal of Linguistic and English Teaching Studies*, Vol. 03(No.01), 14-22. https://doi.org/10.46870/lets.v3i1.91

Diana, M. (2003). *Children's literature: An invitation to the world*. Boston: Pearson Education, Inc.

Gregoria, K., Gutierrez, C., Puello, M.N., Alberto, L., & Galvis, P. (2015). Using pictures series technique to enhance narrative writing among ninth grade

students at institution educativa Simon Araujo. *English language teaching*, 8(5), 45-71. https://doi.org/10.5539/elvt.v8n5p45

Harmer, J. (2002). *The practice of English language teaching.* (3rd ed.), Malaysia: Longman.

Harmer, J. (2004). *How to teach writing.* England: Oxford: Person Education Limited.

Hermansyah, H. (2014). *Using pictire sequence to improve the narrative text writing of the eight grade of SMP N 2 Mojokerto.* Malang: University of Malang.

Heaton, G. (1969). *Writing English language test.* London: Longman Inc.

Imastuti, M.W.I., Sujoko, S., & Suparno, S. (2011). *Improving students ability in narrative text using picture series.* Jakarta: English Education Study Program Sebelas Maret University Jakarta.

Jonah, J. (2006). *Keterampilan dasar menulis.* Jakarta: UT.

Mulyati, H.S., Hidyah, H., & Supriajadi, D. (2019). *Improving students' ability to write narrative text through picture series*. Cimahi, West Java: IKIP Siliwangi.

Mursal, M.N.F. (2019). *The use of picture series as media in increasing students' writing skill at the first grade students of SMA N 1 Gowa.* Makassar: Makassar Muhammadiyah University.

Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing.* New York and London: Routledge.

Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill /Comemporary.

Nurgiyantoro, N. (2001). *Penilaian dalam pengajaran bahasa dan sastra*. Yogyakarta: BPFE.

Ramelan, R. (1992). *Introduction to linguistic analysis*. Semarang: IKIP Semarang Press.

Rebecca, R. (2003). *Narrative text in teaching English.* Retrieved from narrative-text-in-teaching-english: http://teachingenglish4all.wordpress.com

Ridwan, R. (2010). *Skala pengukuran variabel-variabel penelitian.* Bandung: Alfabeta.

Risdayanti, R. (2020). *Using of picture series to improve students' writing skill at the tenth grade students of SMA N 8 Pinrang.* Sulawesi Selatan: English Education Program Tarbiyah Faculty State Islamic Institute (IAIN).

Smaldiono, E., & Sharon et al. (2005). *Instructional technology and media for learning.* New Jersey: Pearson.

Sudjana, S. (2002). *Metode statistika.* Bandung: Tarsito.

Sugiyono, S. (2007). *Metode penelitian kuantitatif kualitatif dan R&D.* Bandung: Alfabeta.

Sugiyono, S. (2015). *Metode penelitian kombinsi (Mix methods).* Bandung: Alfabeta.

Tiowati, E.S. (2002). *The Effectiveness of using pictures as a means to improve students' writing narrative paragraph (The case of the first year students' of SMUN 2 Slawi in the academic year 2001/2002).* Semarang: Universitas Negeri Semarang.

Tompkins, E.G., & Hoskisson, K. (1995). *Language arts contents and teaching strategis.* New Jersey: Englewood Cliffs.

Widayati, S. (2003). *Pembelajaran dan evaluasi writing*. Jakarta: Department Pendidikan & Kebudayaan Direktorat Jenderal Pendidikan Tinggi.

Sari, E.Y.P., (2014). *The use of picture series to improve the writing skills of tenth grade students of SMA N 1 Srandakan in writing narrative text in the academic year of 2013/2014.* Yogyakarta: Yogyakarta State University.

Sarinten, S. (2010). *Improving students' skill in writing narrative text through sequence of pictures.* Middle Java: University Surakarta.

Suparno, S., & Jonah, J. (2006). *Keterampilan dasar menulis.* Jakarta: UT.

Tarigan, T. (1994). *Menulis sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.

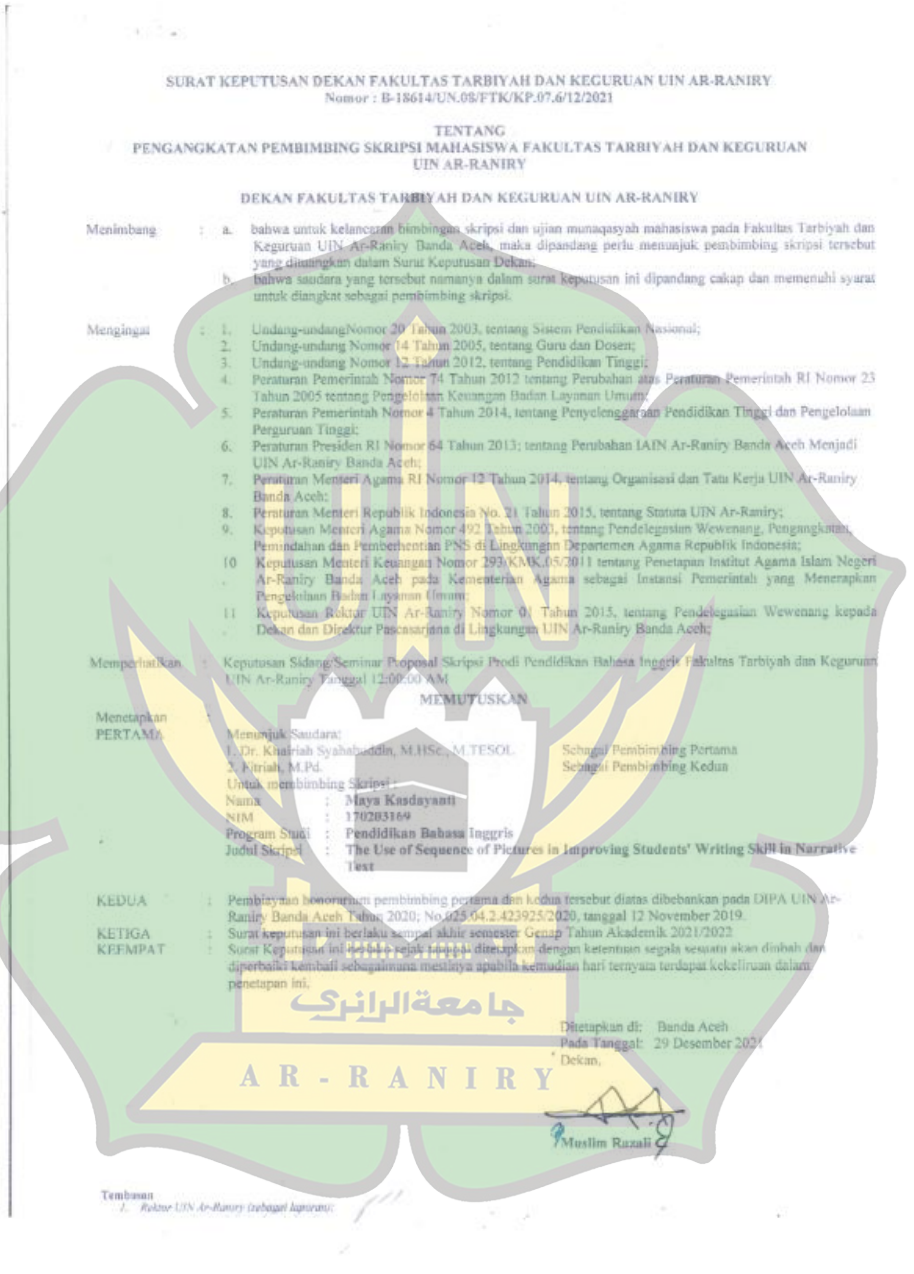
Wright, W. (1989). *Picture for language learning.* Cambridge: Cambridge University Press.

Yunus, N.A. (1981). *Preparing and using aids for English language teaching.* England: Oxford University Press.

Zathira, N.M. (2014). *The effectiveness of picture sequence in teaching narrative text writing.* Jakarta: Syarif Hidayatullah State Islamic University Jakarta.

جامعة الرانري
AR-RANIRY

APPENDIX A: APPOINTMENT LETER OF SUPERVISOR



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-18614/UN.08/FTK/KP.07.6/12/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12:00:00 AM

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Khairiah Syahabuddin, M.HSc., M.TESOL. Sebagai Pembimbing Pertama
2. Fitriah, M.Pd. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Maya Kasdayanti**
NIM : **170203169**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Use of Sequence of Pictures in Improving Students' Writing Skill in Narrative Text**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan dibah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 29 Desember 2021
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);

جامعة الرانري
AR-RANIRY

APPENDIX B: RECOMMENDATION LETTER FROM *FAKULTAS TARBIYAH DAN KEGURUAN* TO CONDUCT THE RESEARCH

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11300/Un.08/FTK.1/TL.00/08/2022
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
2. Kepala Sekolah SMP Negeri 10 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MAYA KASDAYANTI / 170203169**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Laks. Malahayati Gampoeng Cadek, Kec. Baitussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Use of Sequence of Pictures in Improving Students' Narrative Text Writing Skill***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 Agustus 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 26 September 2022

Habiburrahim, M.Com., M.S., Ph.D.

جامعة الرانري
AR-RANIRY

"APPENDIX C: CONFIRMATION LETTER FOR RESEARCH FIELD FROM THE HEAD OF SMP NEGERI 10 BANDA ACEH"

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 10
Jl. PoteumeureuhomUleeKarengTelp. (0651) 25295
E-mail: smpn10bandaacehh@gmail.com Website: http://smpn10bna.sch.id
KodePos : 23118

SURAT KETERANGAN
Nomor : 422 / 372 / 2022

Sehubungan dengan Surat Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh, No.074/A4/3697 Tanggal 30 Agustus 2022, perihal Izin melaksanakan Penelitian/Pengumpulan Data dalam rangka penyusunan skripsi pada SMP Negeri 10 Banda Aceh, maka dengan ini kami sampaikan bahwa :

Nama	: **MAYA KASDAYANTI**
NIM	: 170203169
Jurusan	: Pendidikan Bahasa Inggris
Jenjang	: S1

Benar yang namanya tersebut diatas telah mengadakan Penelitian/Pengumpulan Data pada SMP Negeri 10 Banda Aceh pada tanggal 14 s.d 16 September 2022, dengan judul : ***"THE USE OF SEQUENCE OF PICTURE IN IMPROVING STUDENTS' NARRATIVE TEXT WRITING SKILL"***.

Demikian untuk dapat dimaklumi dan dipergunakan seperlunya.

Banda Aceh, 1 November 2022
Kepala

Nilisa Nur Adam
NIP. 19630713 199512 1 001

جامعة الرانري
AR-RANIRY

APPENDIX D

RESEARCH INSTRUMENT (PRE-TEST AND POST-TEST)

Instrument Pre-test and Post-test

- Write your name and class on the answer sheet!
- Write the simple story of fable that you know with your own words!
- Don’t forget to write a title of your story

جامعة الرانري
AR-RANIRY

APPENDIX E

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMP Negeri 10 Banda Aceh
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IX/1 (Ganjil)
Materi	:	Narrative Text
Kecakapan	:	Menulis
Alokasi Waktu	:	2x45 Menit

A. Kompetensi Inti

KI 1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 Menghayati dan mengamalkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerja sama, cinta damai, responsif dan pro-aktif) dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian kompetensi
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait teks narrative, pendek dan sederhana sesuai dengan konteks penggunaannya	• Menjelaskan informasi terkait fungsi sosial yang terkandung dalam teks narrative lisan dan tulis, pendek dan sederhana • Mengurutkan fungsi sosial dan struktur teks lisan dan tulis, pendek dan sederhana
4.7 Menyusun teks narrative lisan dan tulis, pendek dan sederhana, terkait teks narrative lisan dan tulis, berbentuk fable, pendek dan sederhana	• Merancang sebuah teks narrative tulis/lisan

C. Tujuan pembelajaran

Setelah selesai melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Menyebutkan tujuan komunikatif dengan benar
2. Mengidentifikasi langkah-langkah retrorika dengan benar
3. Mengidentifikasi struktur kebahasaan dengan benar
4. Dapat menulis teks narrative dengan benar sesuai dengan gambar seri yang diberikan

D. Materi Pembelajaran

Narrative text is a text telling story focusing specific participants. Its social function is to tell stories or past events and to entertain the readers.

Example of narrative text:

AR-RANIRY

The Rabbit and Tortoise

Once upon a time, there lived a rabbit and tortoise. The rabbit could run fast. He was very proud of his speed. While the turtle was slow and consistent. One day that tortoise came to meet him. The tortoise was walking very slow as usual. The rabbit looked and laughed at him. The tortoise asked “what happened?” The rabbit replied, “You walk so slowly! How can you survive like this?”. The turtle listened to everything and felt humiliated by the rabbit’s words. The tortoise replied, “Hey friend! You are very proud of your speed. Let’s have a race and see who is faster”. The rabbit was surprised by the challenge of the tortoise. But he accepted the challenge as he thought it would be a cakewalk for him. So, the tortoise and rabbit started the race. The rabbit was as usual very fast and went far away. While the tortoise was left behind.

After a while, the rabbit looked behind. He said to himself, “The slow turtle will take ages to come near me. I should rest a bit”. The rabbit was tired from running fast. The sun was high too. He ate some grass and decided to take a nap. He said to himself, “I am confident; I can win even if the tortoise passes me. I should rest a bit”. With that thought, he slept and lost the track of time. Meanwhile, the slow and steady turtle kept on moving. Although he was tired, he didn’t rest.

Sometime later, he passed the rabbit when the rabbit was still sleeping. The rabbit suddenly woke up after sleeping for a long time. He saw that the tortoise was about to cross the finishing line. He started running very fast with his full energy. But it was too late. The slow turtle had already touched the

finishing line. He has already won the race. The rabbit was very disappointed with himself while the tortoise was very happy to win the race with his slow speed. He could not believe his eyes. He was shocked by the end results.

At last, the tortoise asked the rabbit "Now who is faster". The rabbit had learned his lesson. He could not utter a word. The tortoise said bye to the rabbit and left that place calmly and happily.

1. Fungsi social teks *Narrative*
   - Menghibur pembaca
   - Mengambil teladan nilai-nilai luhur/ pesan moral
2. Struktur teks *Narrative*
   - *Orientation (*Orientasi)
   - *Complication* (Konflik/ Krisis)
   - *Resolution* (Resolusi)
3. Unsur-unsur kebahasaan teks *Narrative*
   - Kalimat deklaratif dan interogatif dalam simple past tense
   - Frasaadverbia: *once upon a time, after a while, sometimes later, at last*
   - Nomina singular dan plural dengan atau tanpa *a, the, this,* dsb.
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Metode pembelajaran: Sequence of Picture
3. Teknik pembelajaran : Observing, asking-question and practicing

F. Media dan Sumber Pembelajaran

1. Media/alat : Papan tulis, spidol, lembar kertas teks narrative dan sequence of picture
2. Sumber : Suara guru, buku siswa, dan internet

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru memberi salam dan mempersilahkan ketua kelas memimpin peserta didik untuk memulai dengan doa bersama • Guru mengecek kehadiran peserta didik • Guru mengkondisikan suasana belajar yang menyenangkan • Guru menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat dengan mempelajari teks narrative, contoh, dan penggunaannya • Guru menjelaskan hal-hal yang akan dipelajari dan kompetensi yang akan dicapai	10 menit
Kegiatan Inti	• Guru menjelaskan tentang schematic structure dan language features tentang narrative text • Siswa memahami materi dan prosedur yang diberikan guru • Guru memberikan kesempatan kepaada siswa untuk bertanya • Siswa diminta untuk membagi kelas menjadi 4 kelompok besar • Masing-masing kelompok diberikan sebuah amplop yang berisi gambar-gambar seri dari cerita fable "The rabbit and tortoise" untuk disusun menjadi sebuah rangkain cerita narative, kemudian siswa diminta untuk membuat sebuah cerita narrative berdasarkan rangkaian gambar yang telah mereka susun • Siswa di perbolehkan melihat kamus jika ada kosa kata yang tidak diketahui • Guru dan siswa bersama-sama mengoreksi dan menganalisa kesalahan	60 menit
Penutup	• Guru bersama peserta didik menyimpulkan, merefleksi dan memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menutup kegiatan belajar dengan membaca doa dan salam	10 menit

H. Penilaian Hasil Pembelajaran

Table the Scoring Rubric of Writing Test

Writing Component	5 points	4 points	3 points	2 points	1 points
Grammar	Mastery grammar taught on course only 1or 2 minor mistake.	A few mistakes only (Preposition, articles, etc.)	Only 1 or 2 mistakes but a few ones.	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.	Numerous serious mistakes no mastery of sentence construction almost unintelligible.
Vocabulary	Use of wide range of vocabulary taught previously.	Good use of new words acquired fairly appropriate synonyms, circumlocution.	Attempts to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted has to resort to use synonyms, circumlocution, etc. On a few occasions.	Restricted vocabulary uses of synonyms (but no always appropriate) imprecise and vague-affect meaning.	Very restricted vocabulary inappropriate use of synonyms, seriously hinder communication.
Spelling	No errors	1 or 2 minors only (E.g ie or ei)	Several errors do not interfere significantly with communication not too hard to understand.	Several errors some interfere with communication some words very hard	Numerous errors hard to recognize several words communication made very

				to recognize.	difficult.
Relevant	All sentence supports the topic highly organized clear progression of ideas well linked like educated native speaker.	Ideas well organize links could occasionally be clearer but communicatio n not impaired.	Some lack of organization reading required for clarification of ideas.	Little or no attempts at connectivi ty thought reader deduce some organizati on individual ideas may be very difficult to deduce connection between them.	Lack of organizati on so severe that communic ation is seriously impaired.

Maximum score 20

Score = $\frac{the\ result\ of\ score}{maximum\ score}$ x 100

Mengetahui **……2022**

Kepala Sekolah, **Guru Mapel Bahasa Inggris,**

(_____) **(_____)**

NIP…… **NIP……**

LAMPIRAN

A. Narrative Text

1. Definisi Narrative Text

Narrative text adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text umumnya bersifat imajinatif, alias tidak nyata atau berupa hasil imajinasi dari penulisnya

2. Tujuan Narrative Text

Fungsi sosial dari narrative text adalah untuk menghibur audiens atau pembaca. Maka dari itu, jenis teks yang satu ini cocok untuk anak kecil maupun remaja dan dewasa. Tujuan dari narrative text ini sama dengan recount text, tetapi, kalau narrative text bersifat khayalan, sedangkan recount text adalah cerita nyata.

3.Generic Structure of Narrative Text

Generic structure atau struktur kebahasaan dari Narrative Text ini terbagi kedalam 3 susunan, yaitu:

1. Orientation

Bagian Orientation merupakan bagian pendahuluan atau perkenalan dari text yang akan dibahas. Karena di dalam Orientation ini menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, di mana tempat peristiwa terjadi, dan waktu terjadinya peristiwa.

2. Complication

Bagian ini akan mulai masuk pada paragraf yang menceritakan terkait awal mula masalah suatu peristiwa atau kejadian. Karena bersifat kronologis, maka masalah yang muncul di awal akan berlanjut menjadi rentetan alur cerita panjang yang mengandung konflik, klimaks, serta anti klimaks.

3. Resolution

Resolution adalah akhir dari cerita atau kesimpulan dari cerita. Paragraf ini bisa menjadi penjelasan lanjutan dari solution. Dalam bagian ini, penulis juga dapat menggambarkan apakah narrative text yang dibuat akan berakhir dengan sad ending atau happy ending.

Example of Narrative Text

Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cincerella very bad. Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

"Why are you crying, Cinderella?", the fairy godmother asked.

"Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.

Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six white horses. Cinderella fiinally could go to the ball but she had to come back before midnight before the spell ended.

At the ball, Cinderella amazed everybody there include the Prince. The Prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would search for the girl whose foot fitted with the slipper.

A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the King's solder let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The Prince was overjoyed to see her again. They were married and live happily ever after.

UIN
جامعة الرانري
AR-RANIRY

Evaluation treatment: Arrange this pictures into a story and after that narrate the story based on the pictures that you have been arranged!

جامعة الرانري
AR-RANIRY

“APPENDIX F: DOCUMENTATION”

(Pre-test Situation)

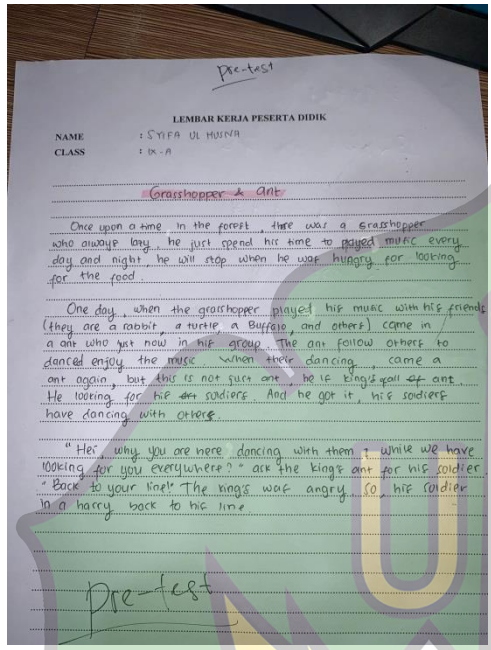
(Treatment)

(Post-test Situation)

جامعة الرانري
AR-RANIRY

Sample Pre-test and Post-test Students' Writing

Pre-test



Pre-test

LEMBAR KERJA PESERTA DIDIK

NAME : SYIFA UL HUSNA
CLASS : IX - A

Grasshopper & Ant

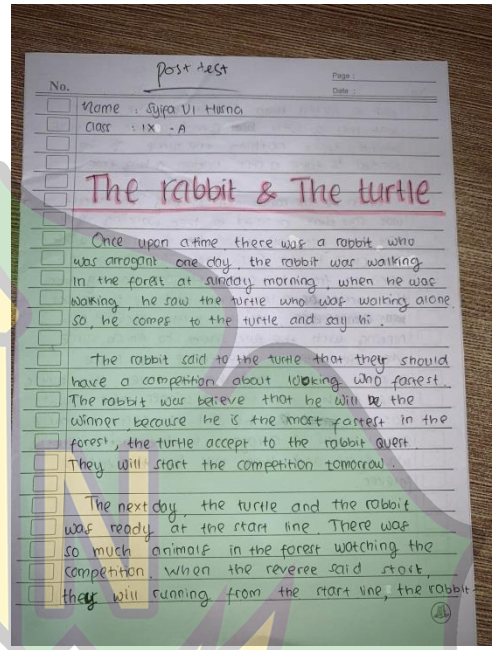
Once upon a time in the forest, there was a grasshopper who always lazy, he just spend his time to played music every day and night, he will stop when he was hungry for looking for the food.

One day, when the grasshopper played his music with his friends (they are a rabbit, a turtle a Buffalo, and others) come in a ant who just now in his group. The ant follow others to danced enjoy the music when their dancing, came a ant again, but this is not just ant, he is king's ~~of~~ ant. He looking for his ~~the~~ soldiers. And he got it, his soldiers have dancing with others.

"Hei, why you are here dancing with them? while we have looking for you everywhere?" ask the king's ant for his soldier "Back to your line!" The king's was angry, so his soldier in a harry back to his line.

Pre-test

Post-test



Post test

No.

Name : Syifa Ul Husna
Class : IX - A

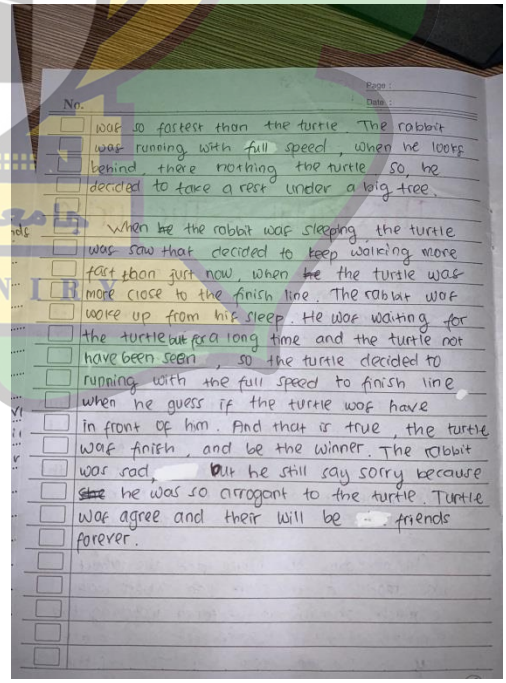
The rabbit & The turtle

Once upon a time there was a rabbit who was arrogant one day, the rabbit was walking in the forest at sunday morning, when he was walking, he saw the turtle who was walking alone so, he comes to the turtle and say hi.

The rabbit said to the turtle that they should have a competition about looking who fastest. The rabbit was believe that he will be the winner because he is the most fastest in the forest, the turtle accept to the rabbit quest. They will start the competition tomorrow.

The next day, the turtle and the rabbit was ready at the start line. There was so much animals in the forest watching the competition. when the reveree said start, they will running from the start line, the rabbit

↓



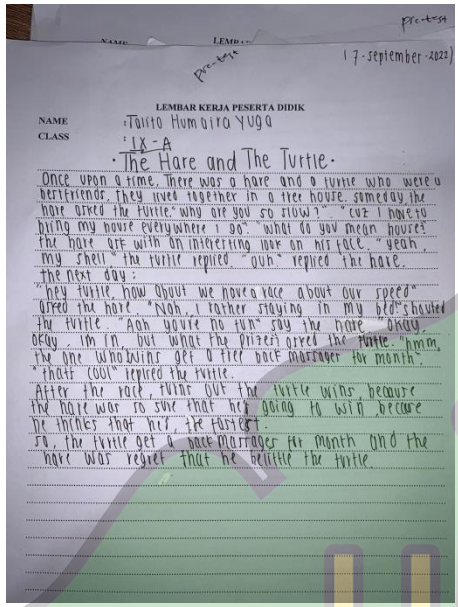
No.

was so fastest than the turtle. The rabbit was running with full speed, when he looks behind, there nothing the turtle so, he decided to take a rest under a big tree.

When ~~he~~ the rabbit was sleeping, the turtle was saw that decided to keep walking more fast than just now, when ~~he~~ the turtle was more close to the finish line. The rabbit was wake up from his sleep. He was waiting for the turtle but for a long time and the turtle not have been seen, so the turtle decided to running with the full speed to finish line when he guess if the turtle was have in front of him. And that is true, the turtle was finish, and be the winner. The rabbit was sad, but he still say sorry because ~~she~~ he was so arrogant to the turtle. Turtle was agree and their will be friends forever.

جامعة الرانري
AR-RANIRY

Pre-test



pre-test

17-september-2022)

LEMBAR KERJA PESERTA DIDIK

NAME : Talita Humaira Yuga

CLASS : IX-A

· The Hare and The Turtle ·

Once upon a time, There was a hare and a turtle who were a bestfriends. They lived together in a tree house. someday the hare asked the turtle, "why are you so slow?" "cuz I have to bring my house everywhere I go". "what do you mean house?" the hare ask with an interesting look on his face. "yeah, my shell" the turtle replied. "ouh" replied the hare.

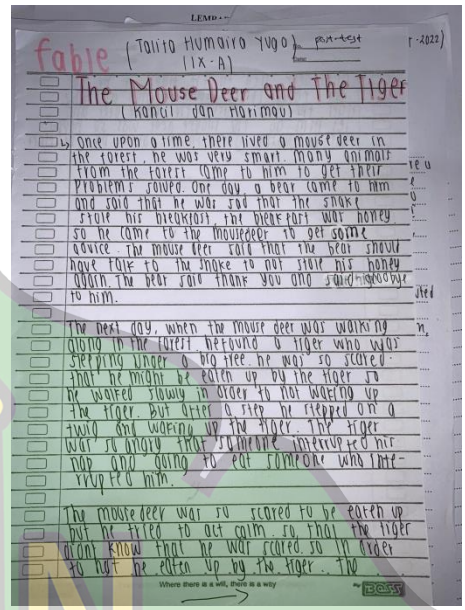
the next day:

"hey turtle, how about we have a race about our speed" asked the hare. "Nah, I rather staying in my bed" shouted the turtle. "Ah you're no fun" say the hare. "okay, okay, im in, but what the prizes" asked the turtle. "hmm, the one who wins get a tree back massager for month". "that's cool" replied the turtle.

After the race, turns out the turtle wins, because the hare was so sure that he's going to win, because he thinks that he's the fastest.

So, the turtle get a back massager for month and the hare was regret that he belittle the turtle.

Post-test



fable (Talita Humaira Yuga) post-test

(IX-A)

The Mouse Deer and The Tiger

(Kancil dan Harimau)

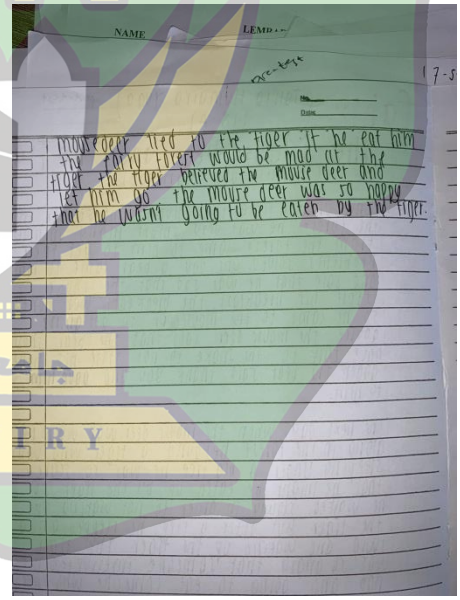
Once upon a time, there lived a mouse deer in the forest, he was very smart. Many animals from the forest came to him to get their problems solved. One day, a bear came to him and said that he was sad that the snake stole his breakfast, the breakfast was honey so he came to the mousedeer to get some advice. The mouse deer said that the bear should have talk to the snake to not stole his honey again. The bear said thank you and said [illegible] to him.

The next day, when the mouse deer was walking along in the forest, he found a tiger who was sleeping under a big tree. he was so scared that he might be eaten up by the tiger so he walked slowly in order to not waking up the tiger. But after a step he stepped on a twig and waking up the tiger. The tiger was so angry that someone interrupted his nap and going to eat someone who interrupted him.

The mouse deer was so scared to be eaten up but he tried to act calm. so, that the tiger didn't know that he was scared. so in order to not he eaten up by the tiger. The

Where there is a will, there is a way

↓



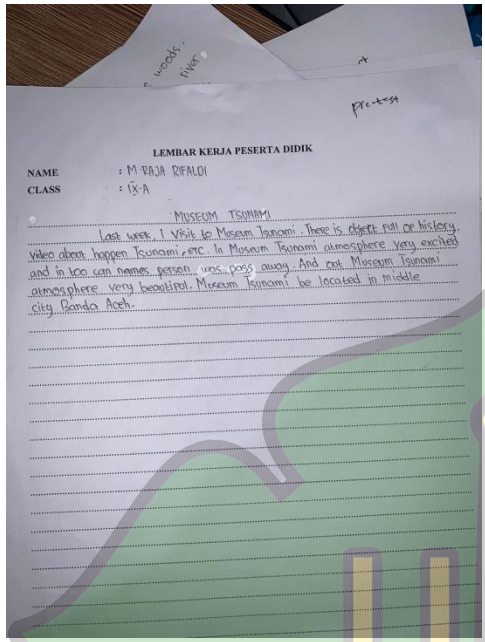
pre-test

17-s

mousedeer lied to the tiger "if he eat him the fairy forest would be mad at the tiger" the tiger believed the mouse deer and let him go. the mouse deer was so happy that he wasn't going to be eaten by the tiger.

جامعة الرانري
AR-RANIRY

Pre-test



pre-test

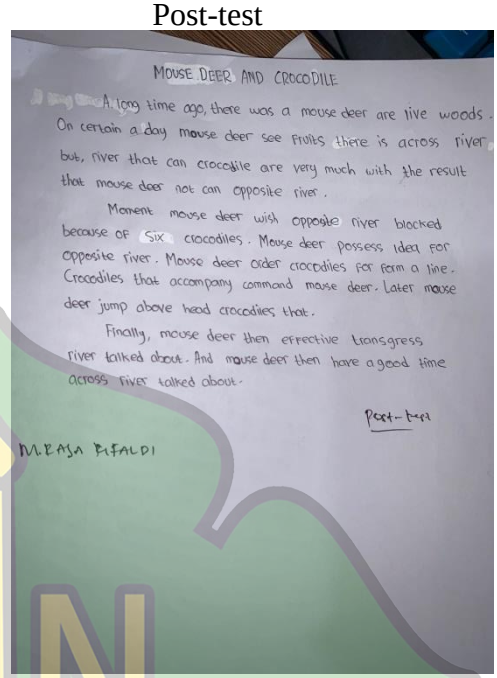
LEMBAR KERJA PESERTA DIDIK

NAME : M.RAJA RIFALDI
CLASS : IX-A

MUSEUM TSUNAMI

Last week, I visit to Museum Tsunami. There is object full of history. Video about happen Tsunami, etc. In Museum Tsunami atmosphere very excited and in too can names person was pass away. And out Museum Tsunami atmosphere very beautiful. Museum Tsunami be located in middle city Banda Aceh.

Post-test



MOUSE DEER AND CROCODILE

A long time ago, there was a mouse deer are live woods. On certain a day mouse deer see fruits there is across river but, river that can crocodile are very much with the result that mouse deer not can opposite river.

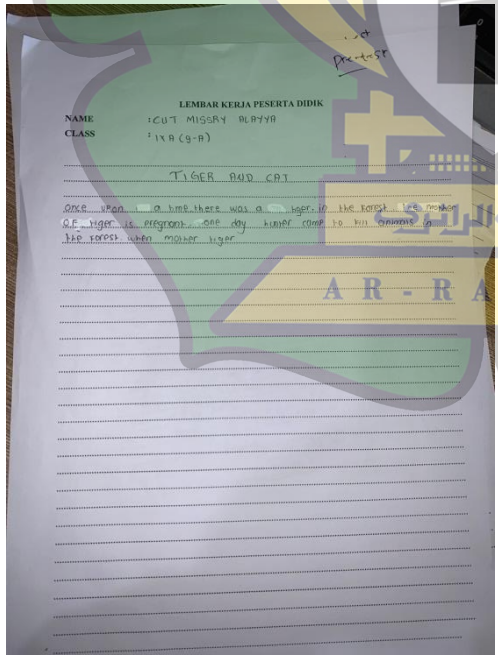
Moment mouse deer wish opposite river blocked because of six crocodiles. Mouse deer possess idea for opposite river. Mouse deer order crocodiles for form a line. Crocodiles that accompany command mouse deer. Later mouse deer jump above head crocodiles that.

Finally, mouse deer then effective transgress river talked about. And mouse deer then have a good time across river talked about.

Post-test

M.RAJA RIFALDI

Pre-test



pre-test

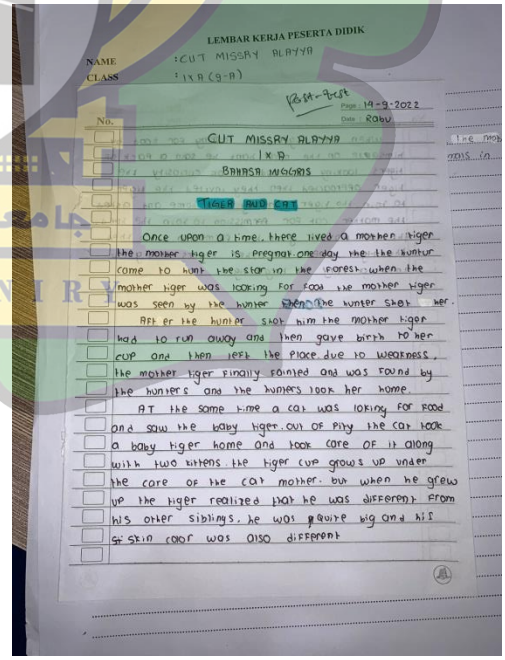
LEMBAR KERJA PESERTA DIDIK

NAME : CUT MISSRY ALAYYA
CLASS : IXA (9-A)

TIGER AND CAT

once upon a time there was a tiger. in the forest. the mother of tiger is pregnant. one day hunter came to kill animals in the forest when mother tiger

Post-test



LEMBAR KERJA PESERTA DIDIK

NAME : CUT MISSRY ALAYYA
CLASS : IXA (9-A)

Post-test
Page 14-9-2022
Date Rabu

No.

CUT MISSRY ALAYYA
IXA
BAHASA INGGRIS

TIGER AND CAT

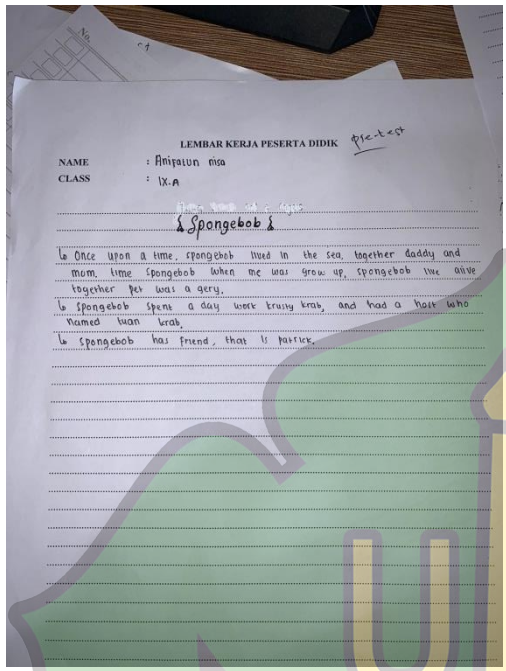
Once upon a time, there lived a mother tiger the mother tiger is pregnat. one day the the hunter came to hunt the star in the forest. when the mother tiger was looking for food the mother tiger was seen by the hunter then the hunter shot her.

After the hunter shot him the mother tiger had to run away and then gave birth to her cup and then left the place due to weakness, the mother tiger finally fainted and was found by the hunters and the hunters took her home.

AT the same time a cat was loking for food and saw the baby tiger. out of pity the cat took a baby tiger home and took care of it along with two kittens. the tiger cup grows up under the care of the cat mother. but when he grew up the tiger realized that he was different from his other siblings, he was quite big and his skin color was also different

UIN
جامعة الرانيري
AR-RANIRY

Pre-test



LEMBAR KERJA PESERTA DIDIK pre-test

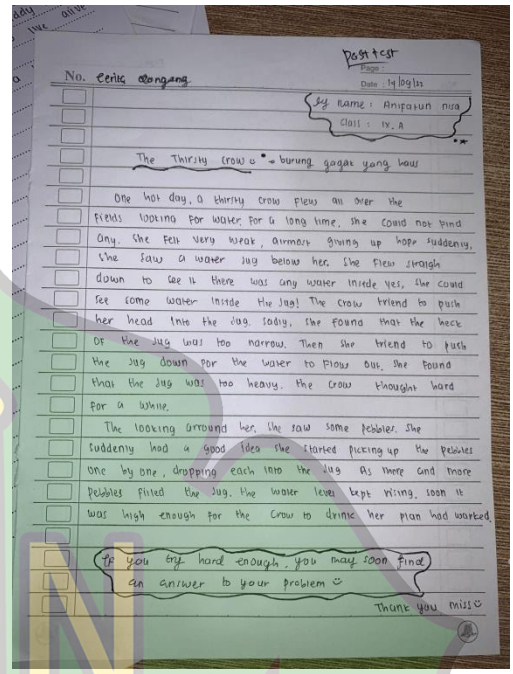
NAME : Anifatun nisa

CLASS : IX.A

Spongebob

- Once upon a time, spongebob lived in the sea, together daddy and mom. time spongebob when me was grow up, spongebob live alive together pet was a gery.
- Spongebob spent a day work krusty krab, and had a host who named tuan krab.
- Spongebob has friend, that is patrick.

Post-test



Post test

No. Cerita dongeng

Page :

Date : 14/09/22

By name : Anifatun nisa

Class : IX. A

The Thirsty crow ☺ → burung gagak yang haus

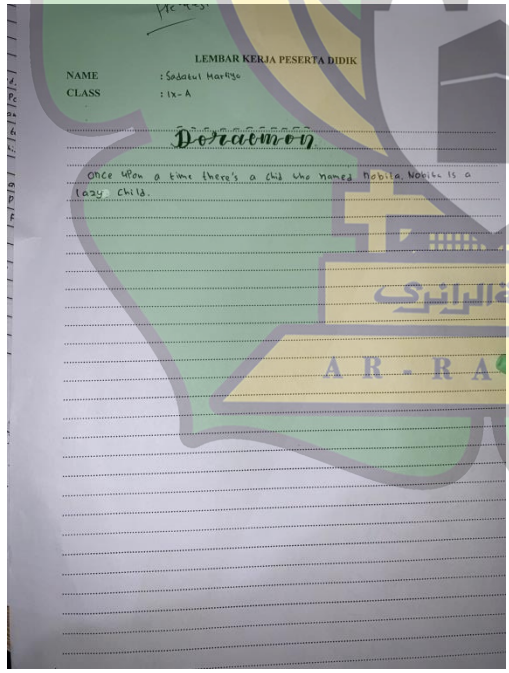
One hot day, a thirsty crow flew all over the fields looking for water. For a long time, she could not find any. She felt very weak, almost giving up hope suddenly, she saw a water jug below her. She flew straigh down to see it there was any water inside yes, she could see some water inside the jug! The crow triend to push her head into the jug. Sadly, she found that the heck of the jug was too narrow. Then she triend to push the jug down for the water to flow out. She found that the jug was too heavy. the crow thought hard for a while.

The looking arround her, she saw some pebbles. She suddenly had a good idea she started picking up the pebbles one by one, dropping each into the jug. As there and more pebbles filled the jug. the water level kept rising. soon it was high enough for the crow to drink her plan had worked.

If you try hard enough, you may soon find an answer to your problem ☺

Thank you miss ☺

Pre-test



LEMBAR KERJA PESERTA DIDIK

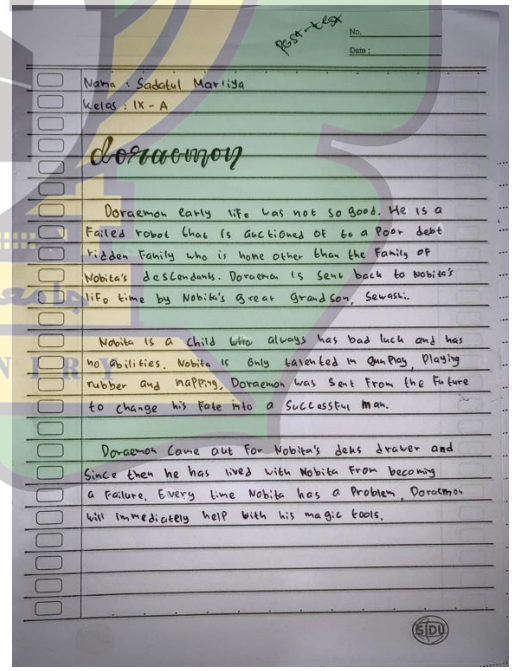
NAME : Sadatul Mar'iya

CLASS : IX-A

Doraemon

Once upon a time there's a chid who named Nobita. Nobita is a lazy child.

Post-test



Post-test

No.

Date :

Nama : Sadatul Mar'iya

Kelas : IX - A

Doraemon

Doraemon early life was not so good. He is a failed robot that is auctioned of to a poor debt ridden family who is home other than the family of Nobita's descendants. Doraemon is sent back to Nobita's life time by Nobita's great grandson, Sewashi.

Nobita is a child who always has bad luck and has no abilities. Nobita is only talented in gun play, playing rubber and napping. Doraemon was sent from the future to change his fate into a successful man.

Doraemon came out for Nobita's deks drawer and since then he has lived with Nobita from becoming a failure. Every time Nobita has a problem, Doraemon will immediately help with his magic tools.

UIN
جامعة الرانري
AR-RANIRY