

AN UNDERGRADUATED THESIS

**THE INFLUENCE OF USING SERIAL PICTURES TOWARD THE
STUDENTS' NARRATIVE PARAGRAPH WRITING ABILITY
AT THE TWELVE GRADERS OF PGRI SENIOR HIGH
SCHOOL 2 MARGA TIGA IN THE
ACADEMIC YEAR 2013/2014**

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ENGLISH EDUCATION STUDY PROGRAM**



**STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO
1434 H / 2013 M**

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**Presented as a Partial Fulfillment o the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Program**

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**STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO
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**PENGARUH PENGGUNAAN GAMBAR BERSERI TERHADAP
KEMAMPUAN MENULIS PARAGRAF NARATIF SISWA
PADA SISWA KELAS XII SMA PGRI 2 MARGA TIGA
TAHUN PELAJARAN 2013/2014**

ABSTRAK

**Oleh:
ENDRI RUSMANTO**

Berdasarkan penelitian yang telah dilakukan, kemampuan siswa kelas XII SMA PGRI 2 Marga Tiga dalam menulis paragraph masih kurang memuaskan. Siswa belum mampu mengekspresikan gagasan mereka dalam sebuah paragraph yang baik. Mereka masih membuat kesalahan dalam menulis berkenaan dengan komposisi, isi, penggunaan bahasa dan mekanisme. Untuk mengatasi masalah ini, diajukan peneliti sebagai salah satu strategi yang tepat dalam mengajarkan menulis paragraph narasi dengan menggunakan gambar berseri.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan gambar berseri terhadap kemampuan menulis siswa. Penelitian dilakukan terhadap 42 siswa di kelas XII SMA PGRI 2 Marga Tiga Tahun Pelajaran 2013/2014. Penelitian merupakan penelitian kuantitatif dalam bentuk eksperimen. Penelitian menggunakan tes sebagai metode pengumpulan data. Untuk menyelidiki apakah ada pengaruh yang positif dan signifikan dari penggunaan gambar berseri terhadap kemampuan menulis paragraph naratif siswa, peneliti menganalisis data dengan menggunakan rumus t-test.

Skor rata-rata dari post-test lebih besar (68.12) dari pada skor pre-test (62.79). berarti dapat disimpulkan bahwa mengajar menggunakan gambar berseri dapat meningkatkan pemahaman terhadap kemampuan menulis paragraph naratif siswa. Hasil dari analisis data menggunakan t-test, $t_{hit} = 2.248$ dan $t_{tab} = 5\% : 2.010$. itu artinya bahwa t_{hit} lebih tinggi nilainya dari pada t_{tab} $2.248 > 2.010$. sehingga dapat disimpulkan bahwa H_a diterima dan H_o ditolak. Sehingga dapat disimpulkan bahwa gambar berseri memberikan efek yang positif untuk meningkatkan kemampuan menulis paragraph naratif.

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ABSTRACT

**By:
ENDRI RUSMANTO**

Based on the preliminary study, the ability of the twelve graders of PGRI Senior High School 2 Marga Tiga in writing paragraph was still unsatisfactory. The students were unable to express their ideas in a good paragraph. They made a number of mistakes in their writing terms of content, language use, and mechanism. To overcome this problem, to proposed one of the appropriate strategies in the teaching of English narrative writing using serial pictures.

The objective of this research is to know the influence of using serial pictures on writing narrative paragraph. This research was conducted among 42 students at the twelve graders of PGRI Senior High School 2 Marga Tiga in the academic year of 2013/2014. This research is quantitative research design in the form of experimental research. The researcher uses test as the data collection method. To investigate whether is positive and significant influence of using serial pictures on writing narrative paragraph.

The average score of post-test is higher (62.12) than the average of pre-test (62.79). It can be concluded that teaching using serial pictures can improve students' narrative paragraph writing ability. The result of data analysis using t-test is $t_{\text{observed}} = 2.248$ and $t_{\text{table}} = 5\%: 2.010$. It means that t_{observed} is higher than $t_{\text{table}} = 2.248 > 2.010$. It can be inferred that H_a is accepted and H_o is rejected. It can be concluded that using serial pictures gives more positive effect to increase writing narrative paragraph.

ORISINILITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Agustus 2013
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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, Agustus 2013

ENDRI RUSMANTO
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MOTTO

“And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight and the heart - about all those [one] will be questioned”.(Q.S. Al-Israa’: 36)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My beloved Father and Mother, Mr. Ruwah and Mrs. Rusmiati who always support me, thank you very much for your everlasting love and incessant prayer. May Allah SWT bless you. Amin.
3. My beloved sisters Sumiarti Ningsih and Fitri Astuti, who have given valuable help and support me to finish my study.
4. My beloved Sponsor, Prof. Dr. Edi Kusnadi, M. Pd. and Co-sponsor Dedi Irwamsyah, M.Hum, who always guide me in finishing my undergraduate thesis.
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In the name of Allah, the Most Gracious, the Most Merciful. Praise to Allah who has created the beautiful universe, created human as the best vessel and given his blessing to all mankind all over the world without any exception. Peace and blessing be upon the lovely prophet Muhammad SAW, the family and followers.

This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Study Program entitled: “THE INFLUENCE OF USING SERIAL PICTURES TOWARD THE STUDENTS’ NARRATIVE PARAGRAPH WRITING ABILITY”.

The greatest gratitude who also be addressed to the Principal and also as my Sponsor Prof. Dr. Edi Kusnadi, M. Pd., and Co-sponsor Dedi Irwansyah, M.Hum, who have sincerely given a helpful idea and guided way of writing during the research proposal writing process. The writer also does not forget to appreciate all helps and supports from the lectures of English Education Study Program, staff of Tarbiyah Department, all of my friends, Mr. Triono Susanto, S. Pd.I as the English teacher of Senior High School of PGRI 2 Marga Tiga.

Finally, the writer realizes that this undergraduate thesis is still imperfect. Therefore, critique and suggestion are needed to build up this undergraduate thesis to be better. The writer hopes that the result of the research can be beneficial to all of us properly.

Metro, Agustus 2013
The Writer

ENDRI RUSMANTO

TABLE OF CONTENTS

COVER PAGE	i
TITLE PAGE	ii
ABSTRACT	iii
APPROVAL PAGE	v
NOTIFICATION LETTER	vii
RATIFICATION PAGE	
STATEMENT OF RESEARCH ORIGINALITY	x
MOTTO	xii
DEDICATION PAGE	xiii
AKNOWLEDGMENT	xiv
TABLE OF CONTENTS	xvi
LIST OF TABLE	xvii
LIST OF FIGURE	xviii

CHAPTER I INTRODUCTION

A. Background of Study.....	1
B. Problem Identification.....	4
C. Problem Limitation	5
D. Problem Formulation.....	5
E. The objectives and benefits of study.....	5
1. The Objectives of Research.....	5
2. The Benefits of Research.....	6

CHAPTER II REVIEW OF THE RELATED THEORIES

A. Theoretical Review.....	7
1. Writing.....	7
a. Concept of Writing.....	7
b. Types of Writing.....	10
c. Stage of Writing.....	11
2. Concept of Paragraph.....	16
3. Concept of Narrative Paragraph.....	18
4. Process of Writing Narrative Paragraph.....	20
5. Concept of Pictures	23
a. Concept of Pictures.....	23
b. Function of Pictures.....	25
c. Strength or Advantages of Pictures.....	26
6. Influence of Using Serial Pictures on Narrative Paragraph	27
B. Theoretical Framework and Paradigm.....	27
1. Theoretical Framework.....	27
2. Paradigm.....	28
C. Hypothesis Formulation.....	29

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	30
B. Population and Sampling Technique.....	31
1. Population.....	31
2. Sampling technique.....	32
C. The Operational Definitions of Variables.....	32
1. Independent variable	32
2. Dependent variable	33
D. Data Collecting Method	33
1. Documentation	33
2. Test	34
E. Research Instrument.....	36
F. Data Analysis Technique.....	40

CHAPTER IV RESULT OF RESEARCH

A. Research Design.....	41
1. Research Setting	41
2. Research Data	44
B. Hypothesis Testing	46
C. Interpretation.....	48
D. Limitation	50

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	51
B. Sugestion	51

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table	Page
1. The Data of Narrative Paragraph Writing Ability at the twelve Graders of PGRI Senior High School 2 Marga Tiga in the academic year 2013/2014.....	4
2. Paragraph Structure	22
3. The Indicators of Score Narrative Writing	38
4. The Quantity of PGRI Senior High School 2 Marga Tiga students in the academic year of 2013/2014.....	42
5. The Result of the Students' Pretest.....	44
6. The Result of the Students' Posttest.....	45
7. Descriptive Statistic.....	45
8. The Table of Narrative Paragraph Writing Ability Pretest and Posttest Gained From the Data Collection.....	46
9. The Output of T-Test Analysis.....	48
10. Critical Value of t_{table}	
49	
11. Interpolation of t_{table}	
49	

LIST OF FIGURES

Table	Page
1. The writing process	15
2. Paradigm of relation in Using Serial Pictures toward Students' Narrative Paragraph Writing Ability	28
3. The Organization of PGRI Senior High School 2 Marga Tiga students in the academic year of 2013/2014.....	43

CHAPTER I INTRODUCTION

A. Background of the Study

Language is an important aspect in our life and inseparable from daily life. Language is used to help people communicate with others. Harmer said “a language function is one of purpose you wish to achieve when you say or write something”.¹

As we know English is one of the foreign languages learned and used by many Indonesian people. Nowadays, most people in our country have realized that only Indonesia language acquisition is not sufficient to face globalization era, where globalization era is universal phenomenon in the world, that has implication in many aspect especially education, politics, economic, and culture. To win this competition, we should be able to communicate in English, the most important language for global communication.

Education is important to our life and inseparable from daily life. Development of a country is based on the education development that country. Since English is taught to be a compulsory subject in Indonesia, the students are accepted to learn English well and the teacher is required to be able to teach it well.

In the process language learning, there are four language skills that must mastered by the language learners or students, they are listening, speaking, reading and writing. Writing is the last basic language skill that considered being the most

¹ Jeremy Harmer, *How to Teach English*, (Longman, England, 2007) p.48

difficult one. It is because English has the different grammar, vocabulary, spelling, etc. Thus, the students find the difficulties in writing. Especially in paragraph writing ability.

Moreover, in writing there are some type's paragraph of writing such as narrative, descriptive, exposition, and etc. Moreover, in writing narrative paragraph, the students don't know how to express their ideas to tell something. Thus, the students have low motivation because they fell hard to write what will write.

In every school in Indonesia, English as a foreign language is considered difficult by some students. It's really needs creative efforts from the English teachers to conduct the process teaching and learning. To be more interesting than the teachers have to create many ways to explain the subject so that it can be understood by students.

Harmer stated that "As a language teachers we use a variety of teaching equipment or media to explain language meaning and how to make, what use students to making a topic and as a background in all activity"². Many efforts have been done in teaching and learning writing for the students, one of them is using pictures as media. In this research, the writer uses serial picture as media to make learning and teaching writing easier because it has many chronological illustration. Thus, they can make interesting stories. By using serial pictures, the attention of students will be more focused. So the pictures can create their inspiration their wishes to know the content of the message of the pictures and they can write it in

² Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman,__), p.134

composition. Picture can trigger the student's creativity through the various languages. In addition, pictures have some powers; pictures are able to clarify a problem. It means that seeing the clear picture, the students will understand more the topic being the taught.

Media is one thing that is offered by many experts by a tool to increase and the interest and motivation of the study. That's why, the ability to use teaching media is one of competence teachers must have. Picture is media which is suggested for helping for success teaching and learning.

To solve the problem above the teacher has to make his explanation interesting, he can use any pictures that makes student understand about write the narrative paragraph. The students' narrative paragraph writing ability will be better if students use serial pictures.

In PGRI Senior High School 2 of Marga Tiga have learned the narrative paragraph, but their ability in writing this paragraph is poor. This problem are the students have low motivation in writing, the students are not able to write correctly, the students have low vocabulary, the students are not interested in the writing materials, poor media in learning process and the strategies which are used in the learning process are boring. Here, the data about their writing score when writer conducted pre survey.

Table.1
The Data of Narrative Paragraph Writing Ability at the Twelve
Graders of PGRI Senior High School 2 Marga Tiga
In the Academic Year 2013/2014

No	Grade	Frequency	Percentage	Explanation
1.	$\geq 85 - 100$	2	2 %	Excellent
2.	$\leq 85 - 75$	7	17 %	Good
3.	$\leq 75 - 50$	12	31 %	Fair
4.	$\leq 50 - 0$	21	50 %	Poor
	Total	42 Students	100 %	

From the explanation above, it can be inferred that the students' narrative paragraph writing ability is categorized into low level. Based on these conditions, the writer interested in study of the ability in the narrative paragraph writing by Using Serial Pictures at the twelve graders of PGRI Senior High School 2 Marga Tiga in the academic year 2013/2014.

B. Problem Identification

Referring to the background of the study above, the problem can be identified as follows:

1. The students do not have interest in writing narrative paragraph.
2. The Students have low score in writing narrative paragraph.
3. The students do not know media in writing paragraph.
4. The teachers do not use media in teaching writing narrative paragraph.

C. Problem Limitation

The researcher will conduct this research at PGRI Senior High School 2 Marga Tiga in Academic Year of 2013/2014. This subject of this research is the students at eleventh graders of PGRI Senior High School 2 Marga Tiga in Academic Year of 2013/2014. The subject is chosen because it has already studied English and need to increase the ability in writing paragraph. In addition, the researcher will focus on investigating the influence of using serial picture. To limit the study in this research, the investigation will only focus on narrative paragraph.

D. Problem Formulation

The problems that will be researched are formulated as follows:

- 1) What is the level of the students' narrative writing ability?
- 2) Is there any influence of using serial pictures toward the students' narrative paragraph writing ability?

E. Objectives and Benefits of the Study

1. Objective of the Research

This study is intended to explain the function of using serial pictures to build or make narrative paragraph in writing ability and to using serial pictures toward the students' narrative paragraph writing ability.

2. Benefit of the Research.

In every research, they will be aims and purpose. At the end of this research the writer hopes that will have some advantages to broaden teaching and learning process.

Besides that, this research will give contribution to the teachers, students, and writer himself.

a. For the Teacher

1. To enable the teachers to help students in solving their problem in writing narrative paragraph.
2. To enable the teacher to teach the students in writing in paragraph in the efficient way and time.
3. To enable the teachers to know the influence of using serial pictures toward students' ability in writing narrative paragraph.

b. For the Students

To enable the students to write a good narrative paragraph.

c. For the Writer

The writer will be known how students' ability in narrative paragraph writing is by using serial pictures. And the writer can improve her knowledge and also the writer will get some experiences in controlling teaching and learning.

CHAPTER II

REVIEW OF THE RELATED THEORIES

F. Theoretical Review

This chapter contains some related theories on writing and picture. It includes the concept of ability, writing, paragraph, narrative paragraph and about picture. At the same time, it embraces what is a pictures and the how to implement using serial pictures in narrative paragraph.

1. Concept of Writing

a. Concept of Writing Ability

The word ability in Oxford advanced Learner's Dictionary is:

- 1) To do something the fact that somebody or is able to do something
- 2) A level of skill or intelligence.³

While, in free dictionary.com, ability canbe defined as:

- 1) The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.
- 2) A natural or acquired skill or talent.
- 3) The quality of being suitable for or receptive to a specified treatment; capacity: the ability of computer to be configured for use as a file server.⁴

³ Sixth Edition, *Oxford Learner's Dictionary of Curren English*, (Oxford University Press, New York, 2008), p.2

⁴ <http://www.thefreedictionary.com/ability>.

From some definition above, the written can conclude that ability is a potential capacity or power of being able to do something either physical or mental activity.

This subtitle entails the basic definition of writing and types of writing proposed by the experts on the field. Etymologically, writing is derived from the word 'write'. In the Oxford Learner's Pocket Dictionary the word write is defined as:⁵ (1). To make letters or numbers on a surface, especially with a pen or pencil. (2). Produce something in written form so people can read. (3). To put information, greeting, etc. (4). To state the information or the words mentioned. (5). To put information in the appropriate place on a cheque. (6). To record data in computer. (7). To work correctly or in the way mentioned.

Terminologically, Siahaan said that "write is a psychological activity of the language user to put information in the written text".⁶ Then, Barli Bram stated that writing is "to write means to try to produce written messages. Before we write, we need to determine what to write; we should have something meaningful to convey."⁷ According to Furthermore, Paul Davies suggested that writing is probably the linguistic skill that is least used by most people in their native language. Everyone has some ways to interpret their knowledge including by linguistics. Because of writing, people make use of their linguistics skill in presenting what they think. In other words, by

⁵ A.S Hornby, Op.Cit p.1560

⁶ Sanggam Siahaan, *Issues in Linguistic*, (Graha Ilmu, Yogyakarta, 2008). p.215

⁷ Barli Bram, *Write Well*, (Kanisius, Yogyakarta, 1995) p.7

writing people are able to sharpen their competencies in linguistics continually.”⁸

From the above quotation, the writer can conclude that writing is the psychological activity to produce written message, and writing is the language skill used least by most people to transfer information.

Moreover, Crimmon stated that “writing is hard work. But writing is also opportunity: to convey something about yourself, to learn something you didn’t know.”⁹ In addition Siahaan said “written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language she or he is writing to transfer information she or he has in her or his mind to her or his readers effectively.”¹⁰

Concerning some definition about writing, it can be concludes that writing is the activity of transferring the written message by using the ability to apply the rules of language. Through writing we can express our ideas and experiences.

⁸ Paul Davies, *Succes in English Teaching*, (Oxford University Press, New York, 200) p.96

⁹ M.Mc Crimmon et.el, *Writing With a Purpose*, (Houghton Mifflin Company, The State University of New Jersey), 1983, p.6

¹⁰ Sanggam Siahaan, *The English Paragraph*, (Graha Ilmu, Yogyakarta, 2008). p2

b. Types of Writing

To decide which strategy will be used in the act of writing, George and Yulia propose five types in writing:¹¹

1) Description

Description is presenting a verbal portrait of a person, place, or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture of “what it looks like”.

2) Argumentation

Argumentation means supporting one side or the other of a controversial topic. Its method is to make a general statement and support it. In addition, sometimes to lead logically to a general conclusion by a series of facts.

3) Narration

Narration is the form of writing used to relate story of acts of events. Narration places occurrences in time and tells what happened according to natural time sequence. It can be about biographies, autobiographies, historical event, instructions, and processes. It is sequential events which are ordered, and are not merely random.

¹¹ George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), p.147

4) Persuasion

A persuasive paragraph gives the writer's opinion on the topic and tries to get the reader to agree with it.

5) Exposition

Exposition is used to provide information, making explanation and interpreting meaning. It includes editorials, essays, and informative and instructional material.

Based on the above quotations, the types of writing is divided into some types namely description, argumentation, narration, persuasion, and exposition. Every types have the characteristic it self and also different one anothers.

c. Stages of Writing

Writing is the one of four basic skills in English which in it implementing needs several strategies. Some linguists propose some strategies in writing.

According to Harmer the writing strategy and the writing process were categorized identically. It has four main elements:

Planning -> drafting -> editing -> final draft¹²

¹² Jeremy Harmer, *op cit*, p.4-5

1) Planning

Before starting to write, the writer decides what they are going to write. In this case, the writers should be thought about three main issues. The first is they have to consider the purpose of their writing, including the information that they will choose to construct their writing. Secondly, the writer has to think of the audience who read their writing. For example, it is formal or informal writing. Thirdly, the writer has to consider the content structure of their writing. It is about how to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

The first action in making a piece of writing is drafting. It should be arranged after planning. In other words, the writer start to write their ideas based on their planning before. It will be the first version of writing that produced by the writer.

3) Editing and Revising

The writer needs to correct the draft which they have produced. Perhaps the order of the informaton in the text is not clear. The content of the text may be equivocated or confused so that it hard to understand by the reader. Consequently, the writer has to make an

editing that whised for changed in correct writing. In other words, the writer revises his writing to make appropriate revisions.

4) Final Draft

After the writer edited their draft, making the changes what they consider to be necessary, they produce their final draft. It considerably different from both the original plan and the first draft, because it have changed in the editing process. It becomes the final version that will be read by the audience.

In line with Harmer, Brown explains that the writing process tend to be framed in three stages of writing namely prewriting, while writing (drafting), and post writing (revising).¹³

1) Prewriting

Prewriting is an essential step in the writing process which doing before the writer is going to write. It puts citical thinking into action. Before start writing, the writer is asserted to find ideas to write about. This way is known as brainstorming. It can help the writers get started when they have no topic to develop. It also can identify information which needed to support the point of view quickly. In other words, brainstorming is one of the several different ways to begin writing.

¹³ H. Douglas Brown, *op cit*, p.345

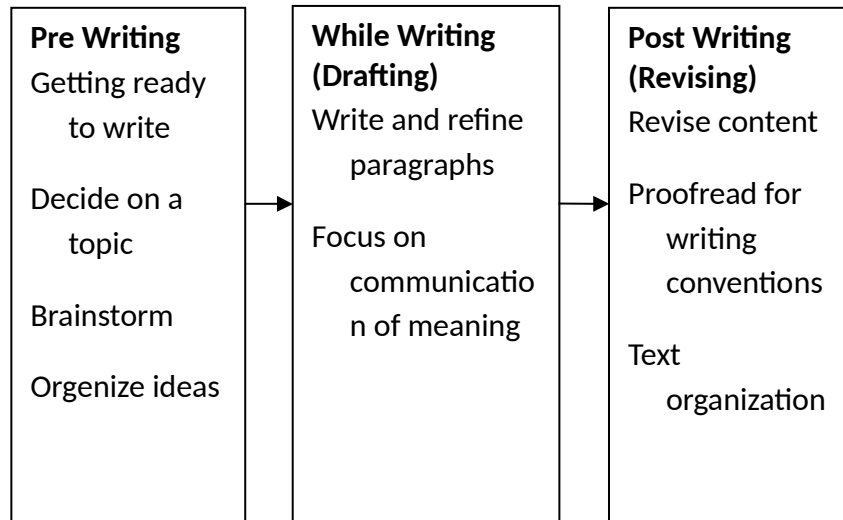
2) While writing (drafting)

While writing is the time when the writers have been writing. It is commonly known as drafting process. It is started by write down the objective or the main idea. Ideally, this should be in one sentence. After deciding the main idea then the writers include additional informations they need as the supporting idea. In addition, the writer needs to develop their thought in order that enhance their writing.

3) Post writing (revising)

Before finishing their writing, the writers need to asses their draft in order that they produce a good writing. They accomplish proofreading before. They also make corrections directly in their first draft to make it clearer and more convincing. This step called as the process revising. They ought to consider some facets in the text such as content, clarity, form, errors in grammar, and punctuation. The writer might change that order or insert additions to make an appropriate revisions.

Figure.1
The Writing Process



Adopted from Kamehameha School, The Writing Process

From the above quotations, it can be inferred that the writing strategy involves prewriting, while writing, and post writing. Prewriting is an essential step in writing process. It relevants to the asserting the main idea of writing, the content structure of writing,and brainstorming. Furthermore, while writing is the process of drafting. It is the implementation of prewriting that needs the real action of writing such as developing the main idea. In addition, the post writing is the revising process like verify the ideas, scratch out the irrelevant information, find out the grammatical errors, and change the text order or make some additions.

2. Concept of Paragraph

According to Oshima a paragraph is a basic unit of organization in writing that has three major structural parts, namely a topic sentence, supporting sentence, and a concluding sentence. It consists of a group of related sentences that develop and support one main idea. The paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant. Nevertheless, the paragraph should be long enough to develop the main idea clearly.¹⁴

Barli Bram suggested that a paragraph is a group of sentences which contains relevant information about one main or central idea that usually called as a topic sentence. It becomes a reference in choosing the other relevant sentences to express the supporting ideas. This topic sentence functions to control the contents of the paragraph. In other words, a paragraph has a topic sentence preferably placed at the beginning, some supporting sentences, and a concluding sentence.¹⁵

In other hands Furaidah stated that "paragraph is a group of related sentences which develop one main idea or one main topic."¹⁶ Turmudi stated

¹⁴ Alice Oshima, Ann Hogue, *Writing Academic English*, (California: Addison Wesley Publishing Company , 1988), p. 3

¹⁵ Barli Bram, *Write Well*, (Yogyakarta: Kanisius, 1995), p.13

¹⁶ Furaidah et.el, *Advanced Writing*, (Universitas Terbuka, Jakarta, 2007) , p. 126

that “a paragraph is a small unit of organization in writing in which all related sentences develop one main idea.”¹⁷ According Sanggam Siahaan “a paragraph is piece of written text containing several sentences a context.”¹⁸

Dorothy also highlights that a paragraph is a group of about 6-12 sentences discussing one certain topic. The main idea or topic sentence becomes the center of a paragraph because it controls or influences other supporting sentences.¹⁹ The main idea is commonly placed in the very beginning of paragraph though it could be inserted somewhere in the middle or in the last part of the paragraph. Although the main idea could be attached in the beginning, in the middle, and in the last part of paragraph, the principle remains the same. That is the main idea should be supported by the other sentences functioning as details, examples or explanations.

Based on definition above, the writer can conclude that the paragraph is a series of sentence that has relation to develop several sentences about a main topic.

The paragraphs consist of three parts, namely: introduction or the beginning, body and ending or conclusion. Here are the explanations from Sanggam Siahaan about three parts in the paragraph:

¹⁷ Dedi Turmudi, *Smart and Skillfull Writer; Step to Developing Your Live Writing Skill 2*, (UMM Press, Metro, 2011), p.2

¹⁸ Sanggam Siahaan, *Op.Cit*, P.215

¹⁹ Dorothy E Zemach, Carlos Islam, *Paragraph Writing from Sentence to Paragraph*, (New York: Macmillan, 1997), p.9

The first part is introduction or beginning. Technically it is also called the topic sentence. It functions as introduce one main topic and controlling idea.

The second part is called the body. It contains several supporting sentences. They function to elaborate, or prove or disprove, or define the topic sentence and they are called as the supporting sentence.

The third part or the last is the ending. It is also called the concluding sentence. concludes the development of paragraph. It closes the paragraph. As the ending it is always at the end of the paragraph. It can be defined then that a paragraph is a piece of writing which contain a topic sentence and a concluding sentence".²⁰

In addition, Bram stated that "basically, a paragraph consist of three parts namely introduction, body, and conclusion."²¹

It means that a paragraph consist of three parts, they are introduction that has the introductory sentence, body that consist supporting sentences, and the last is the ending that conclude the development paragraph.

3. Concept of Narrative Paragraph

According to Sanggam Siahaan narrative paragraph is a paragraph in which a writer recounts an event to his readers. It can be about biographies, autobiographies, historical event, instructions, and processes.²²

In addition Furaidah, et.al defines narrative as a present story such as your daily activities, or a past one such as your unforgettable experience and all other events happening in the past.²³

²⁰ Sanggam Siahaan, *Op. Cit*, p.216

²¹ Barli Bram, *Op. Cit*, p.13

²² Sanggam Siahaan, *Op. Cit.*, p. 110

²³ Furaidah, et.al, *Advanced Writing*, (Universitas Terbuka, Jakarta, 2007), p. 1.37

Narration is a type in which the writer tries to recount an event (object) of his world experiences in order his readers can see, feel, smell, hear, and taste it as he can.²⁴

Based on the statement above, the writer can conclude that narrative paragraph is a paragraph that tell or recount us more about events in order to enable the reader as if can experience it as he or she does. In this case, the function of narrative paragraph is to recount what is being narrated to the readers.

Narrative paragraph describes the actions that occur within a story. These consecutive groups of sentences help move the story along by explaining what happens next and why. They are written in such a way as to place the writer, the reader, or both rights in the center of the action. When written in the third person ("he," "she," etc.), the reader follows the character around, mentally visualizing the events and must always be written in an active voice and normally cover past tense.

The union of narrative paragraph, it is called by narrative text. Narrative text is the text which contains about a story or fairy tale (can be folklore (folktale), an animal story (fable), The Legend (Legend), short stories, etc.). In it there is a conflict / top problem, followed by settlement. The main function of this text is to entertain readers. Text organizations are:

²⁴ Sanggam Siahaan, *Issues in Linguistics*, (Graha Ilmu, Yogyakarta, 2008), p. 217

- 1) Orientation (who are involved in the story, when, where).
- 2) Complication (a problem arises followed by other problems).
- 3) Resolution (solution to the problem).

In narrative has a language features as follow:

- 1) The use of noun phrases (a beautiful princess, a huge temple)
- 2) The use of connectives (First, before that, then, finally)
- 3) The use of adverbial phrases of time and place (in the garden, two days ago)
- 4) The use of the simple past tense (He walked away from the village)
- 5) The use of action verb (walk, sleep, wake up)
- 6) The use of saying verbs (say, tell, ask)
- 7) The use of thinking verb, feeling verbs, verb of senses (She felt hungry, she thought she was clever, she smelt something burning).

4. Process of Writing a Narrative paragraph

A paragraph can be viewed from its writing process. It is seen from the result of inventing its main topic and controlling idea. Writing a paragraph also involves the invention of some details for the main topic and the controlling idea. Simultaneously, it is the result of finding certain words, phrases, clauses and sentences to express the topic with the idea.²⁵

²⁵ Sanggam Siahaan, *Op. Cit.*, p. 11

A well-written paragraph often has the following structure, as follows:

1. Topic Sentence: This sentence outlines the main idea that will be presented in the paragraph.
2. Support Details or Examples: This is the part of the paragraph that presents details, facts, examples, quotes and arguments that support the main idea.
3. Conclusion Sentence: This sentence summarizes the main idea of the paragraph. It may also lead the reader to the topic of the next paragraph.²⁶

A well-written narrative paragraph will appeal to readers because of the author's thorough knowledge of the subject and ability to communicate effectively. Below, Sanggam Siahaan indicates the steps which a writer commonly follows to write a paragraph;

First, he or she invents the main topic of the paragraph. He or she can select any topic from the world of his or her experience. It can be a concrete topic, such as a person, an animal, a plant, or an object such as a mountain, a city, a car, a book, a house, etc. It can also be an abstract one, such as a lesson, an idea, a belief, a conflict, a history, an objection, etc. Second, he or she invents the controlling idea of the paragraph by which he or she views his or her main topic of the paragraph. This idea can be of his or her experience or the exploitation of his or her mind. It is usually the condition of the topic, so the common word used to express the idea is by using an adjective. Third, he or she will formulate the topic sentence of the paragraph. This formulation must be able to signal the type of supports for the topic sentence in elaborating the paragraph. Fourth, he or she collects the supports. Commonly they are called the data of the paragraph. Fifth, he or she formulates the concluding paragraph. Sixth, he or she writes the draft of the paragraph. And last, he or she revises the draft. So writing a paragraph from the viewpoint of its process involves seven steps altogether.²⁷

²⁶ Samah, "Paragraph Structure", in <http://faculty.ksu.edu.sa/samah/Pages/114%20%5B%20Paragraph%20Structure%5D.aspx>

²⁷ Sanggam Siahaan, *op. cit.*, p. 11

From the quotations above, it can be conclude that a well narrative paragraph should have at least three stuctures, namely; Topic Sentence, Support Details, and Conclusion Sentence. So that, the outline of the paragraph structure as follow:

1. Topic sentence: _____
2. Supporting point: _____
 Supporting detail: _____
 Supporting point: _____
 Supporting detail: _____
 Supporting point: _____
 Supporting detail: _____
3. Concluding sentence: _____²⁸

Based on the steps and the outline above, below the example of narrative paragraph:

Yellow-spotted lizards are a deadly threat to all humans at Camp Green Lake. They invaded the area after the life-giving lake dried up. Their bite is always fatal. It was a yellow-spotted lizard that killed Kate Barlow. The yellow-spotted lizards threatened Stanley and Zero while they were digging for Stanley's great-grandfather's suitcase. The reason Stanley and Zero survived is because they had eaten so many onions that the lizards, who do not like onion blood, did not wish to bite them. With this one exception, meeting a yellow-spotted lizard at Camp Green Lake meant certain death.²⁹

The description of the paragraph structure as follow:

Table.2
Paragraph Structure

Part of Paragraph	Reason	Sentence(s)
Topic Sentence	To generate interest	Yellow-spotted lizards are a deadly threat to all humans at

²⁸ Samah, *loc. cit.*

²⁹ *Ibid.*

	States the main idea	Camp Green Lake.
Details First Point and Support	Introduces Main Point and gives information or examples	They invaded the area after the life-giving lake dried up. Their bite is always fatal.
Details Second Point and Support	Introduces Main Point and gives information or examples	It was a yellow-spotted lizard that killed Kate Barlow.
Details Third Point and Support	Introduces Main Point and gives information or examples	The yellow-spotted lizards threatened Stanley and Zero while they were digging for Stanley's great-grandfather's suitcase. The reason Stanley and Zero survived is because they had eaten so many onions that the lizards, who do not like onion blood, did not wish to bite them.
Conclusion	Restates the topic sentence Often leaves the reader with something to think about.	With this one exception, meeting a yellow-spotted lizard at Camp Green Lake meant certain death. ³⁰

5. Concept of Picture

a. Concept of Pictures

In Oxford Advanced Learner's Dictionary the word Picture is defined as: "(1). A painting or drawing, (2). A photograph, (3). An image on a television screen, (4) A description that gives you an idea in your mind of what something is like, (5). A mental image or memory of something, (6) The general situation concerning somebody or something, (7). A film or movie." ³¹

³⁰ *Ibid.*

³¹ As Hornby, Op. Cit p.991

While, in free dictionary.com picture can be defined as;

- 1) A visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface.
- 2) A visible image, especially one on a flat surface or screen.
- 3) A vivid or realistic verbal description.
- 4) A vivid mental image.
- 5) A person or object bearing a marked resemblance to another.
- 6) A person, object, or scene that typifies or embodies an emotion, state of mind, or mood.
- 7) The chief circumstances of an event or time.

From definition above, the writer can be conclude that picture is a visual representation or image painted which definition about person or thing on the paper by drawing, painting, etc.

Etymologically, picture is derived from the word 'picture'. Oxford Learner's Pocket Dictionary the word picture is defined as: (1). Painting, Drawing, that shows a scene, person and thing (2). Photograph, (3). Image on a television screen, (4). Description that gives you an ideas in your mind of

something is like, (5). Metal image or memory of sth, (6). General situation concerning sb/sth, (7). Film or Movie (8). Cinema

Pictures are great incentive for language for language production and can be used in any ways in the class room. Specially, pictures contribute: interest and motivation; a sense of the context of the language; a specific reference point to stimulus.

b. Function of Pictures

According Wright states that pictures are very important in helping students to retell experiences or understand something since they can represent [place, object, people](#), etc.³²

In the other hands, there are three functions of picture to teach writing to the students. First pictures has fuctions to motivate student in learning process. And the second side is to develop students' creativity in writing. An than the last fuction is to increase students vocabulary.³³ Moreover, Harmer stated that "pistures has a good function in written production."³⁴

In addition Harmer said that "the choice and use of pictures is very much a matter of personal taste, but we should bear in mind three qualities they need to possess if they to engage students and be linguistically useful.

³² <http://2teachnarrative.blogspot.com/2011/04/advantage-of-using-pictures-in-teaching.html>. 16/11 /2012

³³ www.englishinternational.com. 01/07/ 2012

³⁴ Jeremy Harmer, *How to Teach Writing*, (Pearson Education Limited, Edinburgh Gate, 2004) P. 67

It firstly they need to be appropriate not only for the purpose in hand but also for the classes them being used for. Secondly pictures should be visible. And the last is useful.³⁵

Pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students.

c. Strength or Advantages of Using Pictures

According Dale pictures have advantages of their own. "They can bring the students closed to the very point of visual context with reality itself".³⁶ They can also compress or otherwise manipulate reality for teaching purposes or change the size of an object too small or too large to be visually understood in its actual dimensions. They enable us to travel to an inaccessible place, to study in detail, and to accomplish a great many other learning that would be impossible otherwise.

In writing paragraph, it needs a way or using media to make easy the writing process. Pictures are great incentive for language for language production and can be used in any ways in the class room. Especially, pictures contribute interest and motivation a sense of the context of the

³⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, __), p.136.

³⁶ <http://2teachnarrative.blogspot.com/2011/04/advantage-of-using-pictures-in-teaching.html>. 16/11 Op. Cit p. 2

language a specific reference point to stimulus. It means that, if the teacher who uses a media in teaching writing, the teacher can more motivate his or her student in writing learning process.

6. Influence of Using Serial Pictures on Narrative Paragraph

In writing paragraph, it needs a way or using media to make easy the writing process. Pictures are great incentive for language for language production and can be used in any ways in the class room. Especially, pictures contribute interest and motivation a sense of the context of the language a specific reference point to stimulus.

It means that, if the teacher who uses a media in teaching writing, the teacher can more motivate his or her student in writing learning process.

G. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical Framework is “a conceptual model about how the theories relate to the factors has been identified as the crucial problem”.³⁷

This is quantitative research. This research is aimed to know the influence between independent variable (X) and dependent variable (Y).

³⁷ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Alfabeta, Bandung, 2010), p.60

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Serial Pictures and dependent variable is the students' narrative paragraph writing ability.

Narrative paragraph writing is the material in English learning that must be master by the students. This is the skill that students are required to produce written work in all their core subjects. They are required to hand in reports, narrative and descriptive essays, biographies, as well as other forms of writing needed in their various class and homework assignments. Therefore, there is an important need for them to be instructed and provided with practice activities to develop their writing skill in order to ensure their success in their school life.

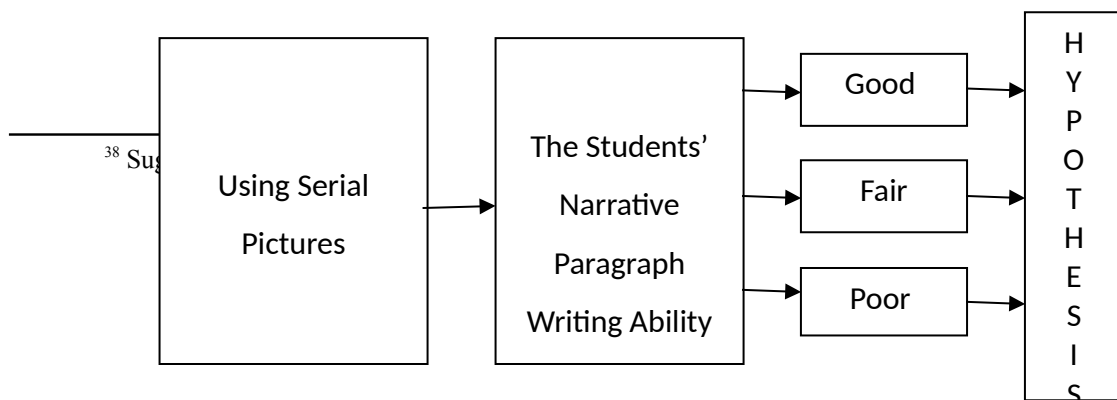
The student's narrative paragraph writing ability has an important role in English teaching. So it needs strategy and media that proper and enjoyable the students to study it. Therefore, there is using serial pictures can increase the students' narrative paragraph writing ability.

2. Paradigm

Paradigm is a relation pattern of the variable that will be investigated.³⁸

Base on the explanation above, the writer describe the paradigm as follows:

Figure.2
Paradigm of relation in Using Serial Pictures toward Students' Narrative Paragraph Writing Ability



The above figure can be explained that if the using serial picture is success, it can improve the students' writing ability so the students writing ability is high. While if peer review is not success the students writing ability is low.

H. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the researcher formulates the hypothesis as follows:

“There is a positive and significant influence of using serial pictures on the students' narrative paragraph writing ability.”

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The researcher uses the quantitative research which will provide a numeric description of trends, attitudes, or opinions of a population by studying a sample of that population.³⁹ The researcher will use experiment research known as the one-

³⁹ John W. Cresswell, *Research design, Qualitative, Quantitative, and Mixed Methods Approaches*, (Sage Publications, USA, 2003), p. 153



group pretest - posttest design where in this research, students will be given a pretest (T1) before giving a treatment and after giving a treatment a posttest (T2) will be given⁴⁰. Then, the design can be described as follow:

T1 X T2

Paradigm in this experimental research model can be drawn below:

Pre-test	Dependent variable (treatment)	Post-test
Y	X (Using Serial Pictures)	Y

Paradigm above, can be know that this design has three stages, those are:

1. Giving pre-test to measure independent variable before treatment is given (pre-test).
2. Giving treatment to the subject (variable x)
3. Giving one more test to measure independent variable after treatment (post-test).

This research will be conducted at Twelve Graders of PGRI Senior High School 2 Marga Tiga in the academic year 2013/2014. This research is intended to investigate whether there is any positive and significant influence of using serial pictures.

B. Population and Sampling Technique

1. Population

⁴⁰ Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Graha Ilmu, Yogyakarta, 2006), P. 131.

According to Kumar Singh, “population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed”⁴¹. It means that the population is all subject which will be presumed in this research.

Suharsimi Arikunto defines population as the whole subjects which are complete and clear and will be the object in the research.⁴² The population of this research is the students at Twelve Graders of PGRI Senior High School 2 Marga Tiga. There is 1 class which consist of 42 students.

2. Sampling technique

According to Sugiyono “sample is part of the amount and characteristic which is owned by population”.⁴³ It means that sample is the part of population which presents that population which will be researched.

The usual sampling procedure is to select one unit or subject at a time. Cluster random sampling is deal when it is impossible or impractical to compile a list of the elements composing the population. The samples of this research are the twelve graders students of Senior High School of PGRI 2 Marga Tiga at Class Social Science which consists of 42 students. Sample is a part or substitute of population that researched.⁴⁴

C. The Operational Definitions of Variables

⁴¹ Yogesh Kumarsingh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited, 2006), p. 82

⁴² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Rineka Cipta, Jakarta,1998), p.117

⁴³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Alfabeta, Bandung, 2009, p. 81

⁴⁴ *Ibid*, p. 104

The operational definitions of variables are as following:

1. Independent variable

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Independent variable of this research is using serial pictures that can be defined as a media to write narrative paragraph by pictures.

2. Dependent variable

Dependent of this research is the variable which is observed and measured to determine the effect of the independent variable by getting them to write narrative paragraph. Dependent variable of this research is narrative paragraph writing ability as the dependent variable defined as the ability to write a paragraph that tell a story by time order to enable the readers experience what he or she writes.

D. Data Collecting Method

1. Documentation

Documentation method is searching data concerned the things or variables like note, transcript, book, newspaper, magazine, histories inscription, note in the meeting, ledger, agenda and others.⁴⁵ Documentation method can do as follows:

a. Documentation guide

Documentation guide is to contain outline or category of the data that

⁴⁵ Suharsimi Arikunto, *Op. Cit*, p.188

will be searched.⁴⁶

b. Check-list

Check-list is variable list that will be collected the data.⁴⁷ On the research, researcher is just giving a sign or tally of the data that arrive.

Based on the definition above the writer has opinion that the documentation method is the way to get data as important as possible by using the documentation. The documentation is used to know the data story of students, teachers, staff and other element of PGRI Senior High School 2 Marga Tiga.

The researcher uses the documentation method to get detail information about using serial pictures and students ability writing narrative paragraph of PGRI Senior High School 2 Marga Tiga..

2. Test

Anderson with Arsenault said that “instrument includes test and questionnaire, observation schedules and any other tool used to collect data”.⁴⁸ It means that the valid data can be gained through several techniques of data collection method, one of which test. “Test is the string of question or exercises to measure the knowledge skill, intelligence, ability or talent that have by individual or group.”⁴⁹ It implies that the test should be done to get the real data before accomplishing the research.

Moreover, the researcher uses test as data collection method to measure

⁴⁶ Ibid, p. 131

⁴⁷ Ibid, p. 132

⁴⁸ Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), p. 94

⁴⁹ Edi Kusnadi, *Metodologi Penelitian*, (Metro: Ramayana Pers & STAIN Metro, 2008), p. 90

both of the variables. Furthermore, the researcher measure ability writing narrative paragraph of the student by pre-test and post-test.

a. Pre-test

To know the use of serial pictures can be to increase Students' Narrative Paragraph Writing Ability. The researcher will give pre-test before the students get the explanation.

The writer uses the pretest is making a narrative story was prepared by the writer. In this research the writer uses writing test. This test is chosen as the instrument because it is required the students to express their own idea and to decide the scale of instrument without pictures. Moreover the students write in their own idea and creativity, it can motivate the students to improve their writing ability.

From this result, the writer will know how good the Narrative Paragraph and the weakness of learning process are.

b. Post-test

After analyzing and discussing the weakness and strength that was done by the teacher and the students during teaching learning process without explaining and without giving serial pictures in pre-test, the researcher will ask to the students about the difficulties in doing the task and give more explanation and use the serial pictures until the students understand.

The writer uses the posttest is making a narrative story was prepared

by the writer too but using serial pictures. In this research the writer uses writing test. This test is chosen as the instrument because it is required the students to express their own idea and to decide the scale of instrument with serial pictures. Finally the researcher will give the post-test with using serial pictures.

E. Research Instrument

Instrument is designed and prepared in accordance with the indicators that have been set. Research instrument is used to determine the validity and reliability of research instruments.⁵⁰ Research instrument is a tool or facility that used by writer in collecting the data better, completely, and systematically, so the data will be easy to be used. Gery Anderson defines “an instrument includes test and questionnaire, observations schedules and any other tool used to collect data.”⁵¹ Furthermore, the research instrument involves:

1. Instrument Blueprint

The test is written test. The writer used the same type pre-test and post-test instruments in this research. The pretest instrument is different with the posttest instrument, but has the same difficulty level. The pretest and posttest is making a narrative story essay which question was prepared by the writer. In this research the writer uses writing essay test. This test is chosen as the instrument because it is required the students to express their own idea and to decide the scale of

⁵⁰ P3M STAIN Jurai Siwo Metro, *Pedoman Penulisan Karya Ilmiah*, (Metro, 2010), Edisi Revisi, p. 46

⁵¹ Gary Anderson , *Fundamentals of Educational Research*, (USA: The Falmer Press Teachers Library, 1998), p. 94

instrument. It would be measure certain writing abilities more be effective than the objective test. Moreover the students write in their own idea and creativity, it can motivate the students to improve their writing ability.

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the writer. It can be inferred that the instrument calibration is the scale of measurement which will be used to decide the action in this research made by the writer.

In addition, the writer collected the data by using the test. There is one in this test consist of making a narrative paragraph essay. The test is consisting only one question about making the narrative paragraph.

In order to the data can be trusted, the instrument which is tested should have good quality. Therefore, the writer uses content validity. Content validity refers to the relevance of the instrument or measurement strategy to the construct being measured.⁵² In other words, the instrument would be relevant to the focus of the research. Therefore, the writer used content validity based on the syllabus and materials at the twelve grader of State Senior High School PGRI 2 Marga Tiga in the academic year of 2013/2014.

⁵² Geoffry Marczyk et.al., *Essential of Research Design and Methodology*, (New Jersey: John Willey and Sons Inc., 2005), p. 107

The writer used indicators that can be used to know the students' writing score. According to Burhan Nurgiyantoro these are the indicators below:

Table.3
The Indicators Score of Narrative Writing

Writing Ability	Score	Level	Indicator
Content	27-30	Excellent	The students really understand the content of writing. Their writing is really wide, and complete. It's very suitable with the title.
	22-26	Good	The student can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The students less understand the content. Their writing is less complete and less detail.
	13-16	Poor	The students do not understand to content of writing.
Organization	18-20	Excellent	Writing really organized and neat. It's really clear, much ideas and the sequence is very logic.
	14-17	High	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less ideas and the sequence is less logic.
	7-9	Poor	The sequence is not logic.
Vocabulary	18-20	Excellent	The students have many vocabularies. They use the words very effective and appropriately.
	14-17	High	The students have good vocabularies; use the words effectively and appropriately.
	10-13	Fair	The students have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The students do not master the words and their writing like translation.

Grammar	22-25	Excellent	The students can master the grammar well.
	18-21	High	The students uses and arranges the sentence simply.
	11-17	Fair	The students are difficult in using and arranging the simple sentence.
	5-10	Poor	The students do not master the grammatical in their writing.
Mechanics	5	Excellent	The students can master the mechanics in writing.
	4	High	The students master the mechanics in writing.
	3	Fair	The students less master the mechanics in writing and many mistakes.
	2	Poor	The students do not master the mechanics in writing and their writing is difficult to be read. ⁵³

F. Data Analysis Technique

To investigate whether there is any positive and significant Influence of Using Serial Pictures toward the Students' Narrative Paragraph Writing Ability so the researcher analyzes the data by using t-test. The formulation of t-test:

$$t = \frac{Md}{\sqrt{\frac{\sum x d^2}{N(N-1)}}$$

Note:

N = Total of participant.

Md = Mean of distinction of pretest and posttest

$\sum D^2$ = Total of square deviation.

⁵³ Burhan Nurgiyantoro, *Penilaian Dalam Pengajaran Bahasa Dan Sastra*, (Yogyakarta: BPFY Yogyakarta, 2001), p. 307-308

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Setting of Senior High School PGRI 2 Marga Tiga

Data description embraces profile and research variable data.

1. A Brief History about Senior High School PGRI 2 Marga Tiga

Senior High School PGRI 2 Marga Tiga was established on 2004. It was established because of the need of the society. When Senior High School PGRI 2 Marga Tiga was established, the government gave it SK YPLP-PGRI No: Kep/012/PPLP-PGRI/VII/2003. Moreover, Senior High School PGRI 2 Marga Tiga in the academic year of 2004 until 2008 was headed by Gawang Prasetyo, S.Pd, on 2008-2010 was headed by Guretno, S.E and on 2010 until now has been headed by Wariyanto, S.Pd.I.

2. Location of Senior High School PGRI 2 Marga Tiga

Senior High School PGRI 2 Marga Tiga located on Marga Jaya street, Surya Mataram, Marga Tiga district, East Lampung. The total area of Senior High School PGRI 2 Marga Tiga is about 1,300 M₂.

3. Human Resource

In the human resource includes number of teachers, official employes, sex and the education. Senior High School PGRI 2 Marga Tiga has 25 the human resource. 1 of teacher graduated from strata 2; 16 of teachers that graduated from strata one and 6 of official employers who graduated from senior high school, there is 2 who graduated from diploma. There are 15 females and 10 males.

4. Infrastructure

Every school needs infrastructure to support of teaching and learning. The infrastructure which is had by Senior High School PGRI 2 Marga Tiga

can identified as follow are; 1 Parking, 6 Classroom, 1 Computer Laboratory, 1 Teachers' Room, 1 Library, 1 Students' and Teacher Toilet, and 1 Canteen.

Infrastructure of Senior High School PGRI 2 Marga Tiga can be support of process teaching and learning. Such as, the students can do learning and read some book in the library and they can do computer practice in the computer room. So that existence of infrastructure in Senior High School PGRI 2 Marga Tiga can increase quality of process teaching and learning. But not all of infrastructure in Senior High School PGRI 2 Marga Tiga is adequate. Such as, students' toilet is broken, library, parking area and practice room. It caused by amount of many students and limitedness of infrastructure.

B. The Level of the Students' Narrative Writing Paragraph Ability of Senior High School PGRI 2 Marga Tiga.

To know the level of student narrative writing paragraph ability at the twelve grader of Senior High School PGRI 2 Marga Tiga in academic year 2013 /2014, the researcher using pretest and posttest. The result can identified as follows:

1. The Result of Students' Pretest

To know the use of serial pictures can be to increase students' narrative paragraph writing ability, the researcher gave pretest before the student get the explanation. From this result, the writer would know how

good the students' narrative paragraph writing ability and the weakness of learning process are.

The researcher has taken 20 students as a sample to collect pre-survey data. The test is taken on 14th July 2013 at the twelve grader of Senior High School PGRI 2 Marga Tiga in academic year 2013 /2014.

The posttest is writing to make a narrative story. The researcher gives more than one topic that they will write about. The researcher collects the data and measures it by using serial picture of writing measurement to get pre-survey data. The result of pre-survey data from the sample above shows 2% students are excellent, 17 % students are good, 31% students are fair, and 50 % students are poor. The fact, 50 % students has low in narrative paragraph writing ability.

2. The Result of Student Posttest

The writer uses the posttest is making a narrative story was prepared by the writer too but using serial pictures. In this research the writer uses writing test. This test is chosen as the instrument because it is required the students to express their own idea and to decide the scale of instrument with serial pictures. Finally the researcher will give the post-test with using serial pictures.

After analyzed of the posttest data from the 42 sample shown 2% students are excellent, 38 % students are good, 31% students are fair, and 29 % students are poor. The result of the students' posttest is find out whether the treatment of using serial pictures could increase the students' narrative

paragraph writing ability. The posttest is taken on 29rd July 2013 at the twelve grader of Senior High School PGRI 2 Marga Tiga in academic year 2013 /2014.

Table.4.
Descriptive Statistic

Paired Samples Statistics		
	Pair 1	
	Pretest	Posttest
Mean	62.7857	68.1190
N	42	42
Std. Deviation	12.84720	13.79855
Std. Error Mean	1.98237	2.12916

From the descriptive statistics above, the average of pretest is 62.79. it shows that the result of students' narrative paragraph writing ability in pretest was unsatisfied yet. It is one of the reason why the writer used serial pictures to increase the students' narrative paragraph writing ability.

It is also know that the average score of posttest is 68.12. therefore, it can be inferred that students's narrative paragraph writing ability in posttest is well increased.

C. The Influence of Using Serial Pictures on Narrative Writing Ability Senior High School PGRI 2 Marga Tiga

After giving test, the writer prepared and analyzed the data by using SPSS 16 to prove whether there is any influences using serial pictures toward the students' narrative paragraph writing ability at twelve grader of Senior High School PGRI 2 Marga Tiga in the academic year 2013/2014.

After putting and analyzing the data into SPSS t_{observed} was got as follows:

Table.5.
The Output of T-Test Analysis

Paired Sample Test			
			Pair 1
			Pretest - Posttest
Paired Differences	Mean		-5.33333
	Std. Deviation		15.37605
	Std. Error Mean		2.37258
	95 % Confidence Interval of the Differences	Lower	
Upper			-.54182
T			-2.248
Df			41
Sig. (2tailed)			.030

1. Interpretation of “ t_{observed} ”

The writer formulated the hypothesis as follows: can the use serial pictures increase the students’ narrative paragraph writing ability of the twelve graders of PGRI Senior High School 2 Marga Tiga in the academic year 2013/2014?

If $t_{\text{observed}} > t_{\text{table}}$, hypothesis is accepted.

If $t_{\text{observed}} < t_{\text{table}}$, is rejected

2. Statistical Significance

To know critical value of t-tets (t_{observed}), the writer firstly counted of (degree of freedom). The formulation of $df = N - 1$ is the number of research population (N) is 42 so the degree of freedom is $df = 42 - 1 = 41$ of considering the t-test table by using df 41, the writer did not found it in t-table. So it is done interpolation because 41 are higher than 40 and lower than 60.

Table.6.
Critical Value of t_{table}

No	Df	5 %
1.	40	2.020

2.	60	2.000
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Table.7.
Interpolation of t_{table}

Interpolation	5 %
$(df\ 40 + df\ 60)$	$(2.020 + 2.000) = 2.010$
2	2

From all data analysis above, it can be known that:

$$t_{observed} = 2.248$$

$$t_{table} = 2.010 (5\%)$$

To df 41 with df 5% is 2.010 the data confirmed that $t_{observed} 2.248 > t_{table} 2.010$, because $t_{observed}$ is bigger than $t_{table} df\ 5\% = 2.010$. Therefore it can be inferred that hypothesis is accepted.

It means that using serial pictures could increase the students' narrative paragraph writing ability at of the twelve graders of PGRI Senior High School 2 Marga Tiga in the academic year 2013/2014.

D. Discussion

Based on the preliminary study, the ability of the twelfth graders of PGRI Senior High School 2 Marga Tiga in writing paragraph was still unsatisfactory. The students were unable to express their ideas in a good paragraph. They made a number of mistakes in their writing terms of content, language use, and mechanism. To overcome this problem, the writer proposed one of the appropriate strategies in the teaching of English narrative writing using serial pictures.

The researcher uses test as the data collection method. To investigate whether is positive and significant influence of using serial pictures on writing narrative paragraph.

The result of data analysis showed that average score of post-test is higher (68.12) than the average of pre-test (62.79). It can be concluded that teaching using serial pictures can improve students' narrative paragraph writing ability. The result of data analysis using t-test is $t_{\text{observed}} = 2.248$ and $t_{\text{table}} = 5\%: 2.010$. It means that t_{observed} is higher than $t_{\text{table}} = 2.248 > 2.010$. It can be inferred that H_a is accepted and H_o is rejected. It can be concluded that using serial pictures gives more positive effect to increase writing narrative paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

G. Conclusion

Based on the finding, the students' narrative paragraph writing ability conducted at the twelve of Senior High School PGRI 2 Marga Tiga in the academic year 2013/2014, the data was gotten and analyzed. The result would be described as following.

According to the data gained, the pretest average score is 62.79 and the posttest average score is 68.12. It can infer that pretest score is lower than posttest scored. It means that there is a significant difference between pretest and posttest where the posttest was raised.

Furthermore, it can be identified from t-observed is 2.248 and t-table with df (5%) from 42 students is 2.010. because the t-observed is higher than t-table so that hypothesis is accepted.

Based on the description above, the researcher concluded that there is a positive and significant influence of using serial pictures toward students' narrative paragraph writing ability at the twelve of Senior High School PGRI 2 Marga Tiga in the academic year 2013/2014.

H. Suggestion

After conducting and finishing the research, the writer would like to give some suggestion as follows:

1. To the Students

The students have to increase not only their writing narrative paragraph but also, grammar, reading, listening and speaking in order to make them become good students or learner.

2. To the Teachers

Based on the result of the research, indicated that the writing narrative paragraph is increased. Then using serial pictures in teaching and learning process is suggested for increasing their ability and their activeness. By it, the teacher could know the students' progression in learning.

3. For the Researchers

For other researchers, the writer suggests to developing this research and hopefully it could be useful for all of us.

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CURRICULUM VITAE

The writer was born at Marga Jaya, December 10th, 1988. He is the first child from three Childs of Ruwah and Rusmiati.

He started his study to Elementary School 2 Surya Mataram (1995 -2001). He finished his study there along six years. Then she continued it, at SMP PGRI 1 Marga Tiga for three years (2001 – 2004). Next he continued his study at SMA PGRI 2 Marga Tiga (2004 – 2007). After graduating SMA PGRI 2 Marga Tiga, he chose STAIN Jurai Siwo Metro to get his dream coming true. He desired to be an English teacher. So that, he chose English Educational Study program at STAIN Jurai Siwo Metro on 2007/2008 up to now.

Becoming a university student, he was active in internal organization or UKM. He was a secretary of UKM IMPOR (Ikatan Mahasiswa Pecinta Olahraga) STAIN Jurai Siwo Metro for three periods (2008 – 2011). And he was a secretary in (Forum Komunikasi UKM) FORKOM UKM STAIN Jurai Siwo Metro 2012 up to now.

APPENDICES