THE IMPACT OF USING SERIES PICTURE IN CONSTRUCTING THE NARRATIVE TEXT FOR THE STUDENTS AT NINTH GRADE AT SMPN 2 GEGER MADIUN IN CONTEXTUAL TEACHING AND LEARNING PROCESS

MANUSCRIPT PUBLICATION

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MAGISTER OF LANGUAGE STUDY

MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2014

APPROVAL

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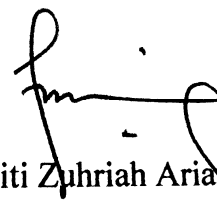
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MAGISTER PROGRAM OF LANGUAGE STUDY

ENGLISH DEPARTMENT

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2014

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ABSTRACT

The tendency of using series of pictures in constructing narrative text for students leads to a questions whether using series of pictures in constructing narrative text have any significant affect with the student's achievement. There are many ways to teach writing using any media in our teaching and learning process one of them using series of pictures. This study is intended to know whether teaching writing using series of pictures at the students in teaching and learning process really affect the students' achievements in their examination.

There were two group of the third grade junior high school students adopted from SMPN 2 Geger being compared in this study. Group A consisted of students who joined or get the teaching and learning process in constructing narrative text using series of pictures and group B consisted of students who did not get it.

There are two instruments used to collect the data, a set of a assessment / test and an achievements test that is called formative test, the test consists of three competences those are: Task Achievement, Lexical Resource, coherence and cohesion.

After collecting the data and grouping the sample, the writer computed the mean of the two groups and compared them by using the t - test. The t-test is used to see the differences in the students achievements.

The t-test resulted in a conclusion that there is a significant different between group A and group B. The mean of group A is 7,85 and the means of group B is 7,05,the computation of t is 9,43. The t probability between two correlated group on the 0,5 level of significant for one tailed or directional test with the degree of freedom 50 is 1,684. Therefor the null hypothesis rejected finally this research comes with the answer to the problem that the teaching and learning process in constructing narrative text using series of pictures during a relatively short period of time have any affect with the English achievement of the

third grade students of junior high level. the amount of time for the instruction and meeting is sufficient to gain a meaningful effect.

 Advisors.1. Agus Wijayanto, Ph.D, 2. Dra. Siti Zuhriyah A. M.Hum.

Key Words: Series picture, Affect of learning achievements in English.

A. INTRODUCTION

1. Background of the Study

The main goal of Teaching English lesson in junior high schools in Indonesia is to develop the ability to use English in oral and written communication. According to Kurikulum Diknas 2004 that the standard competency in English, especially for the students of Junior High School and Senior High School, is that the students can communicate both in oral and written English.

The level of literacy of junior high school students is functional level. It means that the junior high school students can use English to get things done, use English for survival purposes (buying and selling, asking, and giving permission, making and canceling appointments, read and write simple text, read popular science, etc).

As Anderson 2003: 3 states, a text is created by a speaker or writer. When constructing a piece of text, the speaker or writer makes choice about the word used and these words will be put together. And the choice of words will depend on the purpose and context (surrounding) of the text. Text is interpreted by listeners or readers. There are two main categories of text: literary and factual. Literary texts are used to tell about human experiences, usually in an imaginative way such as; narrative, poems, and dramas. The purpose of these texts is to make readers and listeners think, laugh, cry or been entertained.

Meyers 2005: 52 states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They do not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson 1997: 8 states that narrative is a piece of text tells a story and,in doing so, entertains or informs the reader or listener.

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

And some of the researchers thought that teaching narrative text using series of pictures are more interesting, and it make the students more creative, more enthusiastic, the students could develop the content of the story and organized it based on the generic structure, they also used the proper vocabularies, It made the students understood with the whole of the story by the using of picture series. The researcher who have studied about narrative text and using series of pictures there are: Sarinten (2009), Mansur (2011), Litasari (2009), Linawati (2012), Dwi Fitriyaningsih (2012), Tinawati (2007), Turasih (2008), Arifia (2008), Abdul Mufid (2009), Rina Wahyuningrum (2011).

In this case they are different from this researcher; they studied about the effects or the results of teaching narrative text using series of pictures that are different from the current study in which the researcher compares the effectiveness of using series pictures to develop writing skill.

The researcher believes that teaching narrative text to the students using series of pictures in Contextual Teaching and Learning process will expand the students' ability in constructing narrative texts, and it will be intensive for the teachers to teach the students in class when the teacher applies a series of pictures in teaching and learning, beside that the students will be more active when they are studying English in constructing narrative text using series of picture ,the researcher also believe that the series of pictures that used in constructing narrative text makes the students more creative in teaching and learning process

After knowing the finding of the study, the researcher will draw a conclusion whether the using of series of pictures in constructing the narrative text in teaching and learning process for the ninth grade yunior high school students, that they attended really affects their English achievements in the examination.

In this study, the research takes the population of the ninth grade yunior high school of SMPN 2 Geger Madiun. The purpose of taking SMPN 2 Geger Madiun as the place of study is that the research considers the students being a representative sample of the first grade students.

2. Formulation of the problem

According to Latuheru (1988: 27), pictures have several functions in the teaching and learning process. First, picture can translate abstract ideas into more realistic forms. Second, pictures are easily obtained, e.g. from schoolbooks, newspapers and magazines. Third, pictures are usable in different kinds of academic levels. Fourth, picture can save the teacher's time and energy. In addition, Raimes (1983: 11) state that pictures in sequence provide for a variety of guided and free writing exercises. Additionally, Wright (1989: 21) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students.

Brown, et. al. (1983: 9) state that pictures may improve the students' visual literacy. For example, pictures may help them to comprehend various abstractions. There are some valuable uses for pictures such as stimulating students' interest and helping readers to understand and remember the content of accompanying verbal materials.

3. Objectives of the Study

This research focuses on improving the students' ability in constructing narrative text by using series of pictures in Contextual Teaching Learning (CTL). In details, this research has the objectives to know whether:

a) A series of pictures in Contextual Teaching and Learning (CTL) can expand the students' ability in constructing narrative texts.

b) Teaching narrative text using series of picture can enlarge the student's vocabulary in teaching and learning process.

c) Series of pictures in Contextual Teaching and Learning enhance the students to create the narrative text cohesion and coherence.

4. Benefit of the Study

a) This research can help the teacher to have more varieties of teaching model in teaching narrative.

b) This research can help the teacher to do their job professionally and innovatively.

c) This research helps the students to learn narrative text more easily and more interestingly.

d) This research can arouse the students' motivation.

B. UNDERLYING THEORY

This chapter discusses: The previous study; Theoretical description of Genre, Teaching Writing, Teaching Media, Contextual Teaching and Learning , Rationale, Hypothesis.

1. Previous Study

Actually the writer is not the first one who analyses the impact of using series of picture in constructing the narrative text for the students in contextual teaching and learning process. There are some researchers who have conducted the classroom action research to improve the students' competence in language skills by using series of pictures in constructing the narrative text. Among other are Sarinten (2009), Mansur (2011), Linda Litasari (2009), Linawati (2012), Fitriyaningsih (2012), Tinawati (2007). Turasih (2008), Arifia (2008), Mufid (2009), Wahyuningrum (2011).

The ten researchers above studied about the usage of series pictures to teach the narrative text and all of them studied about how effective thought the

students using series of picture, but here the writer difference with what they studied, the researcher wants to differ about the impact of series of pictures to construct narrative text in contextual teaching and learning process with the students whom don't teach without series of pictures to construct narrative text in contextual teaching and learning process.

2. Theoretical Description of Genre

a) Genre

According to Hardy (1990: 2) genre is a staged, purposeful, cultural activity. Cristie in Hardy (1990: 2) states that genre refers to any staged, purposeful, cultural activity and thus it includes oral language genre as well as written language genres

Martin (2002: 13) states that genre is a term used to name configurations of meaning that are recently phased together to enact social practices. Genres are not fixed. They change over time, reflecting changes in society.

b) Narrative text.

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. According to Rebecca (2003: 11), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

To make it brief and easier to understand, essentially the generic structures of a narrative comprise three points: orientation, complication, and resolution. The other two components as proposed by Anderson and Anderson (2003b) are just variations or can even be considered as optional since the two are not differently essentially. Narrative can be presented as written or spoken texts. Written narratives often take the form of novels. The story is usually told by a narrator. If the narrator is one of the characters in this story, the story is said to be told in the

first person. If a person outside the story is the narrator, then the story is being told in the third person (Anderson & Anderson, 2003).

3. Teaching Writing

a) General Principles of Writing

Writing is detached from the wide range of expressive possibilities in speech. Rosen in Hedge (1988: 5) states that a writer is unable to exploit all the devices available to a speaker: gesture, body movement, facial expression, pitch and tone of voice, stress, and hesitation. Effective writing requires a number of things: a high degree of organization in development of Ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers. A good deal of writing in the English language classroom is undertaken as an aid to learn. The role of writing is little different from its role in any other subject.

b) Teaching Narrative Text

It is clear that students who are successful in writing across the curriculum have implicit knowledge of the feature of a wide range of written genres. As everybody knows there are some genres that the students must learn at school. When the students learn genres they must understand about their generic structure and significant language features. There are some genres such as report, narrative, procedure, recount and descriptive.In this chance, the writer chooses the narrative text as the research. There are four main stages in this curriculum cycle for teaching different written genres. The stages are (1) Building Knowledge of the Field (BKOF), (2) Modeling of Text (MOT) – students need to be guided to deconstruct a model of a text of similar happening to become smaller organism. (3) Joint Construction of Text (JCOT) - students are guided to reconstruct the text from the smallest to the biggest organism; including the language features from the lowest to the highest level of language in guided to freer and grouped types of exercises; and (4) Independent Construction of Text (ICOT) – students are given

opportunities to develop new texts of the same genre in guided to frees and more independent and individual types of exercises. Based on the theory that had been stated above. It can be concluded that Derewianka (1990: 41), the main goal of telling a story is to entertain, to get and to pay the attention of the readers or the listeners for what we tell them.

4. Teaching Media

a) The Definition of Media

A medium (plural, media) is a means of communication and source of information (Smaldino, 2005: 9). The purpose of media is to facilitate communication and learning. Then, Smaldino (2005: 15) states that media carry information from source to receiver. A medium (plural, media) is a channel of communication (Newby, 2000: 100). And media serve a variety of roles in education.

According to Sydney in Agustien et al, (2004: 13) the function of media are as follows: (1) arousing and keeping the students' interest; (2) stimulating the students' brain to think concretely; (3) getting high understanding level efficiency. According to Wright (1997: 2) pictures are not just and aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences we must help our students to cope with. He says to that pictures contribute to: interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.

b) Series of Pictures

In teaching learning activity we need to use the appropriate media. Besides, we must consider some criteria when we want to use it. The criteria that must be considered in using media are that the media must be appropriate with the objectives that will be reached, condition and limitation considering ability and the characteristics of media. There are some factors that should be considered before selecting a picture; (1) appeal - (2) relevance, (3) recognition (4) size, (5), Strong outlines and contrast in tone and color are important in avoiding

ambiguity. Pictures are not just an aspect of method but through their representation of places, objects and people they are essential part of the overall experiences. We must help our students to cope with. Pictures contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus. In this research, the writer uses series of pictures to arouse the students' interest and their motivation.

6. Contextual Teaching Learning (CTL)
a. The Definition of Contextual Teaching and Learning

Contextual Teaching and Learning is promoted as a new learning strategy. It can help the students to study based on their experience. It can help the teachers to relate the materials and the real world. There are some definitions of Contextual Teaching and Learning Johnson (2007: 67) states that The Contextual Teaching and Learning (CTL) system is an educational process that aims to help students see meaning in the academic material they are studying by concerning academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances

Johnson (2007: 65) states that there are seven concepts dealing with Contextual Teaching and learning, namely, meaningfulness, application of knowledge, higher order thinking, standards-based curricula, culture focused, active engagement, and authentic The main point of this method is that learning strategy is more important than the result.assessment.

b. Characteristics of Contextual Teaching Learning

According to Johnson (2007: 65) there are eight characteristics of Contextual Teaching Learning, namely: (1) making meaningful connection, (2) doing significant work; (3) self-regulated learning, (4) collaborating, (5) critical and creative thinking, (6) nurturing the individual students can keep their private such as ; knowing, giving attention, having high wishing, motivate and empowering themselves; (7) reaching high standards and (8) using authentic assessment.

c. Learning Strategy in Contextual Teaching and Learning

Contextual Teaching Learning focuses on (1) problem-based-learning here, the students use critical thinking skills and a systemic approach to inquiry to address the problem or issue, (2) authentic instruction, (3) inquiry based learning requires the learning strategy which guide the students getting information; (4) project based, (5) work-based learning needs a conduct approach of learning of students using workplace context to study the lesson based on school and how the item are utilities at work; (6) service learning needs the usage of learning methodology which combines society service learning with the school-base to reflect service learning; and (7) cooperative learning needs approach of learning through the usage of small group of students to make the condition of studying maximal in order to reach the goal of the study.

Principles of learning in Contextual Teaching Learning are as follows; (1) developmentally appropriate, (2) independent learning, (3) self-regulated learning, (4) diversity of students, (5) multiple intelligences,(6) questioning, (7) authentic assessment

C. Hypotheses

In order to make the generalization based on the result of the study, inferential statistics is needed. The hypotheses are provided in relation to the statistics.

There is significant difference in the achievement of the students who get the teaching and learning process in constructing the narrative text using series of pictures and those who do not who get the teaching and learning process in constructing the narrative text without using series of pictures.

Ho = There is no differences between the students who get the teaching and learning process in constructing the narrative text using series of pictures and those who do not who get the teaching and learning process in constructing the narrative text using series of pictures at the student at the ninth grade of SMPN 2 Geger at the academic year of 2013 / 2014.

H 1 = There is differences between the students who get the teaching and learning process in constructing the narrative text using series of pictures and those who do not who get the teaching and learning process in constructing the narrative text using series of pictures at the student at the ninth grade   of SMPN 2 Geger at the academic year of 2013 / 2014.

D. RESEARCH METHOD

The research method is a scientific way to get the data for particular purposes and significance. It refers to an analysis process of answering problems through the careful and a causative investigation in order to find and prove the scientific truth, the fact and also the solution of the problems.

Sugiyono (2006: 3) in his book Metode Penelitian Pendidikan states, "Secara umum metode penelitian diartikan sebagai cara ilmiah untuk mendapatkan data dengan tujuan dan kegunaan tertentu. "(In general, the research method is defined as a scientific way to get the data with the purpose and certain usage).

In this section, the researcher explains the research method which includes; Subject and Object of the Research, Type of Research ,Data and data Source, Method of Collecting Data, Method of Collecting Data, Method of Analysis Data.

1. Type of Research.

In this research, the writer uses a causal comparative research. It is because the researcher wants to describe and interpret the object naturally and clearly. And according to Ernest W. Brewer & Jennifer Kuhn (2000: 12) A causal-comparative design is ''a research design that seeks to find relationships between independent and dependent variables after an action or event has already occurred. The researcher's goal is to determine whether the independent variable affected the outcome, or dependent variable, by comparing two or more groups of individuals.

In this design there were two groups, each of which were chosen randomly. The first group was given treatment (Constructing narrative text using series of picture) and the other group did not. Treated group called the experimental group and the untreated group called the control group.

According to Solso & Maclin (2002: 14), an experimental research study is a research that is found at least one variable which is manipulated to study the cause-effect relationships. Therefore, experimental research is related closely in testing a hypothesis in order to find the influence, relationships, and the differences changes to the treatment group.

a. Location of the Research

Location of the research is the place where the research process is done to collect the data in order to get the problem solution. In this study, the research takes the population of the third grade junior high school of SMPN 2 GEGER Madiun in the schooling years of 2013 / 2014.The purpose of taking SMPN 2 GEGER Madiun as the place of study is that the research considers the students being a representative sample of the third grade students.

b. Time of the Research

The researcher will conduct this research from 16 September - 19 October, 2013.

2. Subject of the Research.

The subjects of the study were the students of SMPN 2 Geger,this study was intended to find The Impact Of Using Series Of Pictures In Constructing The Narrative Text For The Students At Ninth Grade At SMPN 2 Geger In Contextual Teaching And Learning Process. The study compared the achievements of students who are taught use series pictures in constructing narrative text and the students who are taught without using series of picture in constructing narrative text.

3. Data and Data Source

    a.   Population

Arikunto (1998: 115) defines, "Populasi adalah keseluruhan dari subjek penelitian, Later, Sugiyono (2006: 297) also defines, "The population is defined as generalization area which consists of: objects / subjects that have certain qualities and certain characteristics that are determined by researcher to be studied and then drawn the conclusions". It means that population is the generalization area of the research. In another word, it is all the subject of the research

In this research,the population are the students at the third grade of SMPN 2 Geger Madiun which contains of six classes. Each class consists of 26 students. Thus, the total amount of the population is 156 students.

    b.   Sample

According to Sugiyono (2006: 297), "Sample adalah bagian dari populasi."(Sample is a part of population). Moreover, Suharsimi Arikunto (1998: 117) defines, "Sample adalah sebagian atau wakil dari populasi yang diteliti (Sample is a part or representative of population which is searched." It views that sample is the substitution part of researched object.

In this research, the researcher takes some students at the third grade at SMPN 2 GEGER Madiun, consists of 52 students, it is divided into two classes each class consist of 26 students.

There were six classes of the first year student's in SMPN 2 GEGER Madiun. The first class consists of 26 students, the second class 26 students, the third class 26 students, the fourth class 26 students, the fifth class 26 students, and the last class 26 students. The total number of the population is 156 students.

4. Method of Collecting the Data

There are two basic techniques of collecting the data. They are observation,, and documentation (Sugiyono, 2006: 309). However, for completing this research, the researcher uses two ways in collecting data which includes; observation, documentation.

a. Observation

Soehartono (1999: 69) states, " (Observation is a kind of collecting data in this case the researcher write the information which he know/see as he make the research). Thus, it can be concluded that observation is the activity that involves observe and taking a note about the characteristics of the research object.

In this research, the researcher will observe the third grade (three classes A , B, C / 78 students) students at SMPN 2 GEGER were learning and teaching process in constructing narrative text using series of picture to enlarge their English writing skill differed with (three classes D ,E ,F / 78 students) students at SMPN 2 GEGER were learning and teaching process in constructing narrative text without using series of picture.

b. Documentation

Arikunto (1998: 236) says, " (Documentation method is seeking about things or variable it can be documentation, transcript, book, newspaper, magazine, note, agenda, ledger).

In this research, the researcher takes an achievement test as a documents. An achievement test is related directly to classroom lesson, units, or even the whole curriculum.Achievement test are limited to particular material covered in the lesson within a particular time frame (Brown, 1994: 216).Formative test is a compulsory test that must be taken by the students in order to fulfil the

requirements for passing from the first to second grade yunior high school. The 2013 English Formative test consist of 30 objective type test items subjective type test items, divided into reading comprehension, vocabulary and grammar.

6. Method of Analyzing Data

The researcher divided the students into two groups (the students who get the teaching and learning process in constructing the narrative text using series of picture and the students who get the teaching and learning process in constructing the narrative text without using series of pictures).

The researcher wrote the time they started (in getting the teaching and learning process in constructing the narrative text using series of picture and the students who don't teach in constructing narrative text using series of pictures) and ended at the same time too.

The next is getting the English test grades, analyzing the data, and testing the hypotheses by following these steps.

a. Rearranging the available data in distributions

b. Find the mean scores

$$Mx = \frac{\sum x}{n}$$

Explanation:

Mx=Mean score.

∑x=Amount of the students' score of

(control class or experiment class).

n =Number of students of(control class or experiment class)

c. Finding the standard deviations

$$S = \sqrt{\frac{\sum x^s - \frac{(\sum x)^2}{n}}{n-1}}$$

Explanation:

S= Standard deviation of control class or experiment class.

d. Computing the variances

$$S^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}$$

e. Computing the standard error of difference

$$SD\ diff = \sqrt{\left(\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

f. Computing the T

$$T = \frac{M_1 - M_2}{SDdiff}$$

Explanation:

M1=Mean of experiment class.

M2=Mean of control class.

SDdiff=Standart error of difference.

g. Finding the number of degrees of freedom

Df = $n_1 + n_2 - 2$

n1 =Number of the students of experiment class.

n2 =Number of the students of control class.

h. Testing the hypotheses by using directional test or one-tailed test of 0,5 significant levels.

i. Finally, the end procedure of the analysis was to justify whether or not

the subjects in group A Significantly had better achievement compared with the subject in group B considering the fact that group A had higher frequency of meeting in getting the teaching and learning process in constructing narrative text using series of picture

E. RESULT AND DISCUSSIONS

This chapter is elaborated to present the data analysis, the result, and the discussion of the research results. The first part presents the analysis of the hypotheses testing and results. The discussion of the research result will be presented in the second part.

Data Analysis and Results

This section presents the analysis of the data and the results of the hypotheses testing. The data were analyzed by using test for answering the research questions. The analysis is intended to describe the difference between two groups that we describe each item of the test (main idea, vocabulary and student's cohesion and coherence in writing narrative text).

The two group consist of 26 subjects each group has function as the samples of the whole population. Group A consist of 26 students who get teaching learning process in constructing narrative text using series of picture, and group B consists of 26 students who did not get the teaching learning process in constructing narrative text without using series of pictures.

In-group A the highest score of the student is 9,6 and the lowest score is 5,3.
The mean score of group A is 7.85 and the highest score of group B is 9,0.
The lowest score of group B is 3,3. The mean score of group B is 7.05.

The obtained t-value in this research is 9,43, since the calculated value of t is greater than the table value; the null hypothesis (H0) is not accepted. It means that it is considered significant to accept the alternative hypotheses.

The t-probability between two correlated groups on the 0,5 level of significance for one tailed or directional test with the degree of freedom 50 is 1,684. If the calculated value of t is greater than or equal to the critical value as determined from the table, we can reject the null hypotheses.

It can be concluded that the difference between the two groups is significant because they have a great difference on the means and also on the distribution, showing that the students who get the teaching and learning in constructing narrative text using series of pictures had relatively the different achievements in English subject with those who did not get the teaching using series of pictures in constructing the narrative text.

F. Discussion

The discussion in this section is intended to clarify the results. It is arranged in line with the research problems, the hypotheses, and the purpose of the study.

As what has been found in the analysis, the difference between the two groups is significant, it means that the students who get the lesson in constructing narrative text using series of pictures are better than the students who don't get the lesson in constructing narrative text using series of pictures. The series of pictures which are used in constructing narrative text to the students that conducted at the students at an enough time give positive effects to the students' English subject achievements. The result shows the effectiveness of using series of pictures in teaching writing for the students and we can look at the result at the test.

There is significant difference in the achievement of the students who get the teaching and learning process in constructing the narrative text using series of pictures and those who do not who get the teaching and learning process in constructing the narrative text without using series of pictures.

This research is able to show the positive relationship between teaching English using series of pictures in constructing narrative text and the students' achievements in English subject. The alternative hypotheses can be supported because the evidences are not strong enough to reject the null hypotheses.

The discussion in this section is intended to clarify the results.As what has been found in the analysis; the difference between the two groups is significant; it means that the students who get the teaching and learning process in constructing narrative text should get better achievement in his examination. In this case, there are some benefits that will be gotten by using pictures series in the teaching writing activity

G. CONCLUSION.

The results of this investigation form a conclusion that there is relationship between teaching learning English using series of pictures in constructing narrative text and achievements in English subject. As what has been established in the study, the students who get the teaching an learning process using series of pictures in constructing narrative text had relatively the different achievements as those who did not get the teaching and learning process in constructing the narrative text using series of pictures .In this case the students who get the teaching and learning process in constructing narrative text using series of pictures, in a relatively higher frequency or meeting had more the different English achievements as those who don't get the teaching and learning process in constructing narrative text using series of pictures.

There were two groups being compared for this study. Group A is (the experiment class) they are as the students at the ninth grade of the students at SMPN 2 Geger who get the teaching and learning process in constructing narrative text using series of pictures, they get the lesson at about one month and they gained 8 of instruction in fourth meeting before they sat for the examination. Group B (control class) is the students at ninth grade in SMPN 2 Geger who did not get the teaching and learning process using series of pictures in constructing narrative text using series of pictures, they get the lesson at the same period of

time. It is found that the difference between the two groups is very great and is considered significantly different.

H. Suggestions

From all the results, the researcher tentatively concludes that the teaching and learning process using series of pictures in constructing narrative text for the students generally attended by students who are preparing to face an examination is advantages for the students' achievements and their English competency. Although, it is conducted in a relatively short period of time but it is in line which is stated in Kurikulum 2004. Based on the fact, we can conclude that teaching and learning process in constructing narrative text using series of pictures useful for

1. The students

By using series of pictures, the attention of students will be more focused, so pictures can create their inspirations, their wishes to know the content of the message of that picture and they can write it in a composition.

2. The Teacher

The teacher can use picture series as one of technique in teaching writing since it is proved that this technique (teaching using series of pictures) can make better the students'ability, especially in writing narrative text.

3. School.

The result can be the data to know how to make the school to get the higher level, especially media in using many things of school's instruments as a policy of school.

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