

**AN UNDERGRADUATE THESIS**

**USING PICTURE SERIES THROUGH WHATSAPP MESSENGER**  
**TO IMPROVE STUDENT'S WRITING SKILLS**  
**OF SMP ISLAM IBNU RUSYD KOTABUMI**

**By:**  
**FADILLAH FEBRIYANTI**  
**Student Number Id: 1801072013**



**Tarbiyah and Teacher Training Faculty**  
**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1443 H / 2022 M**

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**OF SMP ISLAM IBNU RUSYD KOTABUMI**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

**By :**  
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**Student Number : 1801072013**

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**English Education Department**

Sponsor : Dr. Umi Yawisah, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1443H / 2022 M**



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**APPROVAL PAGE**

Title : USING PICTURE SERIES THROUGH WHATSAPP MESSENGER  
TO IMPROVE STUDENT'S WRITING SKILLS OF SMP ISLAM  
IBNURUSYD KOTABUMI

Name : Fadillah Febriyanti

Students Number : 1801072013

Department : English Education

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**APPROVED BY:**

To be examined in munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies  
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Metro, March 11<sup>th</sup> 2022  
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**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the Munaqosyah of Fadillah Febriyanti**

To:  
The Honorable the Head of Tarbiyah Department  
of State Institute for Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb.*

We have given guidance and enough improvement to research Munaqosyah script which is written by:

Name : Fadillah Febriyanti  
Students Number : 1801072013  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : USING PICTURE SERIES THROUGH WHATSAPP MESSENGER  
TO IMPROVE STUDENT'S WRITING SKILLS OF SMP ISLAM  
IBNURUSYD KOTABUMI

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very much. *Wassalamu'alaikum Wr. Wb.*

The Head of English Education Department

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Metro, March 11<sup>th</sup> 2021  
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Nomor :  
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Perihal : **Persetujuan Munaqosyah**

Kepada Yth,  
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Institut Agama Islam Negeri (IAIN) Metro

*AssalamualaikumWr.Wb.*


Setelah membaca dan mengadakan bimbingan serta perbaikan seperlu nya maka Skripsi yang disusun oleh:

Nama : Fadillah Febriyanti  
NPM : 1801072013  
Judul Skripsi : USING PICTURE SERIES THROUGH WHATSAPP MESSENGER  
TO IMPROVE STUDENT'S WRITING SKILLS OF SMP ISLAM  
IBNURUSYD KOTABUMI


Sudah kami dapat setuju dan dapat diajukan untuk di seminarkan, demikian harapan kami atas perhatian nya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

The Head of English Education Department

  
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**RATIFICATION PAGE**

No. B-1774 /In-28-1 /D/PP.00-9 /05 /2022

An Undergraduate thesis entitled: **USING PICTURE SERIES THROUGH WHATSAPP MESSENGER TO IMPROVE STUDENT'S WRITING SKILLS OF SMP ISLAM IBNU RUSYD KOTABUMI** Written by Fadillah Febriyanti, student number 1801072013, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, April 11<sup>th</sup> 2022 at 13.00- 15.00 a.m.

**BOARD OF EXAMINERS:**

Chairperson : Dr. Umi Yawisah, M.Hum.

Examiner I : Dr. Widhiya Ninsiana, M.Hum.

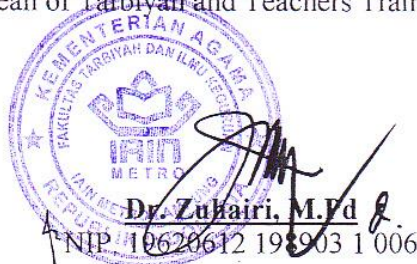
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(.....)  
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The Dean of Tarbiyah and Teachers Training Faculty



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## **ABSTRACT**

### **USING *PICTURE SERIES* THROUGH *WHATSAPP MESSENGER* TO IMPROVE STUDENT'S WRITING SKILLS OF SMP ISLAM IBNU RUSYD KOTABUMI**

**BY :**

**FADILLAH FEBRIYANTI**

The purpose of this research was to know whether using Using Picture Series through Whatsapp Messenger improve student's writing. This research focuses on the student's understanding of writing narrative text in the eighth grade SMP Islam Ibnu Rusyd Kotabumi. It is related to the problem identification that the students have low ability in writing text. The use of Picture Series Media can be alternative to build students activity in order to increase mastery of English Vocabulary.

The kind of this research was Classroom Action Research which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre-test before treatment and post test after treatment. The subject of this research was 32 students in class VIIIA of SMP Islam Ibnurusyd Kotabumi. In collecting data the research used test, observation, and documentation.

The results of this research indicate an increase in writing skills at the eighth graders of SMP Islam Ibnu Rusyd Kotabumi, North Lampung. This can be seen from the increase in the average score of students in the Pre-test and Post-test. In the pre-test, the students average score was 45,35, while in the first post – test get a score 55,65 and in post-test two 58,12. Based in the results and illustrates the Picture Series Media can improve the ability to write narrative text. And Picture Series as well as Whatsapp application can be alternative learning media during online classes.

*Key words : Writing Narrative, Picture Series, WhatsApp Messenger, and Classroom Action Research.*

## **ABSTRAK**

### **PENGUNAAN *PICTURE SERIES MEDIA* *MELALUI WHATSAPP MESSENGER* UNTUK MENINGKATKAN KETERAMPILAN MENULIS DI SMP ISLAM IBNURUSYD KOTABUMI.**

**OLEH :**

**FADILLAH FEBRIYANTI**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan strategi *Picture Series through Whatsapp Messenger* dapat meningkatkan pemahaman menulis siswa. Penelitian ini berfokus pada pemahaman menulis narrative text siswa di kelas delapan SMP Islam Ibnu Rusyd Kotabumi. Hal ini terkait dengan identifikasi masalah bahwa siswa masih mempunyai kemampuan rendah dalam menulis sebuah teks. Penggunaan Media *Picture Series* dapat menjadi alternatif untuk membangun keaktifan siswa guna meningkatkan penguasaan kosa kata bahasa Inggris.

Jenis penelitian ini adalah *Classroom Action Research* atau Penelitian Tindakan Kelas. Yang terdiri dari 2 siklus, setiap siklus terdiri dari *planning, acting, observing and reflecting*. Dalam penelitian ini siswa diberikan tes awal (Pre-test) siklus 1 sebelum pelaksanaan penelitian dan tes akhir (post test) siklus 2 setelah pelaksanaan tindakan. Subjek penelitian ini terdiri dari 32 siswa kelas VIII A SMP Islam Ibnurusyd Kotabumi. Dalam pengumpulan data peneliti menggunakan test, observasi, dan dokumentasi.

Hasil dari penelitian ini menunjukkan adanya peningkatan kemampuan menulis pada siswa dikelas VIII SMP Islam Ibnu Rusyd Kotabumi, Lampung Utara. Hal tersebut dapat dilihat dari peningkatan nilai rata-rata siswa di test awal dan di akhir. Pada tes awal, rata-rata nilai siswa adalah 45,35 di pre-test, 55,65 di post-test I dan 58,12 di post test II. Berdasarkan hasil tersebut dapat di buktikan bahwa media *Picture Series* dapat meningkatkan kemampuan siswa dalam menulis teks Naratif. *Picture series* maupun Aplikasi *WhatsApp* dapat menjadi alternatif Media pembelajaran pada saat kelas *online*.

*Kata Kunci : Menulis Narrative, Picture Series, Whatsaapp Messenger dan Penelitian tindakan kelas.*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Fadillah Febriyanti  
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States that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excerpted from the bibliographies mentioned.

Metro, February 22<sup>nd</sup> 2022

The writer



**Fadillah Febriyanti**  
St. ID 1801072013

## ORISINALITAS PENELITIAN

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Nama : Fadillah Febriyanti  
NPM : 1801072013  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dikutip dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 22 Februari 2022

Yang membuat pernyataan



**Fadillah Febriyanti**

NPM. 1801072013

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*“Verily, with every difficulty there is relief.”*

*(Q.S. Al-Insyirah :6)*

*“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle. “*

*( Christian D. Larson)*

## DEDICATION PAGE

*This undergraduate thesis is dedicated to :*

*My beloved family, especially my parents ( My late father, Mr. Drs. M. Badri Harun and Mrs. Surya Ampera Dewi) who always pray and support in their endless love.*

*My Brothers and sisters (Kanjeng Duli, Ajo Amin, Gusti Eni, Minak Farid, Abang Didi, Atin Endang, Teteh Aisyah, Bimbingan Daniel, Ahi Reza and Ayuk Tuti) who always provide encouragement and motivation both moral, material, support and always look forward to my success.*

*All My Nephews thank you for your support and prayers, I love you to the moon and back.*

*My beloved Almamater of State Institute for Islamic Studies of Metro.*

## **ACKNOWLEDGEMENT**

Thanks to Allah SWT who has given the researcher mercies and blessing so that the researcher can complete this undergraduate thesis under the title “ Using Picture Series Through WhatsApp Messenger to Improve Student’s Writing Skills Of SMP Islam Ibnu Rusyd Kotabumi ” . Sholawat and salam may always be given to our phropet Muhammad SAW who has guided us from the darkness to the brightness. Furthermore, this research could not be successful without support, guidance, advice, help, encouragement. Regarding to those things, the researcher offers big thanks to :

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.
3. Andianto, M.Pd, as the Head of English Education Department.
4. Dr. Umi Yawisah, M.Hum, as the sponsor who has given the researcher advice and suggestion in writing undergraduate thesis.
5. All of the lecturers in English Education Department, who have given knowledge and information.
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8. All of my friends in arms (Sahabat Imut) who always give encouragement to the author Alfina, Bella Andriyani, Rizqika Wulandira, and all of my classmates C 2018 English Education who can't be mentioned one by one.
9. To my dearest friends and family who accompany and motivate: Rahma Kartika, Elfira Kurnia, Miranda Aurellia, Annisa Abidin, Siti Uswathun, Dwi Safitri.
10. My beloved almamater of State Institute for Islamic Studies of Metro, who has provided such a valuable experience.

As human being, the researcher realized that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, February 22<sup>nd</sup> 2022

The Researcher



**Fadillah Febrivanti**  
**St. Number : 1801072013**



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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is an international language that many people all over the world need to learn. Writing is one of the English Language skills that students must demonstrate, communicate, and develop in order to demonstrate, communicate, and develop their ideas, opinions, experiences, and knowledge. Furthermore, writing is essential for students in the eighth grade to master by Junior High School. The functional text, on the other hand, is one of the writing objectives for junior high school students that must be learned and mastered. Narrative text is one of the functional texts.

According to Nunan (1999) Writing to be effective depend on a number of features that spoken English lacks, not only in terms of its linguistic and pragmatic features but also the context in which it will be interpreted.<sup>1</sup> Writing is one of the key language abilities that refer to productive language skills, similar to the capacity to communicate in English mentioned above. So, writing skills can be interpreted as a language skill used to communicate thoughts or ideas by using written symbols so that others who read them will understand what the researcher means. By writing, it makes it easier for researchers to share information, to impart knowledge and to establish communication.

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<sup>1</sup> Nunan, D. *Second Language Teaching and Learning* (Boston : Heinle & Heinle, 1999)



Therefore, it is very important to realize how important writing is in our life. In other words, writing plays an important role in setting foreign language since the main indicator of success in learning a language is good speaking ability in a language. However, writing is not easy. There are many problems in writings that come from within the researcher and from outside the researcher.

The problem of writing that comes from within the researcher is having poor vocabulary and mastery of grammar, having low motivation to write and not confident to practice writing. In addition, some people become afraid to write because they have no idea to write and they have difficulties in organizing their ideas. Furthermore, the writing problem that comes from outside researchers are in a conducive environment that is rarely supportive researchers to write and practice writing in English, learning media is limited to use to support writing. In addition, it is also difficult for researchers to good writing performance if they are not instructed to use proper teaching technique.

There are several instructional strategies that may be used in teaching writing especially the picture series method or pictures that are arranged sequentially and students can tell the events that are in the picture. During in the pandemic caused by the spread of the Covid-19 Virus, teachers are still looking for ways to keep students focused on learning, and here they use the WhatsApp messenger application to make learning easier so that it is not boring.

The picture series method is related to the explanation above, picture series as media are often used in the teaching-learning process. They can stimulate students in learning language and make it easier for them to understand the material and to memorize words that they get from the picture.

To give a proof about the problems above, the writer has done a pre-survey on August 5<sup>th</sup>, 2021 at the eighth grade of students in SMP ISLAM IBNURUSYDKotabumi. The result of writing daily examination at the first semester is shown in the table below. The Minimum Mastery Criteria (MMC) to pass English subject is 75. The data of the students' narrative text writing ability are as follows:

**Table 1**  
**The Score of Student's Narrative text writing ability**  
**at SMP Islam Ibnu RusydKotabumi**

No	Grade	Explanation	Frequencies	Percentage
1.	$\geq 75$	Complete	10	31,25%
2.	$\leq 75$	Incomplete	22	68,75%
Total			32	100%

*Source: The English Teacher archive, taken on August 5<sup>th</sup>, 2021*

From the result of the pre-survey above, it is evident that more than half of the student's still have low scores in writing narrative text. To overcome these problems, one of the alternative techniques to help students improve their ability is to write narrative text using Picture Series

Media. The use of picture series is effective to improve the teaching learning and process and students' ability to write in the right organization, generating student's ideas and enriching students' vocabulary. So, the writer chooses this media with an expectation that Picture Series Media can help student's in writing ability.

## **B. Problem Identification**

Considering the important of problem identification, the researcher identifies the problem as follows.

1. The students still low ability in writing narrative texts.
2. The students are lack vocabularies in writing.
3. The students have difficulty in writing terms of generating ideas.
4. The students have low motivation in writing.
5. The students have difficulty in the writing relevant to the topic.

## **C. Problem Limitation**

The writer realized that it is not possible to investigate all of the problems concerned with the writing ability. Therefore, the writer limits the problems only to "The students are difficult to write narrative text at the eighth grade of SMP Islam Ibnu Rusyd Kotabumi" and the researcher will use Picture series media to improve writing ability among the eighth grade of SMP ISLAM IBNU RUSYD KOTABUMI.

#### **D. Problem Formulation**

Based on the background above, the problem that the writer wants to know is as follows: “Can the use of picture series through WhatsApp messenger improve the students writing skills among the Eighth graders of SMP Islam Ibnu Rusyd Kotabumi?”

#### **E. The Objectives and Benefits of the Study**

##### **1. The objective of the Study**

Based on the problem formulation above, the objective of this study is to find out whether the usage of using Picture Series through the WhatsApp Messenger can improve the students writing skill.

##### **2. The benefits of the Study**

The research will be conducted with the aim at providing several benefits, they are:

###### **a. For the Students:**

This research as motivation for the students in studying narrative text and is expected will be more interested and motivated in learning English, especially writing.

###### **b. For the Teachers:**

This study is new knowledge for the teachers in the learning process, especially in writing subject. And this research as alternative way for the English teacher in teaching narrative text writing.

c. For the Headmaster:

The headmaster can convey to teachers that they must know students' problems to carry out the learning process effectively. And this research is a means for school principals to improve the quality of school.

d. For other Researchers:

The researchers as the first information, if they want to make other research about Picture Series media using the WhatsApp application.

## **F. Prior Research**

This research was conducted by considering several prior previous studies. The first prior research conducted out by Chintia Chandra, Hery Yufrizal, Buhanuddin (2021) who conducted a research entitled “Improving students' writing skills achievement in Descriptive text using picture series through WhatsApp Messenger at SMPN 34 Bandar Lampung”.

The first prior research has similarities and differences with this study. The similarities between first prior research and this study are writing skills and to Junior High School. And the differences between this study and first prior research in the research sample and content. In this research was involved the difference is in the type of text the previous research used the type of descriptive text and this research used the type of narrative text. Furthermore, several studies regarding picture series have

been conducted before by using quantitative approach, while this research uses classroom action research (CAR). In addition, the first study concluded that all aspects of writing improved after students studied descriptive text using serial images in WhatsApp groups. The highest aspect that has improved the most is organization<sup>2</sup>.

Furthermore, several studies regarding picture series have been conducted before. The second is the research written by Yusnita et al (2012) entitled “Improving Students’ Recount Text Writing by Using Picture Series a Classroom Action Research to the Tenth Grade Students of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012”. The objective their study is to improve students’ recount text writing using picture series. The research applied classroom action research (CAR) which consisted of two cycles. The result indicate that the students had progress writing each cycle. The result of the first cycle was 61.5 ( less than 65, not achieved) while the second cycle was 66.0 (achieved) which was higher than KKM Score. In the previous research, the second one has many similarities, namely from the research method and using two cycles, while the difference is that the previous research used text in the form recount text, while this study used narrative text and the difference between the two previous studies was the Senior High School was used in the sample.

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<sup>2</sup>Chintia Chandra Mahesa. Hery Yufrizal et.al, “*Improving students’ writing skills achievement in Descriptive text using picture series through WhatsApp Messenger at SMPN 34 Bandar Lampung*” (Lampung: Lampung University, 2021)



In this previous research revealed using two techniques, namely: Controlled writing, It refers to activities in which are presented with a set of sentences or a written text and given directions regarding ways in which these should be modified. This technique suggest that the teacher presents the writing materials by giving directions of how to do writing activities. And Free writing It refers to writing with no restrictions. A free writing does not have to conform to the rules of spelling, grammar, and punctuation. In free writing the teacher should try to inspire the students to write.<sup>3</sup>

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<sup>3</sup>Eni Yusnita. Clarry Sada et.al, *“Improving Students’ Recount Text Writing by Using Picture Series a Classroom Action Research to the Tenth Grade Students of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012”*. ( Tanjungpura University, 2012)

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Concept of Narrative Writing Text Ability

##### 1. The Concept of Writing

###### a. The Definition of Writing

Firstly, according by Gayle and Lawrence states that writing is important.<sup>4</sup> The reasons are to be able to write well and expressing yourself will help you for the rest of your life. Secondly, Trudy Wallace, et.al, explains that writing is the end product of several very separate actions challenging to learn simultaneously.<sup>5</sup> Among these separable actions are note-taking, identifying a central idea, outlining, drafting and editing. Then, Brown said that writing is a skill that the exclusive domain of scribes and scholars in the field of education or religion institution.<sup>6</sup> Almost every aspect of everyday life for the “general” people do it verbally it means to write as a representative to be generally done spoken by people in life.

The researcher might conclude from the previous statement that writing skill is the ability to compose proper and acceptable phrases. Writing ability is a unique capacity that enables authors to convey their

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<sup>4</sup>Gayle Feng & Lawrence, *The Write Start Sentences to Paragraphs (4th Edition)* (USA: Wadsworth, 2010), 1.

<sup>5</sup>Trudy Wallace, et.al, *Teaching speaking, listening, and wrting, Educational Practices Series-14*, (France: Typhon, 2004), 15.

<sup>6</sup>H.Douglas Brown, *Language Assesment “Pronciple and Classroom Practices”* (California: Pearson Longman, 2003), 218.

thoughts in meaningful words and cognitively engage with the message.

#### **b. The Process of Writing**

Donald Graves Stated to Five-Step Process writing approach is presented there are:<sup>7</sup>

- 1) *Prewriting*. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with neighbours, or power writing (described below) are all ways of generating ideas.
- 2) *Drafting*. Drafting is the author's first attempt to capture ideas paper. Quantity is more valued here than quality. If done correctly, a draft is an accumulation of long-winded and disconnected ideas.
- 3) *Revising*. This is the essence of the writing process. Here a piece is revised and reshaped many times. Revising is where you shape blob, add part, take part, add part, and, constantly being formed and changing.
- 4) *Editing*. Grammar, This is the stage where grammar, spelling, and punctuation error corrected. That precious brain space devoted to generating and linking ideas will instead be put to use worry about writing mechanics.
- 5) *Publishing and sharing*. This is where student writing is shared with the audience. Writing becomes real and alive at this point.

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<sup>7</sup>Andrew P. Jonshon, *Teaching Reading and writng: A Guidebook For Tutoring And remediating Students* (America British Library Cataloguing, 2008),179.

The writing experience becomes stronger by having students read their work aloud in small groups, to other classmates, or in a large group setting.

### c. The Types of Writing

Types of Writing there are several types of writing, in this section the author has taken from Thomas S. Kane Books. He said that kind write as follows:<sup>8</sup>

#### 1) Exposition

The exposition explains how an internal combustion engine works machine. The idea of economic theory. Daily life facts how much divorced people. The background to Custer's raid on Little Big Horn. Feelings over abortion, politics, and religion pervade contentious subjects. Whatever the subject, exposition explains what a specific mind is thinking or believes. Exposition is constructed rationally. It is organized around the concepts of cause/effect, true/false, less/more, positive/negative, general/specific, and assertion/denial.

#### 2) Description

Description relates to perception – most commonly visual perception. The main problem is organizing what we see to be significant pattern. The pattern, in contrast to the logic exposition, is spatial: above/below, before/after, right/left, and so on.

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<sup>8</sup>Thomas S Kane, *Essential Guide to Writing*(New York : Oxford University Press, 2000),7.

### 3) Persuasive

Persuasive is a piece of work in which uses words to convince the reader that the author's opinion is correct with respect to a problem. Thus, the purpose of a persuasive paragraph is to try to convince someone change their mind, or take action. Persuasive paragraphs relieve the person to express an opinion and deepen it, by increasing belief. As results of the description of the way things look, taste, feel, sound, smell it may also advoke moods such as happiness, fear, joy, or loneliness.

### 4) Narrative

A narrative text is a story or depiction of events in the past that follows a time sequence or is chronological.

## 2. The Definition of Narrative Text

Narrative is a literature that focuses on specific participants and has structural qualities that distinguish it from other genres. Story has a social role that is useful for telling stories in the present. Fables, myths and legends, adventure stories, thrillers, detective stories, and historical dramas are all examples of narrative.

Meanwhile, Kelly also defines narrative text as a Stories involve the readers and listeners with by drawing them and making them a part of their world or vision reality.

### 3. Generic Structure of Narrative Text

Following below are the structures of a narrative text:

- a) Orientation : Introducing the participants and providing information about the time and location.
- b) Complication : Explain how the participants' rising crises has to do with or between the relationships in a social interaction process.
- c) Resolution : Showing participants how to solve the cresses, for better or worse, the finale might be open ended or closed ended.<sup>9</sup>

### 4. Example and Genre Analysis of Narrative Texts

The analysis of genre in the four texts is carried out through the analysis general structure of the text. Orientation, Complication, and Resolution are the three components of the generic schematic framework for storytelling. The following is a study of Texts generic structure:<sup>10</sup>

Orientation	One day, there was a hungry crocodile waiting a prey near the lake in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and other animals hate it so much.
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<sup>9</sup>Allen.S, *SecondEdition Kinds of Writing* (Portland: WALCH Publisher, 2007), 4.

<sup>10</sup>Maria Arina, “*International Journal of English Edycation, An Analysis of Linguistic Competence in Writing Texts*(Palangkaraya University), Volume14, p.2009.



<p>Complication</p>	<p>At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But the day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo coming to the lake to drink. The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help. The buffalo felt sad about it and decided to help crocodile. But after helping the crocodile, the buffalo got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go the lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, Kancil saw the buffalo and the crocodile. Kancil asked: "what happened?" and the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its</p>
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	<p>neck. The crocodile also said: "I'm hungry and you' are at my territory, therefore I bit your poor buffalo". The crocodile laughed at the buffalo. Kancil said, "it's impossible u had helped the crocodile; thus, the crocodile had the right to bite u." Kancil said, "I believe the crocodile is right, but then u can try to prove your telling. But first crocodile must release your bite, okay?" Crocodile said, "Okay it is easy, but after that I will eat the buffalo. Kancil said, "Okay, deal."</p>
Resolution	<p>The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly Kancil said, "Let's run buffalo, let's run!" The buffalo and Kancil run as fast as possible and the crocodile had realized that it had been fooled by Kancil. The crocodile was still trapped there and there was not one help it.</p>

## 5. The Types of Narrative Text

Narrative texts could be categorized into fictional narrative or imaginary, non-fiction narrative, or combination of both. A Fictional Narrative presents an imaginary narrator's account of a story that takes place in an imaginary world. This includes fairy tales, folklore or

folktales, fable, legends, horror stories, myths, and science fictions. On the other, a non-fictional narrative (also factual narrative) presents someone's real life story about real life story. This includes historical narratives, ballads, slice, and personal experience.

In the other statement narratives can be divided into traditional fiction including folktales, parables, fables, moral tales, myths and legends: and modern fiction that includes modern contemporary realistic fantasy and fiction.

## **B. The Concept of Picture Series**

### **1. Definition of Picture Series**

Wright discusses sequence series or picture series as cartoon strips and teaching strips, both of which might be valuable. The strips may be used to not just contextualize a tale or description's process, but also to stimulate and assist students' writing.<sup>11</sup> Similarly, according to Ummu's research, Sopron stated that an image series is a piece of paper or cardboard that contains a sequence of pictures. The photo series are organized chronologically depending on what has accumulated, so that the picture series may tell a tale. In a nutshell, a photo series is a collection of sequential images that tell a story in chronological order.

Nonetheless, Bob Linney proposed that visual aids including picture sequence are powerful medium for communicate and educate

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<sup>11</sup>Andrew Wright, *Picture Series for Language Learning*(New York: Cmbridge University Press, 1999),201.

students during urgent teaching and learning activities. So, picture sequence is one of the visual aids that can be a tool for which make it easier and facilitate students un comprehending the presented material in teaching and learning activities even those that can be applied in the emergency situation.<sup>12</sup>

The definition of the picture series above gives a clearly understanding that picture series is a series of picture or sequence of picture used to visualize students' abstract become their visual ideas gotten to its picture. Because of picture sequence, students get ideas easily from that picture series. Students then follow and tell a story based on what they see in the picture.

## **2. The Advantages of Using Picture Series**

Picture series is one of the meaningful aids which can be applied by teacher. There are many advantages to using picture series in teaching learning process, it can because affect students' achievement. The further benefits of picture series According by Curties and Bailey (2001), there are four advantages:<sup>13</sup>

- a) Students may simply build a tale since there are illustrations that will aid them step by step in creating a complete story.
- b) Students will feel at ease when writing the tale since they will be playing with cards (picture).

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<sup>12</sup>Bob Linney, *WASH: Visual Aids for Emergencies and Development* (New York: Unicef, 2012), p.1.

<sup>13</sup>Curtis, A., & Bailey, K. *Picture your students talking: Using Pictures in the Inlanguage Classroom* (ESL Magazine : July/August, 2001), p 10-12.

- c) They are not compelled to create a story, and their self-assurance grows over time.
- d) This strategy promotes habit development (building knowledge, modelling, construction and self-construction).

### **3. Teaching Writing Narrative Text Using Picture Series**

Many student's feel lazy to write something because they think it is pretty difficult English Skills. They then assumed it was a difficult skill because they needed to get and organize their ideas or written text; tis takes time and long process. Student's often do not have any ideas they should write about a topic. Moreover, they feel confused to tell the plot or next event after writing introduction paragraph. Therefore, the English teachers need to have and apply interesting way to teach writing narrative text. The teacher, here can apply and teach students to use picture series in writing narrative text. It is aimed to facilitate students in understanding and develop their writing skill.

In the classroom, teacher can use the picture series in teaching writing narrative text. First the teacher gives a brief explanation of the narrative text starting from the definition, its purpose, its schematic structure. Example the teacher then gives some exercise such as deciding past tense dan present tense; arranging the jumbled structure of narrative text and making some past sentence based on the given words. Moreover, the teacher introduces picture series to the students starting from the definition, the aim, and the benefits of using picture

series. The teacher gives some exercises using picture series, for example making narrative text based on the given picture series for grouping, then write narrative text using picture series for individuals. That this technique is very easy to teach by the teacher in class. This will make it easier for students and make them fun through the use of picture series. Therefore, teaching writing narrative text using picture series is appropriate and interesting technique to be applied in instructional activities.

#### **4. Definition of WhatsApp Messenger**

WhatsApp Messenger is a mobile phone instant messaging app that is proprietary and cochleariform. WhatsApp allows its users to send messages to one another over their Internet connection. WhatsApp is similar to a mobile phone conversation software. Smart phones are becoming increasingly popular, and WhatsApp is now available on nearly all of them.

Because the internet is set up for WhatsApp, a lot of information can be accessible in real time, and that information may be shared via technology.

The following collaboration functionalities are available on the WhatsApp platform, such as:

- a) Allow online students to send and receive text messages.
- b) Pictures, videos, and voice messages are sent to their social networks, groups, and contacts.

- c) Allow students or instructors to form groups (social network groups) that allow for social interaction among group members.  
Members can participate in discussion forums.
- d) WhatsApp allows students to send messages without restriction.
- e) To enable continuous data transfer throughout the WhatsApp mobile system, this application needs a 4G/EDGE or WI-FI internet data plan.
- f) Students use WhatsApp through various mobile devices, like smartphones, and so on can send messages to each other through text, images, videos.

## **5. Teaching Narrative Text Using WhatsApp as Media**

In the Covid-19 pandemic, many teachers have ways to make students learn their material more easily and it is useful for students' teachers to prevent the spread of Covid-19. One of the ways they oppose was use technology such as the Internet and Smartphones to facilitate students in the learning process. The learning technique used is group chat on WhatsApp. Group chat discussion will make students more understand material. Then, the use of group chat discussion on WhatsApp as an internal medium teaching and learning process is a fun activity because WhatsApp information is saves students from boredom and make it easier for students to learn the material. The use of group chat discussions on WhatsApp creates vocabulary the

material is more meaningful, helping students to be able to retell the pictures that have been given by the teacher in an interesting way.

The used group chat discussion on WhatsApp is also a fantastic educational tool and makes learning is more fun than usual. The group chat discussion on WhatsApp is increase, why not offer students the possibility to study at anytime, anywhere and at their own convenience via their mobile device.

It could be assumed that WhatsApp is an effective tool for provide opportunities outside the classroom to practice vocabulary especially for weak students. In this case, they can also use group chat to share information so that they get more benefit in using it for learning English. Thus, from the above statement, group chat can improve aspect of learning English.

## **6. Advantages Using the WhatsApp Application**

According to Hendro and Eko (2016). There are 4 advantages of using the WhatsApp application, namely <sup>14</sup>:

- a) The transmission of information between teachers and students is faster and easier.
- b) Interaction on social media promotes the establishment of new public spaces and communication patterns between teachers and students as a generator of knowledge.

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<sup>14</sup>Hendro, K., & Eko, P.M. *The Effect of Using WhatsApp Messenger on Student Achievement* in KKH class at PBIO FKIP UAD Ahmad Dahlan University:2016.



- c) Changes to the previous practice and communication space managed democratically.
- d) Using the WhatsApp application, students can study anywhere and anytime.

## **7. Disadvantages of Using the WhatsApp Application**

According to Nur Lia Pangestika.<sup>15</sup> There are 5 The disadvantages of using the WhatsApp application, they are:

- a. WhatsApp is more commonly used for non-formal communication or outside of the classroom among junior high school students.
- b. Not all students are active WhatsApp users.
- c. When receiving information, there is frequently a misunderstanding.
- d. Not every student participates in WhatsApp groups.
- e. When using WhatsApp social media, network interruptions are common.

## **8. Procedure of Using Picture Series Through WhatsApp Messenger to Improve Students Writing Skills**

As Wright recommended, several of the activities are introduced in this research. Because the medium employed in this study is an image, more especially a picture series, the modified tasks are largely about challenging to sequence. The following are the methods for using the photo series:

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<sup>15</sup>Nur, L. P. *Influence of Social Media Utilization WhatsApp the Distribution of Information Learning* in SMA Negri 5 Depok : 2018.

a) Writing Story

Write stories in the form of narrative text that they know.

b) Change Some Words

Students are given a text, a series of pictures, and a list of alternative alternatives for some of the words in the text. They create the material using their own words, assisted by references.

c) Pictures Guided Story

Individual or pair work, a sequence of pictures is given and the students write the story without any other assistance or guidance. In conclusion, picture series are a kind of media used by teachers due to their benefits of using pictures. Furthermore, they can provide various activities to support the teaching and learning process.

### **C. Action Hypothesis**

If By using picture series through WhatsApp messenger it can improve the students writing narrative skill of the Eighth graders of SMP Islam Ibnu Rusyd Kotabumi North Lampung.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variable and Operational Definition of Variable**

There are two variables in this research, they are:

##### **1. Dependent Variable**

The dependent variable in this study is the one that is observed and measured in order to determine the influence of the independent variable. The dependent variable in this study is writing abilities, which are described as actions to obtain, put information get, and place in forms greeting.

Moreover, the data collection technique of this variable is test and the instrument of this variable is using question that have get score in pre-test. The forms of questions are making a narrative text about English teacher. In addition, narrative text for Junior High School Islam IbnurusydKotabumi has indicators involve, content, vocabulary, otganization, grammar, and mechanical of writing.

##### **2. Independent Variable**

The key variable that is supposed to be investigated is the independent variable. Is the variable chosen, controlled, and measured by the author. This study's independent variable is Using Picture Series as a Media, which can be characterized as a tool to teach an entertaining English in front of the class and to assist students write in English more easily. Actually, to help pupils strengthen their narrative text writing skills.

## B. Research Location

The researcher will conduct the Classroom Action Research at SMP Islam Ibnu Rusyd Kotabumi. The location of research is on Jl. Soekarno Hatta. 103 Kotabumi Lampung Utara, 34511.

## C. Subject of the Research

The subject of this research is the Eighth graders students of SMP Islam Ibnu Rusyd Kotabumi. Researcher chooses them as sample because most the students have problems in writing. Below of the data :

**Table 2**  
**The Whole Data of Class VIII SMP Islam Ibnu Rusyd**  
**Kotabumi North Lampung**

Class	Gender	
	Male	Female
VIII A	6	26
<b>Total</b>	<b>32</b>	

## D. Research Procedure

The research that would be conducted is a classroom action research. Simply said, action research is a methodical approach to resolving educational issues and creating changes. Action research is distinct from both quantitative and qualitative research, although it has elements of both. An action researcher employs a suitable intervention to gather and evaluate data, as well as to take action to address educational difficulties. Because it does not involve complicated statistical analysis (e.g., quantitative research) or lengthy

narrative explanations (e.g., qualitative research), action research is suited for educators as a practical method. It is primarily concerned with solving an issue in an efficient and viable manner. Furthermore, although conventional research methodologies have prioritized linking findings to other settings or populations, action research is primarily concerned with improvements inside the context of the study (i.e., solving a given problem).<sup>16</sup>

According to Anne Burn, action research is part of a larger trend in education that has been going on for some time. It is associated with the concepts of reflective practice and the teacher as researcher.<sup>17</sup> As a result, one of the primary goals of classroom action research is to identify a problem scenario or topic that the participants – who may include teachers, students, managers, administrators, or even parents – believe merits further and systematic investigation.

Furthermore, McNiff describes a style of practitioner research that may be utilized to assist you to enhance your professional practice in a variety of environments.<sup>18</sup> It means that individuals do their own research on their own behaviors.

Based on the statement above, the researcher may infer that action research is a study of teaching and learning in the classroom with the goal of repairing something or solving a problem.

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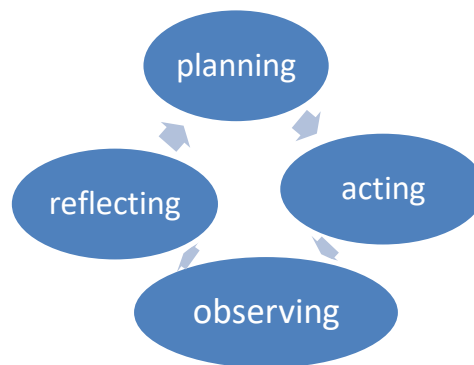
<sup>16</sup>Daniel R. Toman, *Action Research for Educators*(USA: Scarecrow Press, 2003),p.5.

<sup>17</sup>Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p.2.

<sup>18</sup>Jean McNiff and Jack Whietehead, *Action research: Principles and Practice* (New York: Routledge, 2002), p.41.

The writer did the study in two cycles. The first cycle was a failure, and it was carried over into the second cycle. It will continue till the kids' writing skills improve. Each cycle included four phases that were related to one another: planning, action, observing, and reflecting. These stages are depicted below:

**Figure 1**  
**Design of Classroom Action Research Model**



Classroom Action Research model of Jean and Jack<sup>19</sup>

### **Cycle 1**

The first cycle in this classroom action research consist of acting, observing, and reflecting as follow:

#### **1. Planning**

- a. The researcher created a lesson plan that included the teaching technique, medium, and pertinent content to be used during the acting phase.

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<sup>19</sup>*Ibid.*

- b. The researcher examined the syllabus to determine the basic competency to be transmitted by the pupils using photo series via WhatsApp messaging media.
- c. The researcher created a lesson plan that employed the small group discussion approach, as well as an instrument assessment that was used in the classroom action research cycles that ended.
- d. The instrument for evaluating created by the researcher.
- e. The researcher created a form to observe students' activities during the learning process.

## 2. Acting

The scenario learning process is the action; it is the implementation of the researcher's planning. The activities are as follows:

- a. In each class, English lesson consist of 45 minutes. In this class learned about narrative text. Furthermore, the teacher separated the students into groups, with each group consisting of two to four students. The teacher must strike a balance between serving individual student needs and covering as many fundamental ideas and activities as feasible..
- b. If the time provided for small group discussion technique interaction is shorter than 45 minutes, or if students develop at such a rate that the lesson does not get completed, it is still necessary to incorporate review and reinforcement into each session.
- c. Every class began with a welcoming exercise.

- d. The prior content is then reviewed. Therefore, the teacher offered a topic in toch group of pupils. Following that, the students discussed the issue and created narrative writing.
- e. Other activities may be added if the schedule allows.
- f. Every class concludes with a review (material in that lesson).

### 3. Observing

The activity of recording the occurrence and action is known as observation. In this research, the researcher discovers and produces all the difficulties needed during teaching and learning process based on observation paper that has been arraged. The researcher will next perform an evaluation based on the study's findings to see how far they have progressed. Finally, through action research, researchers give students the opportunity to make suggestions.

### 4. Reflecting

The examination of the data that had been collected proceeded till the conclusion of the investigation. The reflection is discussed, as well as a guiding lecturer, while the teacher plans research for the following cycle. The research plan is set for the following cycle, which has been repaired from the previous cycle. The research plan is set for the following cycle, which has been repaired from the previous cycle.



## Cycle II

Based on cycle 1 evaluation of the weakness the perceived, and then the cycle of action are formed and so on. The phase in the second cycle is similar with the first cycle and the cycle will be successful if the signs of success have been reached.

## E. Data Collection Technique

The following actions will be taken by the writer in order to collect data:

### 1. Test

The writer utilized a test to determine the students' writing ability.

The outcome of this exam is a writing score depending on the technique used by the students. The purpose of this test is to assess students' writing abilities. The tests are divided into the following categories:

#### a. Pre-test

In preparation for the study, a pre-test was completed before implementing Using Picture Series through WhatsApp Messenger. In this study, the pre-test is an essay test in which students are asked to produce a narrative text composition.

#### b. Post-test

Following the use of Using Picture Series Through WhatsApp Messenger in teaching writing skill, a post-test was implemented. In this study, the Post-test is an essay test that requires students to create a narrative text composition in English.

## 2. Observation

The goal of the observation is to describe the circumstance under investigation: the activities, people, or individuals involved in an activity, and their relationships. Observations are methodically documented rather than simply maintained in human memory, and they are carefully interpreted and analyzed using systematic and planned techniques.<sup>20</sup> It means that observation is a data collection strategy in which the activities of subjects are visually examined. In this research the writer will observe the learning process of the eleventh graders of Junior High School Islam Ibnu Rusyd Kotabumi in their classroom. The writer would observe the students' active participation in learning to create narrative text using Picture series and WhatsApp chat application during the learning process.

## 3. Documentation

Documentation can relate to specific persons, such as school records and reports regarding students, or it can refer to more 'macro' concerns, such as one of Her Majesty's Inspectorate reports on the physical status of schools. It can have a variety of qualities. For example, they may be entirely composed of written words, or they could incorporate data, as in a survey study report. This signifies that documentation is a written record of information. In this case, documentation is needed by the writer in order to get the complete data about the establishment history of SMP Islam Ibnu Rusyd Kotabumi, the organization structure of SMP Islam

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<sup>20</sup>Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition* (India at Gopsons Papers Ltd, Noida, 2006), 58.

Ibnu Rusyd Kotabumi, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard.

#### 4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings. In this research, the writer will use field note to record the students activity during the learning process. In this research, the writer will conduct the field note in order to get the complete data from the eighth graders of SMP Islam Ibnu Rusyd Kotabumi about the student activities, events in each learning steps, learning purposes, learning time, and feelings of the students in the learning process.

#### **F. Data Analysis Technique**

The data was analyzed by taking the average of the pre-test and post-test. To determine students' achievement, tests were administered at the beginning and end of each cycle. The minimum mastery criterion (KKM) for English Subject for eighth-grade students at SMP Ibnu Rusyd Islam Kotabumi is 75.

The researcher analyzed the data using the SPSS program, and the formula for calculating the average score is as follows:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$  : The mean score

$\sum x$  : The sum of all scores

$N$ : The number of students

The researcher then compared the results of the pre-test and post-test. The outcome was consistent with the school's minimal criteria of at least 75. If some students did not succeed in cycle I, the researcher would prefer to take a second cycle. The minimal cycle in CAR was two cycles; if all students were successful from the Minimum Standard Criterion (MSC) at the end of cycle II, the cycle may be stopped until cycle II. The formula that is used to compute the presentage of the studentscore is as follows:<sup>21</sup>

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

Where:

$P$  = Precentage of Students Activity

$F$  = Frequency of the correct answer

$N$  = Total of Students

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<sup>21</sup>Timothy C.Urdan, "*Statictics in Plain English*",(London : Lawrence Erlbaum Associate Publisher, 2015),.p.10.

**G. The Indicator of Success**

The success indicator is derived from the method and outcome of the action research. The research was deemed successful if 70% of students received a minimum score of at least 75 and students become more active in the teaching and learning process. As a result, the students become more engaged and excited about studying English.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of the Research**

##### **1. The History of SMP Islam Ibnu Rusyd Kotabumi**

SMP Islam Ibnurusyd Kotabumi was founded by the government on August 16, 1990. SMP Islam Ibnu Rusyd Kotabumi is located on Jl. Soekarno Hatta No. 103, Tanjung Harapan North Lampung. Across geography position  $-4.3891$ , and lengthwise geography position  $104.884$ . SMP Islam Ibnu Rusyd Kotabumi Vocational began to receive an operating permit on August 1<sup>st</sup> 1988. SMP Islam Ibnu Rusyd lead by head of the school named Mr. Khoirudin, S.Pd,I.SMP Islam Ibnu Rusyd Kotabumi has 20 teachers, staff teachers, and 184 students.

##### **a. The Description of Research Data**

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in SMP Islam Ibnu Rusyd Kotabumi. It was conducted in two cycles. The researcher using Picture Series Media through WhatsApp Messenger to Improve Students' Writing Skills.

This research used classroom action research, it was conducted in two cycles namely cycle 1 and cycle 2. Each cycle consists two meetings and each meeting takes 1x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the

research is as an English teacher and Mr. Israr, S.Pd.Ing is as the collaborator.

**b. Pre-test activity**

In this study, the pre-test was conducted on January 5<sup>th</sup>, 2022, before the cycle one procedure was completed. The following table shows the results of the students' test scores:

**Table 3**  
**The Pre-test Result of Students Writing Narrative Text Skills Class VII**

No	Name	Criteria of The Score					Total	Note > 75
		C	O	V	L	M		
1	APS	1	10	14	5	2	32	Incomplete
2	AAF	1	10	14	5	2	32	Incomplete
3	ALZ	22	17	13	19	4	75	Complete
4	ARW	17	10	14	5	2	48	Incomplete
5	AR	1	10	14	5	2	32	Incomplete
6	AAM	17	10	14	5	2	48	Incomplete
7	ANA	22	17	13	19	4	75	Complete
8	AV	1	10	14	5	2	57	Incomplete
9	AR	1	7	7	5	2	60	Incomplete
10	ACRD	17	10	14	5	2	48	Incomplete
11	BDA	16	8	9	5	2	40	Incomplete
12	CTA	22	17	13	19	4	75	Complete





High Score	80
Lowest Score	22

*Source: The result of Pre-test on 5<sup>th</sup> January*

**Table 4**  
**The Precantage of Student's Writing Narrative skill with WhatsApp**  
**Messenger Text Pre-Test Score**

No	Score	Frequency	Percentage	Category
1	$\geq 75$	8	25%	Complete
2	$< 75$	24	75%	Incomplete
Total		32	100%	

*Source: The result of Pre-test on 5<sup>th</sup> January 2022*

According to the data above, there are only 8 students who belong to the completing category and 24 students who belong to the incomplete group. The standard minimum for English lessons at SMP Islam Ibnu Rusyd Kotabumi is 75. So, the researcher chooses Picture Series Media Through WhatsApp Messenger to improve student's writing narrative text skill at the eighth graders of SMP Islam Ibnu Rusyd Kotabumi.

#### **a. Cycle I**

##### **a. Identification of the problem**

Based on the teacher's experience and the results of the writing narrative text skills exam at SMP Islam Ibnu Rusyd Kotabumi, the researcher came to the following conclusion: Many students have difficulties to comprehend the narrative content.

### **b. Alternative of the Problem**

- 1) The teacher demonstrated how to produce narrative text with care and understanding of the structure of narrative text.
- 2) The teacher should apply interesting media in teaching narrative text writing skills.

Based on the cases above, the researcher used Picture Series media as a problem.

#### **1) Planning**

In this plan, the researcher and collaborator intended to provide writing-related materials. The researcher and collaborator prepared several things related to the teaching and learning process, such as: preparing the material, preparing the text as the media, creating the instrument that would be examined as the pre-test and post-test in cycle I, creating an observation sheet of the student's activity to write down the problem and the cause of the problem at the beginning and end of learning activities. The researcher also intended to conduct an evaluation to see how far the content given may be accepted by the students.

#### **2) Acting**

The cycle I action consisted of two meetings. Each meeting will be discussed in detail belows:

##### **a) The First Meeting**

1. The teacher said greeting to the students and praying before studying.
2. The teacher checked the students' preparation before beginning the teaching and learning process.
3. The teacher gave advice and motivation to the students before writing.
4. The teacher conveys the learning indicators and conveys the theme of the teaching material.
5. The teacher delivers teaching materials globally.
6. The teacher explains the meaning of narrative text, and discusses what structures are in the narrative text.
7. Each students is given time to understand and ask questions about the material.
8. During the question and answer process, the teacher gives an active assessment in discussion.
9. Question the from the result of the discussion will be consulted with the teacher regarding whether it is relevant or not with the material.
10. Next, the teacher applies materials about "Writing Stories".
11. The teacher gives an example of story entitled Mouse Deer and Crocodile.
12. The teacher provides an explanation of the initial steps in writing story in the form of a good and correct narrative text,

by introducing some core vocabulary consisting of verbs, traits, characters, background, problems solving and end of the story

13. Then the teacher gives material using “Chance Some Words”. That is. The teacher gives narrative text and then changes some words in the text.

14. Next students write with the word choices guided in the reference.

15. After the teacher gives two topics of discussion the teacher also explains the Media Picture Series, the teacher explains the meaning of picture series and how to use it.

16. Here the teacher makes a strategy using Picture Series Guided Story. Guided through successive picture and then tell every incident that is in the story.

17. Finished explaining the teacher gives task to see the students writing ability a fable story in the form of a narrative text with a title they know.

18. At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

#### b) The Second Meeting

1. The teacher said greeting to the students and pray before studying.

2. The teacher checked the students' preparation before begin the teaching and learning process.
3. The teacher gave advice and motivation to the students before writing.
4. The teacher conveys the learning indicators and conveys the theme of the teaching material.
5. The teacher deliver teaching materials globally.
6. The teacher reviews the materials about the previous meeting.
7. Then the teacher gives material using "Chance Some Words". That is. The teacher gives narrative text entitled Malin Kundang and then changes some words in the text.
8. Next students write with the word choices guided in the reference.
9. The same as yesterday's meeting but at the second meeting the teacher changed the theme of the story, namely about Malin Kundang folklore
10. The teacher gives students time for students to ask about the learning material.
11. Every student who asks the teacher gives an active value.
12. Here the teacher makes a strategy using Picture Series Guided Story. Guided through successive picture and then tell every incident that is in the story.

13. Finished explaining the teacher gives task with the tittle and picture that has been given.

14. At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

**Table 5**  
**The Student's Post-test I Result of Writng Narrative Text Skill with Picture Series Through WhatsApp Messenger Application In Cycle I**

No	Name	Criteria of The Score					TOTAL	NOTE >75
		C	O	V	L	M		
1	APS	1	10	14	5	2	32	Incomplete
2	AAF	1	10	14	5	2	32	Incomplete
3	ALZ	22	17	13	19	4	75	Complete
4	ARW	17	10	14	5	2	48	Incomplete
5	AR	1	10	14	5	2	32	Incomplete
6	AAM	17	10	14	5	2	48	Incomplete
7	ANA	22	17	13	19	4	75	Complete
8	AV	22	17	17	20	4	80	Incomplete
9	AR	1	7	7	5	2	60	Incomplete
10	ACRD	17	10	14	5	2	48	Incomplete
11	BDA	16	8	9	5	2	40	Incomplete
12	CTA	22	17	13	19	4	75	Complete
13	DS	1	10	14	5	2	32	Incomplete
14	HY	1	7	7	5	2	22	Incomplete
15	KC	22	17	17	20	4	80	Incomplete

16	LO	22	17	13	19	4	75	Complete
17	PGA	22	17	13	19	4	75	Complete
18	PW	17	10	14	5	2	48	Incomplete
19	RD	16	8	9	5	2	40	Incomplete
20	SH	22	17	13	19	4	75	Complete
21	SPS	1	10	14	5	2	32	Incomplete
22	SA	1	7	7	5	2	22	Incomplete
23	SHI	17	10	14	11	3	55	Incomplete
24	RY	22	17	17	20	4	80	Incomplete
25	RR	17	13	17	13	2	62	Incomplete
26	S	20	14	14	11	2	61	Incomplete
27	SW	22	17	17	20	4	80	Complete
28	S	22	14	9	8	2	55	Incomplete
29	TRF	1	7	7	5	2	22	Incomplete
30	VA	22	17	17	20	4	80	Complete
31	YNA	22	17	13	19	4	75	Complete
32	ZH	20	11	20	11	3	65	Complete
	Total						1781	
	Average						55,65	
	High Score						80	
	Lowest Score						22	

Source by : The result of Post – test I on January 13<sup>th</sup> 2022

**Table 6**  
**The Precantage of Student's of Post –test I of Writng Narrative Text Skill**  
**with Picture Series Through WhatsApp Messenger Application**

No	Score	Frequency	Precentage	Category
1	$\geq 75$	12	37,5%	Complate
2	$< 75$	20	62,5%	Incomplate
Total		32	100%	

*Source :The Result of Post-test I on January 13<sup>th</sup> 2022*

Based on the statistics presented above, it is clear that there are 12 students who fall into the complete group and 20 students who fall into the incomplete category. It was greater than the pre-test result. If 70% of students received the minimal score of 75, the learning process would be considered successful. The fact revealed that the outcome was disappointing.

### 3) Observing

The researcher conducted 2 meetings to treatment in cycle I. The researcher gave the narrative text to the students. Some students could active to the join learning. Some of them gave action to the explanation of teacher about the narrative text using picture series media. They can write properly, but there are also some students who are not active and conditioning of online classes. Here the result observation sheet of the students activity.



**Table 7**  
***The Students Activities Result In Cycle I***

<b>No</b>	<b>NAME</b>	<b>Meeting 1</b>	<b>Meeting 2</b>
1	APS	50	75
2	AAF	75	75
3	ALZ	25	50
4	ARW	50	50
5	AR	75	50
6	AAM	25	50
7	ANA	50	75
8	AV	50	50
9	AR	75	50
10	ACRD	50	25
11	BDA	50	50
12	CTA	50	75
13	DS	75	75
14	HY	25	50
15	KC	50	50
16	LO	75	100
17	PGA	25	50
18	PW	50	75
19	RD	50	50
20	SH	75	100
21	SPS	50	25
22	SA	50	50
23	SHI	50	75
24	RY	75	75
25	RR	50	75
26	S	75	75
27	SW	75	75

28	<b>S</b>	75	100
29	TRF	50	50
30	VA	75	75
31	YNA	50	75
32	ZH	75	75
Percentage of active students		37,5%	53,125
Percentage of inactive Students		62,5%	46,875

**The students Mark Criteria :**

1. Give an attention to the teachers explanation.
2. Enthusiastically join the learning process
3. Able to understand of material Narrtive text by using  
WhatsApp Messenger,
4. Responding the teacher question.

**Scoring :**

Mark 1, with percentage 25% = low

Mark 2, with percentage 50% = enough

Mark 3, with percentage 75% = good

Mark 4, with percentage 100% = excellent

According to the observation above, the learning process was improving since there was a difference in the activities in the first and second meetings. In the first meeting, just 12 students were assigned to the good category, and no students were assigned to the outstanding category. Furthermore, 14 students were

assigned to the good group at the second meeting, and three students were sent to the exceptional category. In conclusion, the learning process can be called success, because there is improvement of students' activities in the first meeting and second meeting.

#### 4) Reflecting

Based on the results of cycle I, it was discovered that the results of pre – test and post – test 1 improved. Despite the fact that the learning process was still unregulated, the pupils were sufficiently engaged in it. Some of the students are not focused on the material and they are still confused to put their ideas into writing skills.

Based on the above analysis, the researcher concludes that this research should be continued in cycle II. Researchers try to get the following solution:

- a) The researcher should manage the class well.
- b) Researcher motivated the students to focus on study and did not make noises.
- c) The researcher should give more practice to students.

Concerning on the result in cycle 1, the averager of students score on writing narrative text skill was improving namely from 50,21% in the pre-test to 55,65 % in the post test 1. Similiary, the students activity was also improving. However, the

result was unsatisfactory enough since the students who passed the minimum passing grade was only 8 students (25%) In the pretest and 12 students (37,5%) in the posttest 1. Thereofer, the researcher must be continued to cycle 2.

## **b. Cycle II**

Cycle II was similar to cycle I because it included planning, acting, observing, and reflecting. It will be detailed in further detail belows:

### **a. Planning**

The researcher created the course plan at this phase. Based on the results of the students in Cycle I, the researcher determined that the problem is that the students find it difficult to comprehend the structure of the narrative text. Because of their lack of exercise. As a result, the researcher rectified the difficulties that arose in cycle I and devised a lesson plan to begin cycle II. The researcher devised several strategies to provide additional exercises. Cycle II would be designed differently from Cycle I. In cycle I, the teacher was active enough; but, in cycle II, the students were the ones who were active in completing the work.

### **b. Acting**

Cycle II began on Tuesday, January 18<sup>th</sup> at 07.30 until 9.15 Action in cycle II :

- 1) The teacher said greeting to the students and pray before studying.
- 2) The teacher checked the students preparation before begin the teaching and learning process.

- 3) The teacher gave advice and motivation to the students before writing.
- 4) The teacher conveys the learning indicators and conveys the theme of the teaching material.
- 5) The teacher deliver teaching materials gobally.
- 6) In the first meeting in Cycle 2 the teacher silenced all the material that had been given in Cycle 1.
- 7) The teacher gave a different story from the pervious meeting.
- 8) The teacher makes a strategy using Picture Series Guided Story. Guided through successive picture and then tell every incident that is in the story.
- 9) The teacher makes sequential pictures with a fairy tale entitled Snow White, then the teacher explains the events in the picture.
- 10) Each students is given time to understand and ask questions about the material.
- 11) During the question and answer process, the teacher gives an active assessment in discussion.
- 12) Questionthe from the result of the discussion will be consulted with the teacher regarding whether it is relevant or not with the material.
- 13) Finished explaining the teacher gives task with the tittle and picture that has been given.
- 14) At the end, the researcher gave the conclusion about the material, then closes the class and prays together.

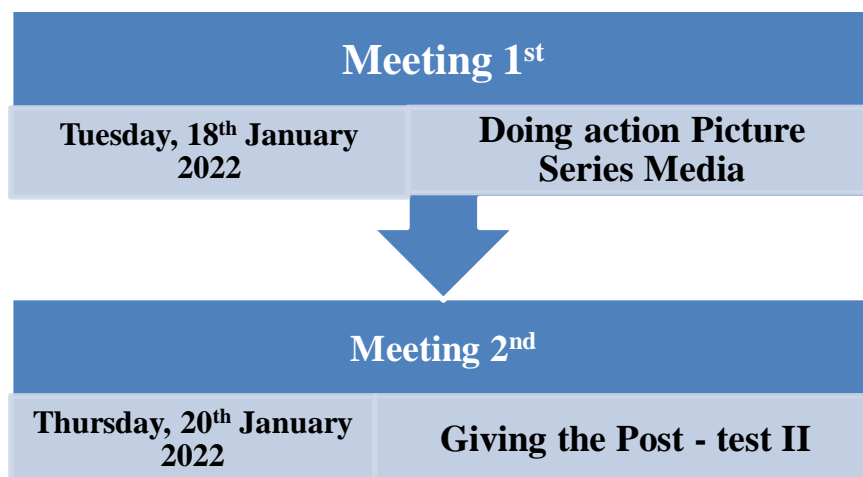
Cycle II began on Thursday, January 20<sup>th</sup> at 07.30 until 9.15 Action in cycle II :

- 1) The teacher said greeting to the students and pray before studying.
- 2) The teacher checked the students preparation before begin the teaching and learning process.
- 3) The teacher gave advice and motivation to the students before writing.
- 4) The teacher conveys the learning indicators and conveys the theme of the teaching material.
- 5) The teacher deliver teaching materials gobally.
- 6) The teacher reminded the material from the first meeting to the last, such as how to write a good and correct story, doing assignments using some chance words, and picture series guided stories.
- 7) Each students is given time to understand and ask questions about the material.
- 8) During the question and answer process, the teacher gives an active assessment in discussion.
- 9) Question the from the result of the discussion will be consulted with the teacher regarding whether it is relevant or not with the material.
- 10) In the last meeting the teacher gave more assignments than before, for example writing a story with the more than 2 paragraphs.

11) At the end, the researcher summarized the topic, then closed the class and prayed together.

Beforehand, the researcher counseled and motivated the learner. The meeting was divided into two sessions, as shown in the table below: :

**Table 8**  
*The schedule an Action in cycle 2*



**Table 9**  
**The Students' Score of Writing Narrative text**  
**Using Picture Series Through WhatsApp Messenger**  
**Post-test 2 in Cycle II**

No	Name	Criteria of The Score					TOTAL	Note >75
		C	O	V	L	M		
1.	APS	22	17	17	20	4	80	Complete
2.	AAF	22	17	13	19	4	75	Complete
3.	ALZ	22	17	13	19	4	75	Complete
4.	ARW	0	0	0	0	0	0	Incomplete
5.	AR	0	0	0	0	0	0	Incomplete
6.	AAM	22	17	13	19	4	75	Complete
7.	ANA	22	17	17	20	4	80	Complete
8.	AV	22	17	17	20	4	80	Complete
9.	AR	22	17	17	20	4	80	Complete
10.	ACRD	22	17	13	19	4	75	Complete
11.	BDA	0	0	0	0	0	0	Incomplete
12.	CTA	22	17	13	19	4	75	Complete
13.	DS	22	17	17	20	4	80	Complete
14.	HY	0	0	0	0	0	0	Incomplete
15.	KC	22	17	17	20	4	80	Complete
16.	LO	22	17	17	20	4	80	Complete
17.	PGA	22	17	17	20	4	80	Complete
18.	PW	0	0	0	0	0	0	Incomplete
19.	RD	22	17	13	19	4	75	Complete
20.	SH	22	17	13	19	4	75	Complete
21.	SPS	22	17	13	20	4	80	Complete



22.	SA	22	17	13	19	4	75	Complete
23.	SHI	0	0	0	0	0	0	Incomplete
24.	RY	22	17	13	20	4	80	Complete
25.	RR	0	0	0	0	0	0	Incomplete
26.	S	22	17	13	19	4	75	Complete
27.	SW	22	17	13	19	4	75	Complete
28.	S	22	17	13	19	4	75	Complete
29.	TRF	22	17	17	20	4	80	Complete
30.	VA	22	17	13	19	4	75	Complete
31.	YNA	22	17	17	20	4	85	Complete
32.	ZH	0	0	0	0	0	0	Incomplete
Total							1860	
Average							58,125	
High Score							80	
Lowest Score							0	

Source: The result of Post-test II on 20<sup>th</sup> January 2022

**Table 10**  
**Percentage of Post-test 2 in Cycle II**

NO	Score	Frequency	Percentage	Category
----	-------	-----------	------------	----------

1	$\geq 75$	24	75%	Complete
2	$< 75$	8	25%	Incomplete
Total		32	100%	

*Source: The result of Post-test II on 20<sup>th</sup> January 2022*

The table above shows the results of students' post-test II scores. It is clear that there was an improvement between post test I and post test II. There are 24 students who included the completing category in the percentage of 75%, and only 8 students who included the incomplete category in the percentage of 25%. It signifies that there was an improvement in the post-test I and post-test II scores, and the learning process was successful.

c. Observing

During cycle II, the researcher continued to work with the collaborator to observe the students' activities during the learning process. The end outcome was as follows:

1) The Students' Activities Result in Cycle II

**Table 11**  
***The Students Activities Result in Cycle II***

No	Name	Meeting 1	Meeting 2
1	APS	75	75

2	AAF	75	75
3	ALZ	75	100
4	ARW	100	0
5	AR	75	0
6	AAM	100	50
7	ANA	50	75
8	AV	50	50
9	AR	75	50
10	ACRD	50	100
11	BDA	100	0
12	CTA	50	75
13	DS	75	75
14	HY	100	0
15	KC	50	50
16	LO	75	100
17	PGA	100	75
18	PW	75	0
19	RD	75	75
20	SH	75	100
21	SPS	50	100
22	SA	75	50
23	SHI	50	0
24	RY	75	75
25	RR	75	0
26	S	75	75
27	SW	75	75
28	S	75	100
29	TRF	50	50
30	VA	75	75
31	YNA	100	75

32	ZH	75	0
Percentage of active students		75%	56,25%
Percentage of inactive students		25%	43,75%

**The Students Mark Criteria:**

- a) Pay close attention to the teachers' explanations.
- b) Join the learning process enthusiastically.
- c) Able of comprehending content through the use of a Picture Series.
- d) Responding the teacher question.

**Scoring :**

Mark 1, with percentage 25% = low

Mark 2, with percentage 50% = enough

Mark 3, with percentage 75% = good

Mark 4, with percentage 100% = excellent

According to the findings of the preceding observation, the learning process was a success. It may be deduced that the learning process progressed well and that the students were more engaged in class than in cycle I.

**2) The Result of Students' Activity**

The researcher obtained this observation sheet result throughout the learning procedure. The following are the outcomes of the students' actions in Cycle II:

a) The First Meeting

According to the above table, the percentage of active students was 75% (24 students) in the first meeting, while 25% (8 students) were inactive.

b) The Second Meeting

The number of active students at the second meeting was potentially bigger than at the first. In this meeting, 75 % were active (24 students), whereas 25 % (8 students) were not yet engaged.

c) Reflecting

Concerning on the result in cycle 2, the average of students' score on writing narrative text skill was improved successfully namely from 55,65 in the post-test I to 58,125 in post-test II. Similarly, the students' activity was also improving.

After passing cycle II, the researcher decided not to continue to forward cycle because the result showed that the students' score had improved.

## **B. Interpretation**

Regarding to the process in cycle I and cycle II, the result can be summarized as follow :

### 1. Cycle I

The following table presented the result of cycle I

**Table 12**  
***The Improving Point of Students' Score between Pretest and Posttest I***

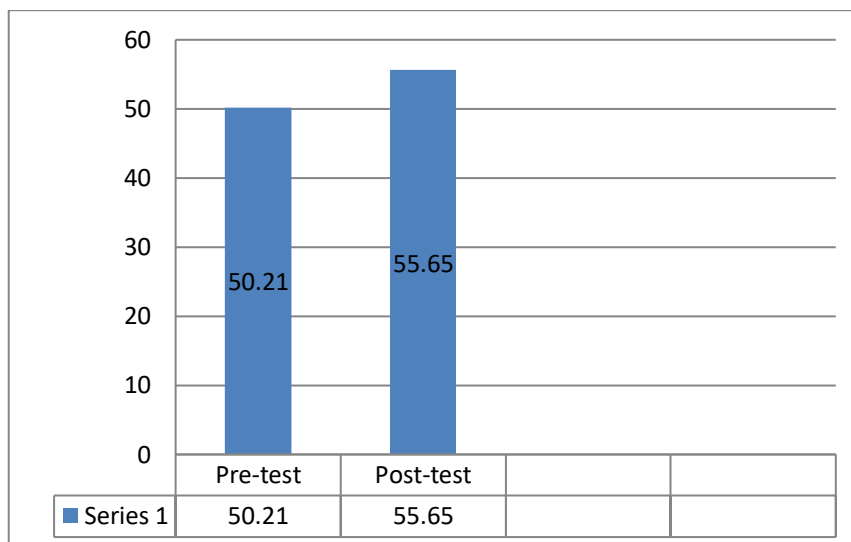
NO	NAME	PRE TEST	POST TEST I	IMPROVING	EXPLANATION
1	APS	32	32	0	CONSTANT
2	AAF	32	32	0	CONSTANT
3	ALZ	75	75	0	CONSTANT
4	ARW	48	48	0	CONSTANT
5	AR	32	32	0	CONSTANT
6	AAM	48	48	0	CONSTANT
7	ANA	75	75	0	CONSTANT
8	AV	57	80	23	IMPROVE
9	AR	60	60	0	CONSTANT
10	ACRD	48	48	0	CONSTANT
11	BDA	40	40	0	CONSTANT
12	CTA	75	75	0	CONSTANT
13	DS	32	32	0	CONSTANT
14	HY	22	22	0	CONSTANT
15	KC	22	80	58	IMPROVE
16	LO	75	75	0	CONSTANT
17	PGA	80	80	0	CONSTANT
18	PW	48	48	0	CONSTANT
19	RD	40	40	0	CONSTANT
20	SH	75	75	0	CONSTANT

21	SPS	32	32	0	CONSTANT
22	SA	22	22	0	CONSTANT
23	SHI	55	55	0	CONSTANT
24	RY	22	80	0	CONSTANT
25	RR	62	62	0	CONSTANT
26	S	61	61	0	CONSTANT
27	SW	80	80	0	CONSTANT
28	S	55	55	0	CONSTANT
29	TRF	22	22	0	CONSTANT
30	VA	45	80	35	IMPROVE
31	YNA	75	75	0	CONSTANT
32	ZH	65	65	0	CONSTANT
TOTAL		1607	1781	174	
AVERAGE		50,21	55,65	55,65	

In cycle I, based on the table above, there was an increasing point especially in the average score of 32 students in classVIII in which pre test the average was 50,21 and in the posttest I was 55,65. There were only 4 students who did not improve their scores in the post test I while the rest of the claas improved their scores. The chart of improvement was presented below :

**Figure 2**

***Chart of the Students Result in Pretest and Post test I***



From the figure above could be seen that there was an improvement from pre test and post test I. The students could achieve the target. Most of students got mark  $\geq 75$  in the percentage of 45% and there is also improvement of students activity. It means that Picture series through whatsapp messenger to improve students writing narrative text skill.

## 2. Cycle II

The following table presented the result of cycle II :

**Table 13**

***The improving point of students score between posttest I and Posttest II***

No	NAME	POST TEST I	POST TEST II	IMPROVING	EXPLANATION
1	APS	32	80	48	IMPROVE
2	AAF	32	75	43	IMPROVE
3	ALZ	75	75	0	CONSTANT
4	ARW	48	0	0	CONSTANT
5	AR	32	0	0	CONSTANT



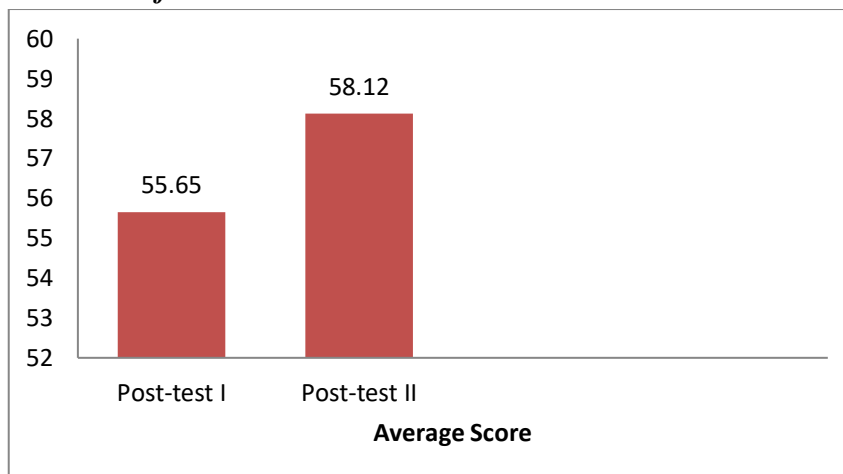
6	AAM	48	75	27	IMPROVE
7	ANA	75	80	5	IMPROVE
8	AV	80	80	0	CONSTANT
9	AR	60	80	20	IMPROVE
10	ACRD	48	75	27	IMPROVE
11	BDA	40	0	0	CONSTANT
12	CTA	75	75	0	CONSTANT
13	DS	32	80	48	IMPROVE
14	HY	22	0	0	CONSTANT
15	KC	80	80	0	CONSTANT
16	LO	75	80	5	IMPROVE
17	PGA	75	80	5	IMPROVE
18	PW	48	0	0	CONSTANT
19	RD	40	75	35	IMPROVE
20	SH	75	75	0	CONSTANT
21	SPS	32	80	48	IMPROVE
22	SA	22	75	53	IMPROVE
23	SHI	55	0	0	CONSTANT
24	RY	80	80	0	CONSTANT
25	RR	62	0	0	CONSTANT
26	S	61	75	14	IMPROVE
27	SW	80	75	-5	DOWN
28	S	55	75	20	IMPROVE
29	TRF	22	80	58	IMPROVE
30	VA	80	75	-5	DOWN
31	YNA	75	80	5	IMPROVE
32	ZH	0	0	0	CONSTANT
TOTAL		1781	1860	451	
AVERAGE		55,65	58,12	14,09	

The result between posttest I and Posttest II was highly improved.

There were 451 points of improving which means the average

improvement was 14,09. Furthermore, the average score was also climbed from 55,65 to 58,12. The following chart provided the improvement of students score.

**Figure 3**  
***Chart of The Students Result in Posttest I and Posttest II***



From the figure above could be seen that there was an improvement from post-test I and post-test II. The students could achieve the target. Most of the students got mark  $\geq 75$  in the percentage of 85% and there is also improvement of students activity. It means that picture series through the WhatsApp messenger technique can improve students writing narrative text skills.

### **3. Result of the Study**

The table below showed the students the recapitulation of the students increasing in literal reading ability in narrative text in pre-test, post-test I, and Post-test II.

**Table 14**  
***The Recapitulation of Students Improving***

<b>NO</b>	<b>NAME</b>	<b>PRE TEST</b>	<b>POST TEST I</b>	<b>POST TEST II</b>	<b>EXPLANATION</b>
1	APS	32	32	80	IMPROVE
2	AAF	32	32	75	IMPROVE
3	ALZ	75	75	75	CONSTANT
4	ARW	48	48	0	CONSTANT
5	AR	32	32	0	CONSTANT
6	AAM	48	48	75	IMPROVE
7	ANA	75	75	80	IMPROVE
8	AV	57	80	80	IMPROVE
9	AR	60	60	80	IMPROVE
10	ACRD	48	48	75	IMPROVE
11	BDA	40	40	0	CONSTANT
12	CTA	75	75	75	CONSTANT
13	DS	32	32	80	IMPROVE
14	HY	22	22	0	CONSTANT
15	KC	22	22	80	IMPROVE
16	LO	75	75	80	CONSTANT
17	PGA	75	75	80	IMPROVE
18	PW	48	48	0	CONSTANT
19	RD	40	40	75	IMPROVE
20	SH	75	75	75	CONSTANT
21	SPS	32	32	80	IMPROVE
22	SA	22	22	75	IMPROVE
23	SHI	55	55	0	CONSTANT
24	RY	22	80	80	IMPROVE
25	RR	62	62	0	CONSTANT
26	S	61	61	75	IMPROVE
27	SW	80	80	75	CONSTAN
28	S	55	55	75	IMPROVE

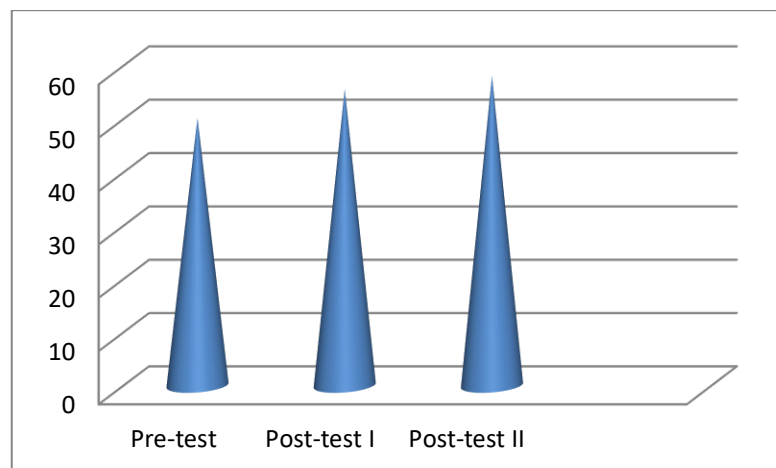
29	TRF	22	22	80	IMPROVE
30	VA	45	80	75	CONSTANT
31	YNA	75	75	80	IMPROVE
32	ZH	65	65	0	CONSTANT
TOTAL		1670	1781	1860	
AVERAGE		50,21	55,65	58,12	
THE LOWEST SCORE		22	22	0	
THE HIGHEST SCORE		80	80	80	

The data on the table above presented the improvement score of students in writing narrative text skills. It can be said that in pre-test the average score was only 50,21 which as far from satisfactory. However, after the picture sries through WhatsApp messenger technique was applied, the score improvesslightly ,44 points to 55,65.

After preaparing more materials, the students score improved from posttest I to Posttest II which can be seen from the average i.e. 55,65 to 58,12 point. The score improved 2,47 point. The improvement can be seen in the following chart

**Figure 4**

***Chart of the Students Result in Pretest, Posttest I, and Posttest II***



From the figure above could be seen that there was an improving from post test I and Post test II. The students could achieve the targert most of students got mark  $\geq 75$  in the percentage of 75% and there is also improvement of students activity. It means that Picture series media through whatsapp messenger technique to improve students writng narrartive text skill.

**Table 15**

***The Percentage of Students Result Post test I and Post test II***

No	Score	Post test I		Post test II		Category
		Frequency	Precentage	Frequency	Percentage	
1	$\geq 75$	12	37,5	24	75%	Complete
2	$< 75$	20	62,5%	8	25%	Incomplete

*Source: The result of post test I and Post test II*

According to the comparison table above, there was a score improvement in post test 1 and post test 2. More than 75% of students were assigned to take the exam. As a result, the study would not be carried through to the next cycle.

### C. Discussion

In teaching writing skills to the students SMP Islam Ibnu Rusyd Kotabumi especially in students of VIII class, the researcher choose Picture Series Media to improve students writing skills. The researcher used this media to organize students' idea and made students more active in writing skills in learning English. Therefore, it is proved that the implementation of Picture Series Media improve the students learning activities using Picture Series Media.

Therefore, Picture Series Media hopefully is useful in the learning activities. Based on the explanation of cycle I and cycle II, it was in vestigated that the using Piture Series Media could improve the students in writing skills. There is progress from the students get grade  $\geq 75$  from pre – test 25% or 8 students, post-test I 37,5% or 8 students and pos-test II become 75% or 24 students. It is inferred that there is improvement on the students complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the research concludes that the research is succseful and it can be stopped in the cycle II because indicator of success 75% of students got grade  $>75$  are reached.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestion in the research result.

#### **A. Conclusion**

Based on the result of classroom action research, researcher can conclude that the average score from two cycle the average scores of student's writing narrative text skills are 45,35 in pre-test, and 54,8 in post-test 1 as well as 58,3 in post-test 2 of SMP Islam Ibnu Rusyd Kotabumi, the result of observation sheets and student activity. The implementation of cycle I and cycle II was activity. This means that Writing Narrative Text Skill with Picture Series Through WhatsApp Messenger Application.

There was an increase from pre-test is 50,21 to post-test I that was 55.65 and in the post-test II was 58,12. This means that there is an increase in student's scores fom Pre-test to cycle I and cycle II. Picture series through whatsapp messenger can improve the writing ability eighth graders student's at SMP Islam Ibnu Rusyd Kotabumi.

## **B. Suggestion**

Referring to the data in the previous chapter and conclusion, several advice is recommended.

### **1. For the English Teacher**

The Teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the enjoyable teaching learning process, such as selecting text or new teaching media. It is suggested for the English teacher to use using Picture series media because the media is effective to practice students wring narrative text.

### **2. The Students**

They must practice reading the text frequently, especially in narrative text. They will become accustomed to it if they practice it frequently, and they will not be easily affected by their skills.

### **3. The Headmaster**

The Headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely. This research about developing the students writing narrative text skills.



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# APPENDICES

### The Data of Teacher SMP Islam Ibnu Rusyd

NO	Name	Sex
1.	Ahamad Khoirudin, S.Pd I	Male
2.	Sutrisno, S.Pd I	Male
3.	Faizal AS, SH	Male
4.	Israr, S.Pd Ing	Male
5.	Berlian Razak, S.Pd	Male
6.	Kurnia Sari, ST	Female
7.	Farida, SH	Female
8.	Dedi Afrizal, S.Pd I	Mele
9.	Prabu Ramadhan, S.IP	Male
10.	M. Afif Syihab Effendi, SE	Male
11.	Titian Hasbid, S.Pd	Male
12.	Ilah Armilah, SE	Female
13.	Isma, S.Pd I	Female
14.	Novi Yana Sari, S.Pd	Female
15.	Mahida Kurniawati, S.Pd	Female
16.	Ana Fitriani, S.Pd I	Female
17.	Sri Kiki Mulyani, S.Pd	Female
18.	Dewi Wulandari, S.Pd	Female
19.	Dra. Hj. Susilawati, M.Pd I	Female
20.	Andi Saprizal	Male

*Source by : Documentation of SMP Islam Ibnu Rusyd Kotabumi in Academic Year 2021/2022.*

**RENCANA PELAKSANAAN PEMBELAJARAN DARING**  
**(CYCLE 1)**

Sekolah : Smp Islam Ibnu Rusyd Kotabumi	Kelas/Semester : VIII / 2
Mata Pealajaran : Bahasa Inggris	Alokasi Waktu : 1 x 45 menit
Materi Pokok / Tema : Narrative Text	Aspek / skill : Menulis

**A. Kompetensi Isi**

- KI-1** :Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI-2** :Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI-3** :Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

#### **B. Media / Alat, Bahan, dan Sumber Belajar**

1. Media / Alat : WhatsApp Application / Laptop, Handphone, dll
2. Sumber Belajar : Kamus Bahasa Inggris, Buku Bahasa Inggris, Picture Series

#### **C. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian</b>
3.4 Mengungkapkan makna dalam teks tulis fungsional pendek dan teks monolog/esei tulis sederhana secara akurat, lancar, dan berterima berbentuk narrative, dan prosedur dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.	3.4.1 Mengidentifikasi makna dalam teks Narrative. 3.4.2 Mengidentifikasi langkah-langkah retorika dalam teks narrative . 3.4.3 Menulis teks berbentuk narrative.
3.4.1 Mengungkapkan Makna dan langkah-langkah retorika secara akurat, lancar dan berterima menggunakan ragam bahasa tulis dalam bentuk narrative.	

#### **D. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

1. Peserta didik dapat mengidentifikasi makna dalam teks narrative.

2. Peserta didik dapat mengidentifikasi langkah-langkah retorika dalam menulis teks narrative.
3. Peserta didik dapat menulis teks berbentuk narrative menggunakan media Picture Series dan Aplikasi WhatsApp Messenger.

#### E. Kegiatan Pembelajaran

<b>PENDAHULUAN</b>	<ol style="list-style-type: none"> <li>1. Guru memberikan salam dan mengajak peserta didik berdoa bersama (<i>Religious</i>)</li> <li>2. Guru mengecek kehadiran peserta didik (<i>melalui Whatsapp Group, Zoom, Google Classroom atau media daring lainnya</i>)</li> <li>3. Guru menyampaikan tujuan dan manfaat pembelajaran tentang yang akan di ajarkan.</li> <li>4. Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.</li> </ol>
<b>KEGIATAN INTI</b>	<ol style="list-style-type: none"> <li>1. Ekspolarasi  Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali pada topic materi yang diberikan guru yaitu tentang Narrative text dan juga penerapan tentang media pembelajaran menggunakan Picture Series. Mereka di beri tayangan dan bahan bacaan (<i>melalui WhatsApp Group</i>)</li> <li>2. Elaborasi             <ol style="list-style-type: none"> <li>a. Peserta didik mengamati penjelasan dari guru tentang definisi , social function, langkah – langkah retorika/generic structure, dan linguistic features dari narrative text.</li> </ol> </li> </ol>

	b. Peserta didik diberi contoh dari Narrative Text. c. Guru memberikan contoh dari Picture Series Serta penggunaan nya. d. Masing – masing siswa diberi tugas untuk membuat narrative text.
<b>PENUTUP</b>	1. Peserta didik diberi kesempatan bertanya oleh guru sebelum kegiatan berakhir. 2. Guru bersama peserta didik merefleksikan pengalaman belajar. 3. Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

## **F. Materi Pembelajaran**

### **Narrative Text**

#### **What is narrative text?**

A narrative is a type of spoken or written text that tells a story of one character or more who face certain situations. It commonly gives a moral value to the readers or listeners.

#### **What is the purpose?**

The purpose of the narrative is to entertain the readers or the listeners with an imaginary story.

Examples of Narrative text:

- Myth    Short story
- Tale    Novel
- Fable    Legend, etc



### What is the important characteristic of narrative text?

The most important characteristic of narrative text is marked by conflict and *resolution*.

The form is:

**Orientation** : It is about the opening paragraph where the characters of the story are introduced.

**Complication** : Where the problems in the story developed.

**Resolution** : Where the problems in the story solved.

### Language Features of Narrative

➤ Use action verbs

*Action verbs* are verbs that show the performance of an action. They are dynamic verbs that show something happening. Example: walk, run, take, go, jump, swim, etc.,.

➤ Use of temporal conjunctions

*Temporal conjunction* is a type of word that is used to connect words or groups of words and it related in time. Example: after, as soon as, before, finally, since, while, etc.

➤ Use past tense

*The simple past* indicates that an activity or situation began and ended at a particular time in the past.

### Pattern :

S	+	V2	+	O	+	Adverb of Time
<u>I</u>		<u>Wrote</u>		a novel		one year ago
<u>Joko</u>		<u>Studied</u>		english		yesterday
<u>Armen</u>		<u>Bought</u>		a new camera		this morning

### **Example of Narrative Text**

#### **Mouse Deer and Crocodile**

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha...Stupid crocodile! Cannot you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

"Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

### G. Pedoman Penilaian

Scoring Element	Scale	Quality	Description
<b>Content</b>	30-27	Excellent to Very Good	Knowledge – Substantive – through development of thesis – relevant to assigned topic.
	26-22	Good to Average	Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail.
	21-17	Fair to Poor	Limited knowledge of subject – little substance – inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject – non substantive – not pertinent – or not enough to evaluate.
<b>Organization</b>	20 - 18	Excellent to Very Good	Fluent expression – ideas clearly stated/supported – succinct – well organized – logical sequencing – cohesive.
	17 - 14	Good to Average	Somewhat choppy – Loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13 -10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9 - 7	Very Poor	Does not communicate – no organization – or not enough to evaluate.
<b>Vocabulary</b>	20 - 18	Excellent to Very Good	Sophisticated range – effective word / idiom choice and usage – word form mastery – appropriate register.
	17 - 14	Good to Average	Adequate range – occasional errors of word/idiom form, choice, usage – meaning confused or obscured.
	13 -10	Fair to Poor	Limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured.

Scoring Element	Scale	Quality	Description
	9 - 7	Very Poor	Essentially translation – little knowledge of English Vocabulary, idioms, word form – or not enough to evaluate.
Language Use	25 - 22	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 - 18	Good to Average	Effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17 - 11	Fair to Poor	Major problems in simple / complex constructions – frequent errors of negation, agreement, tense, number, word, order/function articles, pronouns, prepositions and / or fragments, run – ons, deletions – meaning confused or obscured.
	10 - 5	Very Poor	Virtually no mastery of sentence constructions rules – dominated by errors – does not communicate – or not enough to evaluate.
Mechanics	5	Excellent to Very Good	Demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling,

Scoring Element	Scale	Quality	Description
			punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate.

SCORE :

Content :\_\_\_ + Organization:\_\_\_ + Vocabulary:\_\_\_ + Language

Use:\_\_\_ + Mechanics:\_\_\_ = ( TOTAL SCORE)

English Teacher



**ISRAR S.Pd. Ing**  
**NIP.**

**RENCANA PELAKSANAAN PEMBELAJARAN DARING**  
**(CYCLE 2)**

Sekolah : Smp Islam Ibnu Rusyd Kotabumi	Kelas/Semester : VIII / 2
Mata Pealajaran : Bahasa Inggris	Alokasi Waktu : 1 x 45 menit
Materi Pokok / Tema : Narrative Text	Aspek / skill : Menulis

**A. Kompetensi Isi**

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**KI-3** : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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3. Peserta didik dapat menulis teks berbentuk narrative menggunakan media Picture Series dan Aplikasi WhatsApp Messenger.

#### E. Kegiatan Pembelajaran

<b>PENDAHULUAN</b>	<ol style="list-style-type: none"> <li>1. Guru memberikan salam dan mengajak peserta didik berdoa bersama (<i>Religious</i>)</li> <li>2. Guru mengecek kehadiran peserta didik (<i>melalui Whatsapp Group, Zoom, Google Classroom atau media daring lainnya</i>)</li> <li>3. Guru menyampaikan tujuan dan manfaat pembelajaran tentang yang akan di ajarkan.</li> <li>4. Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.</li> </ol>
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	<p>structure, dan linguistic features dari narrative text.</p> <p>b. Peserta didik diberi contoh dari Narrative Text.</p> <p>c. Guru memberikan contoh dari Picture Series Serta penggunaan nya.</p> <p>d. Masing – masing siswa diberi tugas untuk membuat narrative text.</p>
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➤ Use of temporal conjunctions

*Temporal conjunction* is a type of word that is used to connect words or groups of words and it related in time. Example: after, as soon as, before, finally, since, while, etc.

➤ Use past tense

*The simple past* indicates that an activity or situation began and ended at a particular time in the past.

### Pattern :

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<u>Joko</u>		<u>Studied</u>		english		yesterday
<u>Armen</u>		<u>Bought</u>		a new camera		this morning

### **Example of Narrative Text**

#### **Malin Kundang**

Once upon a time, lived a very poor family in West Sumatra and this was a family of Malin Kundang. To provide a living for his family, his father went to sea but never returned home. People talked about his father's death and made his mother so anxious in each day. Furthermore, he was still very young and had not been able to help his mother. However, life must go on. His mother did not want continuing to grieve and doing nothing. His mother chose to work hard and did a lot of jobs every day. However, his family financial had not improved since the money was only to meet their daily needs without being able to be saved.

Seeing his mother continued to work in each time, he did not have the heart and intended to help his mother. He asked his mother to sail and made money as much as possible. At first, his mother was not banned because of fear that Malin did not come back like his father. Nevertheless, he kept pressing until his mother allowed him to go. He immediately set to sail because it has been allowed by his mother, and his departure was accompanied by his mother's sobs. On board, he continued to learn and began to know the ins and outs of the ships and commerce. Many years after the initial voyage, he had not had the opportunity to visit his mother in the hometown. Indeed, he was eager to go home but there were so many jobs to be done. In one time, he asked for permission to skipper of the vessel and allowed to go home. Malin was very excited and with the whole of crew, he returned to his hometown.

But, fate has not given him permission to go home. In the ocean, his ship was intercepted by pirates and all crew were massacred. He was very lucky because could hide and survived from the massacre. He ended up stranded on an island and worked hard to be a wealthy merchant. Fortunately, he was success. His wealth is so abundant because of hard working to build a wealth. He also married a girl who was very pretty and rich so that they could live happily. With wealth and a prosperous life, he forgot to return home in order to meet his mother. However, inadvertently Malin had to go to his hometown for commercial affairs. He set off with his wife and children to come back home.

Arrived at his hometown, Malin Kundang met his mother and his mother hugged him very close. However, he even scolded his mother and pushed up a heap. He actually recognized his mother's face, but there is a huge shame because there are crews as well as his wife. In front of them, he did not acknowledge that a woman who fell down was his mother. He even told her that her mother was so despicable and he did not recognize it. After completing his business, he got out of his hometown. His heart had hardened into stone. With his wife and his children, he went sailing back. His mother was her sad and inwardly, he prayed that Malin changed into stone. Instantly, the sky became overcast, lightning, and rain was falling. His ship hit rocks and was crashing. Malin bodies swayed to the opposite shore and the magic happened. He slowly turned to stone and it was known as Malin Kundang stone.

### G. Pedoman Penilaian

Scoring Element	Scale	Quality	Description
<b>Content</b>	30-27	Excellent to Very Good	Knowledge – Substantive – through development of thesis – relevant to assigned topic.
	26-22	Good to Average	Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail.
	21-17	Fair to Poor	Limited knowledge of subject – little substance – inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject – non substantive – not pertinent – or not enough to evaluate.
<b>Organization</b>	20 - 18	Excellent to Very Good	Fluent expression – ideas clearly stated/supported – succinct – well organized – logical sequencing – cohesive.
	17 - 14	Good to Average	Somewhat choppy – Loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13 -10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9 - 7	Very Poor	Does not communicate – no organization – or not enough to evaluate.

Scoring Element	Scale	Quality	Description
Vocabulary	20 - 18	Excellent to Very Good	Sophisticated range – effective word / idiom choice and usage – word form mastery – appropriate register.
	17 - 14	Good to Average	Adequate range – occasional errors of word/idiom form, choice, usage – meaning confused or obscured.
	13 - 10	Fair to Poor	Limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured.
	9 - 7	Very Poor	Essentially translation – little knowledge of English Vocabulary, idioms, word form – or not enough to evaluate.
Language Use	25 - 22	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 - 18	Good to Average	Effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17 - 11	Fair to Poor	Major problems in simple / complex constructions – frequent errors of negation, agreement, tense, number, word, order/function articles, pronouns, prepositions and / or fragments, run – ons, deletions – meaning confused or obscured.

SCORE :

Content :\_\_\_ + Organization:\_\_\_ + Vocabulary:\_\_\_ + Language

Use:\_\_\_ + Mechanics:\_\_\_ = ( TOTAL SCORE)

English Teacher



**ISRAR S. Pd. Ing**  
**NIP.**

**PRE-TEST****WRITING NARRATIVE TEXT**

**Name :**

**Class :**

**Write a narrative text story in the form of a table that you know!**

***Requirment :***

- Make a narrative text based on these picture series. They are some requirements :
  - a. Minimal three paragaraphs
  - b. Each paragraph consists of eight sentences
  - c. You must think the cohesive, unity, and clarity in your writing.



**POST – TEST I**  
**WRITING NARRATIVE TEXT USING PICTURE SERIES**

**Name :**

**Class :**

**Write a narrative text using Picture Series with the tittle “ Beauty and the Beast”!**

***Requirment :***

- Make a narrative text based on these picture series. They are some requirements :
  - d. Minimal three paragaraphs
  - e. Each paragraph consists of eight sentences
  - f. You must think the cohesive, unity, and clarity in your writing.



**POST – TEST I**  
**WRITING NARRATIVE TEXT USING PICTURE SERIES**

**Name :**

**Class :**

**Write a narrative text using Picture Series with the tittle “Snowwhite ”!**

***Requirment :***

- Make a narrative text based on these picture series. They are some requirements :
  - a. Minimal three paragaraphs
  - b. Each paragraph consists of eight sentences
  - c. You must think the cohesive, unity, and clarity in your writing



**POST – TEST II**  
**WRITING NARRATIVE TEXT USING PICTURE SERIES**

**Name :**

**Class :**

**Write a narrative text using Picture Series with the tittle “Cinderella or the Little Glass Slipper ”!**

***Requirment :***

- Make a narrative text based on these picture series. They are some requirements :
  - a. Minimal three paragaraphs
  - b. Each paragraph consists of eight sentences
  - c. You must think the cohesive, unity, and clarity in your writing



## STUDENTS ANSWERS PRE – TEST, POST-TEST 1 AND POST – TEST 2

Nama : Suistiya Esmiliyanti  
Kelas : VIII (A)

Fox and Cat

One day a cat and a fox were having conversation. A fox, who is a conceited creature, boasted how clever she was. why, I know at least is hundred tricks to get a way from our mortal. A dog, she said. Just then the head the barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches. One I know - the fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, a dog arrived. They fell upon the fox and tore her to pieces.

Nama : Phasia Hamidah  
Kelas : VIII A

Ana and The frog

Ana loved playing in the field. Her parent had a rice field near the house, while their usually went to everyday there, Ana could play near a small stream, where he could see his pest. Ana liked hunting small animals. He liked to hunt for crickets, frogs, and fireflies. One day, she caught a frog and then put it in a jar. When she was about to pick up the frog, their frog looked at her and said, "I will become a prince if you let me." Finally, Ana letted the frog and she became a prince. Then they became good friends.

Nama : Putri Alimudori  
Kelas : VIII A

The Ant and the Dove

One hot day, an ant was seeking for some water. After waiting around for a moment, she saw a small spring. To reach the spring, she had to climb up a blade of grass. While resting her way up, she slipped and fell unthinkingly into the water. She could hear some reeds above her but had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water. Near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap her in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from the net.

Nama : Ani Rahmawati  
Kelas : VIIA

### CINDERELA

One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated her very bad and did not appreciate her. Near from her home, there was a king's palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did not have time to sew her dress, her mother and her sisters went to a party and left Cinderella alone at home.

Nama : Sinta Permata Sari  
Kelas : 8 A

No.  
Date:

### Snow White

Once upon a time, a child was born a very wise queen. The child was named Snow White. Snow White was growing up and her beauty beyond queen's beauty. The queen was very jealous of her beauty.

One day, she disguised as an old lady and carried a basket containing poisoned apples. She went to the home of the dwarves while offering an apple to Snow White. The old lady continued to force the Snow White to open the door and receive a gift apple. Snow White ate the poisoned apple and then he fell down on the floor.

When the seven dwarves came home, they were surprised to find Snow White was lying on the floor with an apple next to her. He saw Snow Princess sleeping in and he wanted the Prince to see the dwarves about what happened to her. The dwarves were telling him about the Snow White.

But no one can wake her up. Prince finally gave up and left the Snow White because he loved her so much. Suddenly, the Snow White awoken. Actually, the cure for the poison that was given by the queen is the kiss of a man who loved her with all his heart.

Copyright  
© 2010

Dream will be come true

Nama : Anna Rosa

### Cinderella or the Little Glass Slipper

Once upon a time, there was a beautiful girl, called Cinderella. She had an ugly sister, who was very kind who made her do all the hard work. She had to sweep the floors, do all the dishes while they recessed up in the clothes and went to lots of parties and in the house Cinderella always complained.

One day, a special invitation arrived at Cinderella's house. It was from the royal place, the king's only son, he was very handsome. Prince was going to have a grand ball, there girls were invited to come. Cinderella knew she wouldn't be allowed to go to the ball. They couldn't talk about anything else.

When the day of the ball came, as soon as they gone, Cinderella shut down by the fire, suddenly standing beside her was a fairy godmother with a silver wand in her hand. Finally, Cinderella came to the ball, Cinderella came to the golden dress sparkling with jewels while on her feet was the prettiest pair of glass slippers. Cinderella was enjoying the so much that she forgot her fairy godmother's warning. Finally she was changed when Cinderella ran from the palace, the prince tried to follow and he found the glass slipper. At last the prince came to Cinderella's house. But Cinderella slipped her foot into the glass slipper and it fit perfectly, and the finally Cinderella married with prince and they happy forever.

© 2010

## OBSERVATION SHEET OF STUDENTS ACTIVITIES IN PRE - TEST

**Date** : Tuesday, January 4<sup>th</sup> 2022

**Class** : VIII A

**School** : SMP Islam Ibnu Rusyd Kotabumi

NO	NAME	The Students Activity			
		a	b	c	d
1	APS	√		√	√
2	AAF	√			
3	ALZ		√		
4	CTA	√		√	
5	DS	√		√	√
6	KC		√	√	
7	LO	√			
8	PGA	√			√
9	RD	√	√	√	
10	SH	√		√	√
11	SPS				
12	SA			√	
13	SHI	√	√	√	√
14	RY	√			

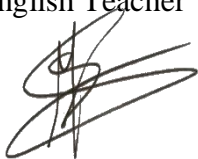


<b>15</b>	RR	√		√	
<b>16</b>	S	√			
<b>17</b>	SW	√		√	
<b>18</b>	S				
<b>19</b>	VA	√		√	
<b>20</b>	YNA				
<b>Total</b>		<b>14</b>	<b>4</b>	<b>11</b>	<b>5</b>

**Note: Tick (√) for each positive activity**

- a : Give an attention to teachers explanation**
- b : Enthusiastically join the learning process**
- c : Able to understand of material by using Picture Series**
- d : Responding the teacher question**

English Teacher



**ISRAR S.Pd. Ing**  
NIP.

Kotabumi, 04 Januari 2022  
The Researcher

**FADILLAH FEBRIYANTI**  
NPM. 1801072013

## OBSERVATION SHEET OF STUDENTS ACTIVITIES IN CYCLE I

**Date** : Tuesday, January 11<sup>th</sup> 2022

**Class** : VIII A

**School** : SMP Islam Ibnu Rusyd Kotabumi

NO	NAME	The Students Activity			
		a	b	c	d
1	APS		√		√
2	AAF		√		
3	ALZ	√		√	
4	CTA	√	√		√
5	DS	√		√	
6	KC	√	√		√
7	LO	√			√
8	PGA	√		√	
9	RD	√		√	
10	SH	√			
11	SPS	√	√		
12	SA	√	√	√	
13	SHI	√			√

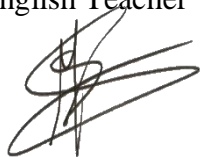


<b>14</b>	RY	√		√	√
<b>15</b>	RR	√	√		√
<b>16</b>	S	√	√		√
<b>17</b>	SW	√		√	
<b>18</b>	S	√	√		√
<b>19</b>	VA	√			√
<b>20</b>	YNA	√		√	√
<b>Total</b>		<b>18</b>	<b>9</b>	<b>8</b>	<b>11</b>

**Note: Tick (√) for each positive activity**

- a : Give an attention to teachers explanation**
- b : Enthusiastically join the learning process**
- c : Able to understand of material by using Picture Series**
- d : Responding the teacher question**

English Teacher



**ISRAR S.Pd. Ing**  
NIP.

Kotabumi, 11 Januari 2022  
The Researcher

**FADILLAH FEBRIYANTI**  
NPM. 1801072013

## OBSERVATION SHEET OF STUDENTS ACTIVITIES IN CYCLE I

**Date** : Thursday , January 13<sup>th</sup> 2022

**Class** : VIII A

**School** : SMP Islam Ibnu Rusyd Kotabumi

NO	NAME	The Students Activity			
		a	b	c	d
1	APS	√	√	√	√
2	AAF				
3	ALZ	√		√	
4	CTA	√	√	√	√
5	DS	√		√	
6	KC	√	√		√
7	LO	√		√	
8	PGA	√	√	√	√
9	RD	√			
10	SH	√		√	
11	SPS	√	√		√
12	SA	√	√	√	
13	SHI	√	√		√
14	RY	√		√	√

<b>15</b>	RR	√	√		√
<b>16</b>	S	√	√	√	√
<b>17</b>	SW	√		√	
<b>18</b>	S	√	√		√
<b>19</b>	VA	√	√		√
<b>20</b>	YNA	√		√	√
<b>Total</b>		<b>19</b>	<b>11</b>	<b>12</b>	<b>12</b>

**Note: Tick (√) for each positive activity**

- a : Give an attention to teachers explanation**
- b : Enthusiastically join the learning process**
- c : Able to understand of material by using Picture Series**
- d : Responding the teacher question**

English Teacher



**ISRAR S.Pd. Ing**  
NIP.

Kotabumi, 13 Januari 2022  
The Researcher

**FADILLAH FEBRIYANTI**  
NPM. 1801072013

## OBSERVATION SHEET OF STUDENTS ACTIVITIES IN CYCLE II

**Date** : Tuesday, January 18<sup>th</sup>2022

**Class** : VIII A

**School** : SMP Islam Ibnu Rusyd Kotabumi

NO	NAME	The Students Activity			
		a	b	c	d
1	APS		√	√	
2	AAF	√			
3	ALZ	√		√	
4	CTA	√	√		√
5	DS	√			
6	KC	√		√	√
7	LO		√	√	
8	PGA	√	√	√	√
9	RD	√		√	√
10	SH	√		√	
11	SPS	√	√		√
12	SA	√	√	√	
13	SHI	√			√

<b>14</b>	RY	√	√		√
<b>15</b>	RR	√	√		√
<b>16</b>	S	√	√	√	√
<b>17</b>	SW	√		√	
<b>18</b>	S	√	√		√
<b>19</b>	VA	√		√	√
<b>20</b>	YNA	√		√	√
<b>Total</b>		<b>18</b>	<b>10</b>	<b>12</b>	<b>12</b>

**Note: Tick (√) for each positive activity**

- a : Give an attention to teachers explanation**
- b : Enthusiastically join the learning process**
- c : Able to understand of material by using Picture Series**
- d : Responding the teacher question**

English Teacher



**ISRAR S.Pd. Ing**  
NIP.

Kotabumi, 18 Januari 2022  
The Researcher

**FADILLAH FEBRIYANTI**  
NPM. 1801072013

## OBSERVATION SHEET OF STUDENTS ACTIVITIES IN CYCLE II

**Date : Thursday , January 20<sup>th</sup>2022**

**Class : VIII A**

**School : SMP Islam Ibnu Rusyd Kotabumi**

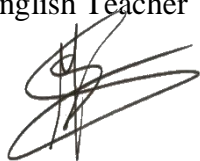
NO	NAME	The Students Activity			
		a	b	c	d
<b>1</b>	APS	√	√	√	
<b>2</b>	AAF	√		√	
<b>3</b>	ALZ	√		√	
<b>4</b>	CTA	√	√		√
<b>5</b>	DS	√		√	
<b>6</b>	KC	√	√	√	√
<b>7</b>	LO	√	√	√	
<b>8</b>	PGA	√	√	√	√
<b>9</b>	RD	√	√		√
<b>10</b>	SH	√		√	
<b>11</b>	SPS	√	√		
<b>12</b>	SA	√	√	√	
<b>13</b>	SHI	√		√	√
<b>14</b>	RY	√	√	√	√

<b>15</b>	RR	√	√		√
<b>16</b>	S	√	√	√	√
<b>17</b>	SW	√	√	√	
<b>18</b>	S	√	√		√
<b>19</b>	VA	√		√	√
<b>20</b>	YNA	√	√	√	√
<b>Total</b>		<b>20</b>	<b>14</b>	<b>15</b>	<b>12</b>

**Note: Tick (√) for each positive activity**

- a : Give an attention to teachers explanation**
- b : Enthusiastically join the learning process**
- c : Able to understand of material by using Picture Series**
- d : Responding the teacher question**

English Teacher



**ISRAR S.Pd. Ing**  
NIP.

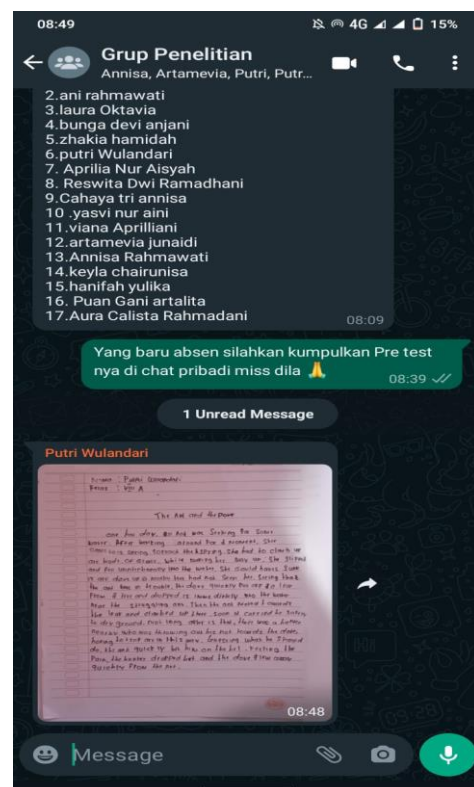
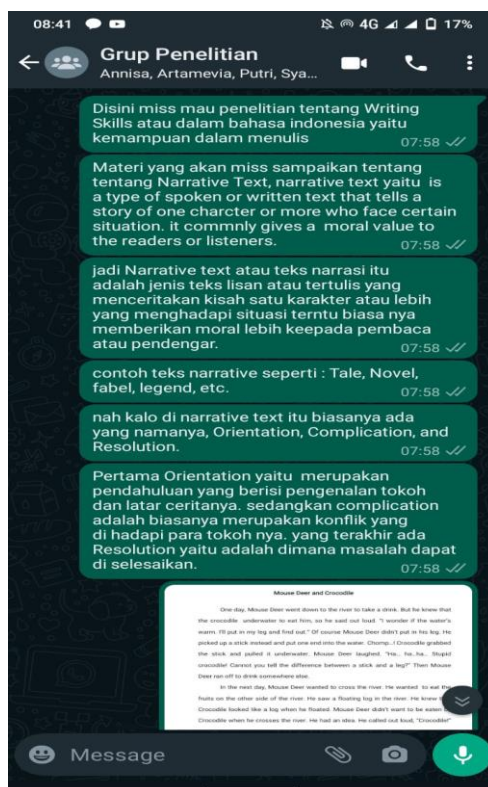
Kotabumi, 20 Januari 2022  
The Researcher

**FADILLAH FEBRIYANTI**  
NPM. 1801072013

## DOCUMENTATION







# **APPENDICES II**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-2945/In.28/J/TL.01/07/2021  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SMP ISLAM IBNURUSYD  
KOTABUMI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **FADILLAH FEBRIYANTI**  
NPM : 1801072013  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE PICTURE SERIES THROUGH WHATSAPP  
MESSANGER TO IMPROVE STUDENTS' WRITING SKILLS  
AT JUNIOR HIGH SCHOOL ISLAM IBNURUSYD KOTABUMI

untuk melakukan prasurvey di SMP ISLAM IBNURUSYD KOTABUMI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Juli 2021  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



**YAYASAN PERGURUAN ISLAM IBNU RUSYD  
SEKOLAH MENENGAH PERTAMA  
SMP ISLAM IBNU RUSYD**

Status Terakreditasi C

Alamat :Jl. Soekarno Hatta. 103 Kotabumi Lampung Utara 34511

**SURAT IZIN PRASURVEY**

Nomor : 78/03.SMP.IR/PP/2021

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor : B-2945/In28/J/TL.01/07/2021 tanggal 23 Juli 2021 perihal izin Pra Survey, maka yang bertanda tangan dibawah ini Kepala Sekolah SMP Islam Ibnu Rusyd Kotabumi menerangkan bahwa :

Nama : **FADILLAH FEBRIYANTI**  
NPM : 1801072013  
Semester : VII ( Tujuh )  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : *THE PICTURE SERIES THOROUGH WHATSAPP MESSENGER  
TO IMPROVE STUDENTS WRITING SKILLS AT JUNIOR HIGH  
SCHOOL ISLAM IBNU RUSYD KOTABUMI*

Bahwa benar nama tersebut diatasizinkan melaksanakan Pra Survey Di SMP Islam Ibnu Rusyd kotabumi  
Demikianlah surat izin dibuat dengan benar untuk dapat dipergunakan sebagaimana mestinya.

Kotabumi, 25 Oktober 2021

Kepala Sekolah  
  
**AHMAD KHOIRUDIN, S.Pd I**  






**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-5140/In.28.1/J/TL.00/12/2021

Lampiran : -

Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Umi Yawisah (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: <b>FADILLAH FEBRIYANTI</b>
NPM	: 1801072013
Semester	: 7 (Tujuh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: USING PICTURE SERIES THROUGH WHATSAPP MESSENGER TO IMPROVE STUDENT'S WRITING SKILLS OF THE JUNIOR ISLAMIC HIGH SCHOOL IBNURUSYD KOTABUMI

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 08 Desember 2021



**Andianto M.Pd**

NIP 19871102 201503 1 004



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Nomor : B-5443/In.28/D.1/TL.00/12/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP ISLAM IBNURUSYD  
KOTABUMI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-5444/In.28/D.1/TL.01/12/2021,  
tanggal 21 Desember 2021 atas nama saudara:

Nama : **FADILLAH FEBRIYANTI**  
NPM : 1801072013  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP ISLAM IBNURUSYD KOTABUMI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING PICTURE SERIES THROUGH WHATSAPP MESSENGER TO IMPROVE STUDENT'S WRITING SKILLS OF THE JUNIOR ISLAMIC HIGH SCHOOL IBNURUSYD KOTABUMI".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 Desember 2021  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



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**SURAT TUGAS**

Nomor: B-5444/In.28/D.1/TL.01/12/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **FADILLAH FEBRIYANTI**  
NPM : 1801072013  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP ISLAM IBNURUSYD KOTABUMI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING PICTURE SERIES THROUGH WHATSAPP MESSENGER TO IMPROVE STUDENT'S WRITING SKILLS OF THE JUNIOR ISLAMIC HIGH SCHOOL IBNURUSYD KOTABUMI".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 21 Desember 2021

Wakil Dekan Akademik dan  
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.  
NIP 19760222 200003 1 003



Mengetahui,  
Pejabat Setempat

**AHMAD KHOIRUDIN S.Pd.I**





**YAYASAN PERGURUAN ISLAM IBNU RUSYD  
SEKOLAH MENENGAH PERTAMA  
SMP ISLAM IBNU RUSYD**

**Alamat : Jl. Soekarno Hatta. 103 Kotabumi Lampung Utara 34511**

---

Nomor : 78/03.SMP.IR/PP/2022  
Lampiran : -  
Hal : **Izin Research**

Yth : Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro  
di Tempat

Dengan hormat,

Berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-5443/In.28/D.1/TL.00/12/2021 tanggal 03 Januari 2022 perihal Izin Research, sehubungan dengan hal tersebut diatas kami mengizinkan kepada :

Nama : **FADILLAH FEBRIYANTI**  
NPM : 1801072013  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan research/survey, dalam rangka menyelesaikan tugas akhir/skripsi dengan judul : "USING PICTURE SERIES THROUGH WHATSAPP MESSENGER TO IMPROVE STUDENT'S WRITING SKILLS OF THE JUNIOR ISLAMIC HIGH SCHOOL IBNURUSYD KOTABUMI".

Demikian surat izin research ini kami buat untuk dapat dilaksanakan sebagaimana mestinya.

Kotabumi, 31 Januari 2022

Kepala Sekolah,



**AHMAD KHOIRUDIN, S.Pd.I**





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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Fadillah Febriyanti  
NPM : 1801072013

Jurusan : TBI  
Semester : Tujuh(7)

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Rabu, 23 September 2021	✓	- Mistyping → Rensi - Be consistent = class 7, 8, 9 (3)	
2.	Senin 11/10/21	✓	- Bibliography → Revise - Bibliography → Revise	
3.	Kamis 21/10/21	✓	- Revision is ok - Acc for seminar	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Fadillah Febriyanti  
NPM : 1801072013

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Kamis, 10/2 - 22	✓	- Mistype → Revise - Chapter II → add the Procedure - "Acting" Chapter IV Student be done based on the Procedure !	
2.	Rabu, 16/2 - 22	✓	Mistype : Revise Acting (Chapter IV) based on Procedure ! Conclusion : Based the research Question	
3.	22/2 - 22	✓	- Chapter IV - acting - Revise	
4.	Jum'at 11/3 - 22	✓	- Revision is ok - Acc for Munasosyah	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP.19871102 201503 1 004

Dosen Pembimbing

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



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**SURAT KETERANGAN BEBAS PUSTAKA**  
**Nomor : P-206/In.28/S/U.1/OT.01/03/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Fadillah Febriyanti  
NPM : 1801072013  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801072013

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Maret 2022  
Kepala Perpustakaan



*[Signature]*  
Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : FADILLAH FEBRIYANTI  
NPM : 1801072013  
Jurusan : TADRIS BAHASA INGGRIS

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.



Metro, 23 Maret 2022  
Ketua Jurusan TBI

Anifianto, M.Pd  
NIP: 1987 1102 201503 1 004



# USING PICTURE SERIES THROUGH WHATSAPP MESSENGER TO IMPROVE STUDENT'S WRITING SKILLS OF SMP ISLAM IBNU RUSYD KOTABUMI

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## **CURRICULUM VITAE**



The name of writer is Fadillah Febriyanti. She was born in Kotabumi, on February 19<sup>th</sup> 2000. She is the last daughter from four siblings, Mr. Drs.M. Badri Harunand Mrs. Surya Ampera Dewi. She was enrolled her study in Kotabumi at TK Tunas Harapan Kotabumi in 2005 and graduated in 2006. She continued her study at SD Negeri 3 Kotabumi and graduated 2012. She continued her study at SMP Negeri 3 Kotabumi, North Lampung and graduated in 2015. Having graduated from junior high school continued her study at SMA Negeri 1 Kotabumi and graduated in 2018. In the same year of 2018, she registered as S-1 students of English Education Department of The State Institute for Islamic College (IAIN) Metro. She hopes that one day she can continue his study to Post Graduate Program.