

**THE EFFECT OF USING PICTURE SEQUENCES ON STUDENTS'
NARRATIVE WRITING ACHIEVEMENT OF THE EIGHTH
GRADE STUDENTS OF SMP NEGERI 4 SATU
ATAP KUALA**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

NURMALA SARI
NPM : 1702050028



UMSU
Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2022

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata-1
Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Skripsi Strata-1 Fakultas Keguruan Dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari Kamis, tanggal 24 Maret 2022, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan, dan memutuskan bahwa:

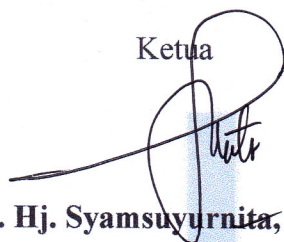
Nama Mahasiswa : Nurmala Sari
NPM : 1702050028
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd)

Ditetapkan : Lulus Yudisium
 Lulus Bersyarat
 Memperbaiki Skripsi
 Tidak Lulus

PANITIA PELAKSANA

Ketua



Dra. Hj. Syamsuyurnita, M.Pd

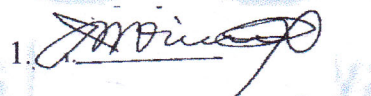

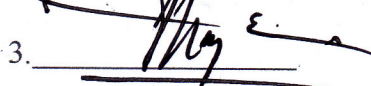
Sekretaris



Dr. Hj. Dewi Kesuma Nst, M.Hum

ANGGOTA PENGUJI :

1. Prof. Amrin Saragih, M.A
2. Yenni Hasanah, S.Pd., M.Hum
3. Hj. Darmawati, S.Pd., M.Pd

1. 
2. 
3. 



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa dibawah ini :

Nama Lengkap : Nurmala Sari
NPM : 1702050028
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala

Sudah layak disidangkan

Medan, 15 Maret 2022

Disetujui oleh
Dosen Pembimbing

(Hj. Darmawati, S.Pd., M.Pd)

Diketahui oleh :

Dekan

Dra. Syamsuyumita, M.Pd

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum

ABSTRACT

Nurmala Sari. 1702050028 “The Effect of Using Picture Sequences on Students’ Narrative Writing Achievement of the Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala” : Skripsi. Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, Medan 2022.

The study deals with the using of picture sequences method on students' narrative writing achievement. The purpose of this research was to see how employing picture sequences affected eighth grade students at SMP 4 Negeri Satu Atap Kuala ability to create narratives. The population of this research were eighth grade students at SMP Negeri 4 Satu Atap Kuala on JL. PKS Blankahan, Kecamatan Kuala, Kabupaten Langkat, in the odd semester. With a total population of 88 students in the school year 2021/2022. The experimental group has 22 students, while the control group has 22 students. The class has a total of 44 students in it. As a sample, the researcher picked a random sample from an even number of students. An experimental design methods was used in this research. A pictures sequences from narrative writing is used to teach learning groups. The experimental group's data collection tools are pre-test, treatment, and post-test. Based on the researcher it was found the t-test was determined to be higher than the t-table ($8.01 > 2.01$) with ($\alpha = 0.05$). As well as the degree of freedom (df) 42. Including the findings, the percentage of the effect of using picture sequences method was 81.9%, with the remaining 18.1% influenced by other factors. It implies that using picture sequences has a significant impact on the achievement of eighth grade narrative writing from SMP Negeri 4 Satu Atap Kuala.

Keywords : *picture sequences, narrative writing, eighth grade*

ACKNOWLEDGEMENTS



Assalamu'alaikum warrahmatullahi wabarakatuh

Firstly, the researcher thanks Almighty Allah SWT for His mercy and blessings, which have enabled her to conclude her writing successfully. Secondly, peace and salutations to the noble prophet Muhammad SAW, who improved mankind's culture so that they could enjoy God's paradise. Thirdly, the researcher wishes to thank her parents, Abdul Majid and Daimah, for their unconditional love, prayers, support, material, courage, and counsel. The researcher discovered that many people contributed valuable recommendations, assistance, help, advice, and sacrifices to the completion of this skripsi's composition during its inception and authorship.

“The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala” is the title of this research. Without Allah SWT's kindness and a lot of aid from family and friends, the researcher would not have been able to accomplish this research.

The researcher would like to express gratitude to the following people for their assistance and suggestions in the completion of this study:

1. Prof. Dr. Agussani., M.AP. The Rector of Universitas Muhammadiyah Sumatera Utara.
2. Dra. Syamsuyurnita, M.Pd., the Dean of Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

3. Pirman Ginting, S.Pd. M.Hum and Rita Harisma, M.Hum., as the head and secretary of English Education Program for administrative help in the process of completing the necessary requirements.
4. Hj. Darmawati, S.Pd.,M.Pd., as the supervisor who has given suggestions, ideasm, criticism, and guidances her to complete this skripsi.
5. Drs. SAMA Perangin-Angin., the head master of SMP Negeri 4 Satu Atap Kuala, who has allowed his collect the data in this school.
6. All lectures of English Education Department of Universitas Muhammadiyah Sumatera Utara.
7. Her closest peoples, Nurul Afla'ah Hidayah, Fajra Nada Nadifa, Wira Bima Pratama, Vingki Julisman Zai, Siti Khairani Sinaga, Putri Isnin Suryaningsih Hia, Zahri Anjelia, Putri Neelam, Monica Yulianti, Suci Alawiyah, Adelia Indrayani Ginting, Clover and Happiness. May Allah SWT bless her VIII A Morning friends, as well as all those who assisted and supported the researcher during this research.

Finally, with the researcher assistance and support, and by submitting oneself to Allah SWT and continually asking for guidance and protection, may good deeds reap good benefits. Aamiin Yaa Rabbal 'Alamiin.

Wassalamu'alaikumwarahnatullahi wabarakatuh.

Medan, March 2022
The Researcher

Nurmala Sari

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iv
LIST OF DIAGRAM	vi
LIST OF THE TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION.....	1
A. The Background of Study	1
B. The Identification of Problem.....	2
C. The Scope and Limitation	2
D. The Formulation of Problem.....	2
E. The Objectives of Study	3
F. The Significance of Study.....	3
CHAPTER II REVIEW OF LITERATURE.....	5
A. Theoretical Framework	5
1. Writing	5
2. Narrative Writing	11
3. Picture	14
4. Sequence	16
5. Picture Sequences	17

B. Conceptual Framework	19
C. Previous Related Study	21
CHAPTER III METHOD OF RESEARCH	23
A. Location and Time	23
B. Population and Sample	23
C. Research Design	24
D. Instrument of Research.....	26
E. Technique for Collecting Data	26
F. Technique for Data Analysis.....	26
CHAPTER IV DATA AND ANALYSIS.....	28
A. Data	28
B. Data Analysis	32
C. The Significant Effect	36
D. The Difficulties of Using Picture Sequences	36
E. Research Finding.....	39
CHAPTER V CONCLUSION AND SUGGESTION	41
A. Conclusion	41
B. Suggestion.....	41
REFERENCES.....	42

LIST OF DIAGRAM

Diagram 2.1 Conceptual Framework.....	20
---------------------------------------	----

LIST OF THE TABLES

Table 3.1 Population in SMP Negeri 4 Satu Atap Kuala.....	23
Table 3.2 Treatment in Experimental	25
Table 4.1 The Score of Pre-test of the Experimental Group.....	28
Table 4.2 The Score of Post-test of the Experimental Group	29
Table 4.3 The Score of Pre-test of the Control Group	30
Table 4.4 The Score of Post-test of the Control Group.....	30
Table 4.5 The Calculation Table	32
Table 4.6 The Difficulties of Using Picture Sequences	36

LIST OF APPENDICES

Appendix 1	Lembar Persetujuan Judul
Appendix 2	Form K-1
Appendix 3	Form K-2
Appendix 4	Form K-3
Appendix 5	Berita Acara Bimbingan Proposal
Appendix 6	Surat Keterangan Seminar Proposal
Appendix 7	Lembar Pengesahan Proposal
Appendix 8	Berita Acara Seminar Proposal
Appendix 9	Surat Pernyataan Plagiat
Appendix 10	Surat Izin Riset
Appendix 11	Surat Balasan Riset
Appendix 12	Surat Bebas Pustaka
Appendix 13	Berita Acara Bimbingan Skripsi
Appendix 14	Students' Sheets
Appendix 16	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of Study

English is a necessary and important component of human life, and it is one of the world's international languages. It is used by a variety of midwives as a means of communication. When learning English, students must learn four different language abilities. Students must learn four skills in order to be good English learners: listening, speaking, reading, and writing. Every skill, such as writing, must be honed over time.

Writing is an important language skill that students must learn. Newspapers, magazines, blogs, websites, and even social media are just a few examples of written communication media. For these reasons, it is obvious that learning writing skills is also necessary for maintaining effective communication with others. In practice, students find it difficult to write; these problems are related to content, grammar, and vocabulary, and the majority of them lack the motivation to write. Students must be continuously trained and maintained in order to be able to write. Many students, however, are unable to enhance their writing skills, especially narrative writing.

A narrative is a story with a plot and events that are connected. Narrative, as a story, must include elements that keep the reader's interest, such as conflict and a satisfying conclusion. Furthermore, writing entails multiple language components such as spelling, grammar, and vocabulary, making it difficult for students who do not learn all of the issues to participate fully in class.

There are various techniques for enhancing students' writing skills, but the researcher focuses on teaching writing through "picture sequences" in order to increase

students' writing abilities. Picture sequences have lots of advantages, including the ability to create thoughts and engage students in learning. It's also easy to set up and adaptable to a variety of ages and learning objectives. Finally, the researcher intends to do more research and choose her topic about **“The Effect of Using Picture Sequences on Students’ Narrative Writing Achievement of The Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala”**.

B. Identification of the Problem

Identification of the problem are identified:

1. Students less of a vocabulary.
2. The majority of students do not write down their ideas.
3. Students cannot find the right way to express their ideas in writing.

C. The Scope and Limitation

The scope and limitation of this research by using picture sequences on teaching narrative writing to the eighth grade students of SMP Negeri 4 Satu Atap Kuala in the odd semester of the 2021/2022 academic year.

D. The Formulation of Problems

The problems of this research are formulated as following

- (1) Is there a significant effect of using picture sequences on the students' achievement in narrative writing for SMP Negeri 4 Satu Atap Kuala eighth year students in 2021/2022?
- (2) What are the difficulties of the students by using picture sequences in narrative writing?

E. The Objectives of Study

The objective of the study are

1. to investigate the effect of using picture sequences on the achievement of SMP Negeri 4 Satu Atap Kuala eighth year students in narrative writing in 2021/2022, and
2. to explain the students' difficulties in narrative writing using picture sequences.

F. The Significances of Study

The researcher hope that their findings will be useful:

1. Theoretically

The outcomes of this study could perhaps improve our understanding of the picture sequence because many people are still ignorant of it. It is easier to explain ideas in writing by using a picture sequence in narrative writing. The findings of this study are designed to provide readers with fresh knowledge, understanding, and insights about the order of picture sequences.

2. Practically

a. For the Teacher

The English instructor can select the best method for teaching writing to the students. By using picture sequences, it would assist teachers in measuring their results when teaching writing. Later on, students will realize that employing visual sequences to teach this topic is more successful and efficient. It has the potential to spark and support a student's desire to design their own learning.

b. For the Other Researcher

This research can be use to expand one's knowledge and experience. Its goal is to help pupils learn English writing and discover the benefits of picture sequences. The last to handle the serious problems encounter in the teaching of picture sequences.

c. For the Students

Students would understand how learning to write English using picture sequences and find the benefits of learning to write narrative writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

a. The Nature of Writing

Students must develop words on their own when writing, which is one of the productive talents (Harmer, 2007 : 265). According to (Muhsin, 2016), as report by (Baso, 2016 : 111), writing is creating or repeating speak messages into written language. It means that while students usually convey their ideas in verbal language, they may do it in written language through writing. Writing frequently results in students producing words, phrases, paragraphs, or essays that contain their ideas or thoughts.

Students should easily deliver their thoughts to the reader in the form of written language, and the reader can understand them clearly, especially to writing. (Lubis, 2014 : 61) describes writing as "the practice of transferring ideas and describing a language that is understood by someone written so that the readers can understand what the writer means."

Writing, on the other hand, is a thinking instrument that allows students to articulate their thoughts while also supporting them in comprehending and sharing their perspectives of the world around them, according to (Clark, 2014: 6). It means that when students write something, it demonstrates that they have a good grasp of the learning contents and can effortlessly communicate their thoughts, perceptions, and whatever else comes to mind.

The study conclude that writing is one of the language abilities that includes

the activity of generating or communicating anything through a written language product based on previous explanations. Writing usually results in the creation of words, phrases, paragraphs, or essays that contain the writer's idea or thought (the students). The writer (students) can readily communicate their ideas, expressions, thoughts, or anything else that comes to mind to the reader through writing.

b. The Purpose of Writing

There are just four common reasons for writing, according to (Saniah, 2018: 35): to inform, explain, convince, and amuse others. Writing, on the other hand, has a place in every genre. The purposes of writing, as explained by (McMahan, et al. 1996: 8) in (Andriyani, 2017: 16), are as follows:

1) To Express the Writer's Felling

It indicates that the writer wishes to convey his or her emotions and thoughts in writing, such as in a diary or love letter.

2) To Amuse the Readers

It indicates that the writer wishes for the reader to be entertained by their written work.

3) To Provide Readers with Information

It indicates that the writer wishes to utilize their written language product to inform or explain something to the audience.

4) To Convince the Readers

It signifies the writer is using written language to persuade or convince readers of his or her point of view, perspective, or idea.

c. The Indicator of Writing

For written content, the total score ranges from 0-100 to measure the students'

writing skills. According to the experts, there are five factors to consider when grading written tests (Jacob and Hughes, 2003). The following are the details:

1. Content

The material is graded based on students' ability to write their ideas and facts in logical phrases. The content grading criteria are as follows:

Score	Criteria	Indicators
27-30	Very good – Perfect	Full of details, a well-developed thesis, and a subject that is important.
22-26	Fair – Good	There is enough information and content, but the thesis growth is limited, and the topic is pertinent but not fully explained.
17-21	Bad – Fair	There isn't enough information, there isn't enough content, there isn't enough thesis development, and there isn't enough of an issue.
13-16	Very Bad – Bad	Without any pertinent information, no content, no thesis growth, and no difficulty.

2. Organization

The skill of students to write ideas and information in a logical arrangement is referred to as organization. The issue is stated clearly, as are the supporting sentences.

Score	Criteria	Indicators
18-20	Very good – Perfect	Fluent expression, clear concepts, solid structure, logical sequencing, and coherent sequence.
14-17	Fair – Good	Limited expression, organization of core concept, sources, logical sequence but incomplete.
10-13	Bad – Fair	Lacks fluency in articulating ideas, organizes them poorly, and sequences and develops them illogically.
7-9	Very bad – Bad	Poor communication and organization.

3. Vocabulary

The skill of children to use words or idioms to describe ideas coherently is referred to as vocabulary.

Score	Criteria	Indicators
18-20	Very good – Perfect	Master in the use of vocabulary, correct in the selection of words for their functions, and master in the formation of words.
14-17	Fair – Good	Advanced in vocabulary usage, occasionally inaccurate in word and phrase selection, but this does not detract from the overall message.
10-13	Bad – Fair	The use of words is limited, and word selection is frequently inaccurate, which can cause confusion.
7-9	Very bad – Bad	Use of the word is random, and vocabulary knowledge is limited.

4. Language

Language refers to a student's ability to compose simple, complex, or compound sentences correctly and efficiently. It also refers to the ability to produce agreement in phrases and other words between nouns, adjectives, verbs, and time signals.

Score	Criteria	Indicators
22 - 25	Very good – Perfect	Effective complex sentence construction with few grammatical errors.
18 - 21	Fair – Good	Effective basic sentence with a few flaws in the complex construction that do not detract from the meaning.
11 - 17	Bad – Fair	There is a serious flaw in the wording of the sentence, which biases the meaning and makes it ambiguous.
5 - 10	Very bad – Bad	Does not understand the role of syntaxes, has numerous flaws, and is

		uncommunicative.
--	--	------------------

5. Mechanic

Mechanic refers to a student's ability to use words accurately, use functions correctly, and understand a paragraph correctly.

Score	Criteria	Indicators
5	Very good – Perfect	Excellent command of the part, with only a few spelling errors.
4	Fair – Good	There are some spelling errors, but they do not detract from the meaning.
3	Bad – Fair	Frequently makes mistakes and has a muddled message
2	Very bad – Bad	Poor mastery of the role of writing, with numerous spelling errors and incomprehensible text.

d. The Types of Writing

T. Hedge categorizes different forms of writing into six categories:

1) Personal writing

Writing for oneself is referred to as personal writing. These writing tasks are often done in the first language, but there may be a compelling motivational reason to use them in a foreign language school. It includes diaries, journals, grocery lists, and addresses and recipe reminders for oneself.

2) Public writing

As a member of a public organization or institution, I am writing this. It entails composing letters for inquiries, complaints, requests, filling out forms, and submitting applications.

3) Creative writing

Creative writing is a type of writing that is most typically found in mother

tongue classrooms at the primary and lower secondary levels, and it is written not just for oneself but also for others. Poems, stories, theater, melodies, and rhymes are all included.

4) Social writing

All writing that establishes and maintains social relationships with family and friends falls under the genre of social writing. It contains letters, invitations, and thank-you notes, as well as congratulatory messages, phone calls, and instructions to friends and family.

5) Study writing

Study writing is also for one's own use and should not be shared with others. Students take notes while reading, take notes during lectures, write summaries, reviews, and experiment or workshop reports.

6) Institution writing

Institutional writing is concerned with professional roles, and teachers, engineers, and students in these and other fields require it. Agendas, public notices, advertisements, curriculum vitae, and other materials are included.

e. The Process of Writing

The process of approach to teaching writing, according to (Brown, 2007: 335-336), is as follows:

- a. Concentrate on the writing process that leads to the final written product.
- b. Assist students in developing an understanding of their own writing processes.
- c. Assist them in developing strategies for prewriting, drafting, and revising.
- d. Allow students time to write and rewrite.
- e. Emphasize the significance of the revision process.

- f. Allow children to write until they figure out what they want to say.
- g. Give students feedback throughout the composition process (not just at the end) as they try to get their expression closer to their intent.
- h. Encourage both the instructor and peers to provide feedback.
- i. It involves a single meeting between the teacher and the student during the composition process.

2. Narrative Writing

a. The Nature of Narrative

A narrative is a fictional story intended to entertain people (narrative writing is an original story that aims to treat people). A narrative is defined as (1) a spoken or written description of connected events; a story, according to an English dictionary. (2) A literary work's narrative section, as opposed to the dialogue. (3) the art or practice of narrative. Narrative is defined as: 1. a story told or written about related occurrences. 2. The part of a literary work that is told is distinct from the dialogue. 3. The art or practice of telling stories). To summarize, a narrative is a text that comprises a story, both written and unwritten, as well as a series of interconnected events (Rika Syahmewah Munthe, 2016).

Narrative is a genre in which the main purpose is not only to entertain or amuse another person, but also to teach a moral lesson to both the writer and the readers. It's no surprise that narrative is one of the most popular genres for teaching and learning.

To write a narrative writing effectively, a writer needs a carefully organized. The most important thing as a writer is the readers are able to understand the point what the writer want to say. That is why, it is necessary to write a text in a clear and notconfusing form.

Without proper grammar, neither of these sections will be complete. According to Hayland, learning to write entails developing the ability to make proper linguistic choices both within and outside of the sentence, and teachers can help students with this by giving specific grammar.

2.1 Generic Structure of Narrative

Every genre has its generic structure, so does narrative. The generic structure of narrative are :

1. Orientation

This element usually consists of the story, the time, and place of the story happen (setting), who, what, when, where, and how the characters in the story.

2. Evaluation

This element contain of sequence of events, which talk about the activity or event in the past.

3. Complication

This element contain of an event that talk about the conflict among the characters. It is actually the heart of the story. It can be crisis and climax.

4. Resolution

This element contain of an event that talk about the crisis is resolve (problem solving), event it is better or for worse. It is the ending of the story, usually gives a moral lesson.

5. Re-orientation

This part includes a quick summary with the goal of teaching or presenting a moral message to the reader.

2.2 Model of Narrative

Three Little Pigs

Orientation

Once upon a time, there were three little pigs. The time came for them to seek their fortunes and build their house. The first little pig built his house of straw while the middle brother decided to build a house of sticks.

They were done with building their houses very quickly and without much hard work. The third pig, the oldest, decided to build a house of bricks.

He did not mind doing some hard work because he wanted a strong house. He knew that in the woods nearby, there was a wolf. The wolf liked to catch little pigs and eat them up.

Complication

When the three houses were finished, they sang and danced happily the whole day. After enjoying a lot, a big bad wolf popped up from the woods. The little pig got scared and quickly hid in his house made of straws.

The big bad wolf huffed and puffed and blew the house down in minutes. Seeing this the little pig ran to his middle brother's house made of sticks.

Resolution

The wolf now came to this house. The wolf huffed and puffed and blew the house down in hardly any time. Now, both the terrified pigs ran to their oldest brother's house which was made of bricks.

The big bad wolf tried to huff and puff and blow the third house down, but he could not. He kept trying for hours but the house was very strong and all the three pigs were safe inside.

Re-orientation

He tried to enter through the chimney but the third pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

Now, the two pigs felt sorry for being so lazy while building the houses. They also built their houses with bricks and all the three little pigs lived happily ever after.

3. Picture

a. Definition of Picture

Because a picture is an example of a real item, it is one of the instructional learning tools that a teacher might employ. It could be simple drawings or a coloring book. A picture, according to (Hornby in Mewa), is a sort of media that is interesting to study, particularly diversified photos, and the students' favorite pictures are vivid and engaging. A picture is a visual representation of an object or scene in the form of a painting, sketch, or photograph.

Another expert, who is from the field of photography, also gives an explanation about pictures (Callahan in Sindya). "Pictures are aids that can offer teachers assistance within the teaching learning process," he explains. He advises the teacher to make effective use of pictures because they are really useful in the classroom. A picture can be used to represent a man's translation. The researcher determines that pictures are the outline of the workouts or the genuine object that is drawing down on the paper because pictures have various definitions from specialists. These aids are quite important in assisting understudies in their learning. The students' brains will be open after seeing the teacher's pictures, which will inspire them to communicate their ideas.

Furthermore, the definition of pictures is expressed by (Wittich and Charles in Aprianto). They claim that a picture can be a cruel way of transmitting thoughts since it captures slices of reality and tells a story in dialect. Understudies are better able to think rationally and tell the truth when they use pictures. It means that pictures are a type of medium that can help understudies learn since they can think quickly about the subject of the lesson when they use pictures. It benefits teachers by making the teaching process less demanding for them.

b. Characteristic of the Picture

There are some characteristic features in the picture. The color of a picture varies depending on the number of individuals require. Pictures come in a variety of sizes, ranging from small to large, for use in publications such as magazines, calendars, and wallcharts. Drawings can be made on the board, overhead projector, large paper, flashcards, handout sheets, and other surfaces. The picture can be photocopy (Wright, 1989 : 187).

c. Advantage of Picture

There are various advantages to use pictures, according to (Zenger, 1977 : 70):

- a) The picture can be use alone or in a group.
- b) The picture is current and can be use in the classroom; it is exhibite in real time so that students can understand the object.
- c) It can also be use to introduce, supplement, or summarize information.
- d) Picture will less expensive when we use it, and it is also easy to find.
- e) Providing students with stimulation and motivation so that they can express themselves fully.

The researcher conclude from the foregoing explanation that the picture is highly intriguing to use. Furthermore, when the teacher uses an engaging method, the students are motivate to learn more about the subject. It can also help kids understand the meaning of the pictures better.

d. Disadvantage of Picture

According to (Zenger, 1977 : 70), utilizing pictures as a material or method in language instruction has some advantages.

- a) It does not communicate motion in the same way as a film does because a picture has a limited scope and can only be explained briefly.

- b) If provide in a basic manner, it becomes uninteresting to the students. The picture should be more interesting and unique.
- c) Students sitting at the back of the room are unable to see the picture clearly. (Usman and Asnawir, 2002 : 50-51).
- d) The students who sit in front of the class, are an exception

They instantly have various interpretations when the picture is use in class. As a result, the teacher should think of unique ways to apply it and effectively explain it to the students. The teacher additionally enhances the picture so that students in the front and back of the class can see it clearly.

4. Sequence

a. Definition of Sequences

Sequences are the process of putting events, ideas, and things in a logical order, according to (Spivey in Farisha Andi Baso, 2016: 111).

b. Characteristic of Sequences

The meanings of sequences are homonyms since they have the same spelling and pronunciation but different meanings. In the subject of linguistics, the term "sequences" has a specific meaning. The order may declare the name of someone, a place, or all objects and things since the order has meaning in the denomination or nouns.

c. Advantages of Sequences

Advantage of sequences is that they can make things easier by placing a specific, linked order in front of the others, making it easier to understand what is meant to be said or complete.

d. Disadvantage of Sequences

Sequences have a disadvantage. The more effort that had to be put into establishing the proper processes to sort things out, the more considerations that had to be made and time that had to be spent.

5. Picture Sequence

a. Definition of Picture Sequences

Pictures and stories are combine in Picture Sequence (Baso, 2016 : 112). It means that PicturesSequence is a combination of pictures and stories that are contain in the picture in order for the story to be present in the best possible order and for the idea to be deliver perfectly.

Furthermore, (Zulkifli, 2016: p. 136) claims that picture sequences, which are a series of three to six picture conveying a story arc, might serve as a good stimulant for writing. A picture sequences, according to (Yunus in Ramadhani, 2016: 2), is made up of multiple related composite pictures that are linked together to form a series of sequences. Picture sequences can help students generate and develop their own ideas since they involve a story or a series of actions. As a result, picture sequences can help students develop their story ideas while also increasing their originality and imagination while creating written paragraphs.

Moreover, Picture Sequences is quite important in the learning process, particularly when composing narratives. Because it has numerous advantages. It can serve as a prompt for students' writing, as they will be aware of the story's happenings, as well as a guide for narrative writing.

b. The Step of Picture Sequences

If the teacher and students wish to use picture sequences in their learning activities, they must fulfill a number of steps. According to (Goldstein, 2008: 65), the steps for using picture sequences are as follows: Show a set of four to six pictures or images that tell a whole story but are not in sequences.

- 1) The students arrange them in the proper sequences. (Even if it's just the last picture of a recipe showcasing the finish dish, keep the last pictures in the sequences back.
- 2) The students describe the events and report back on their sequences.
- 3) To complete the story, the students must create the final picture in the sequences. Now is the time to reveal the final picture.
- 4) Depending on the picture categories, have the students write a tale or speech particles for the pictures.

c. Advantage of Picture Sequences

The advantages of picture sequences method, according to (Shoimin, 2016 : 125), include:

- a) Making it easier for students to understand what the teacher meant when presenting learning materials.
- b) Students respond quickly to the material since it is accompanied by a picture.
- c) Students can read one at a time, following the instructions in the pictures.
- d) Students concentrate better and become more excited since the teacher's activities are related to their daily play, i.e., playing the picture.
- e) The competence of the concepts or readings in the illustration. The presence of competency in the picture of concepts or readings that are present.
- f) It will appeal to students because it is presented in the form of pictures

sequences.

The writer concludes from the previous description that the advantages of the picture sequences method include the researcher ability to encourage and urge students to become more attentive and creative.

d. Disadvantage of Picture Sequences

The disadvantages of picture sequences method, according to (Shoimin, 2016 : 126), include :

- a) It necessitates a large amount of time.
- b) All those students are confused when it comes to learning.
- c) Does not have a low budget.

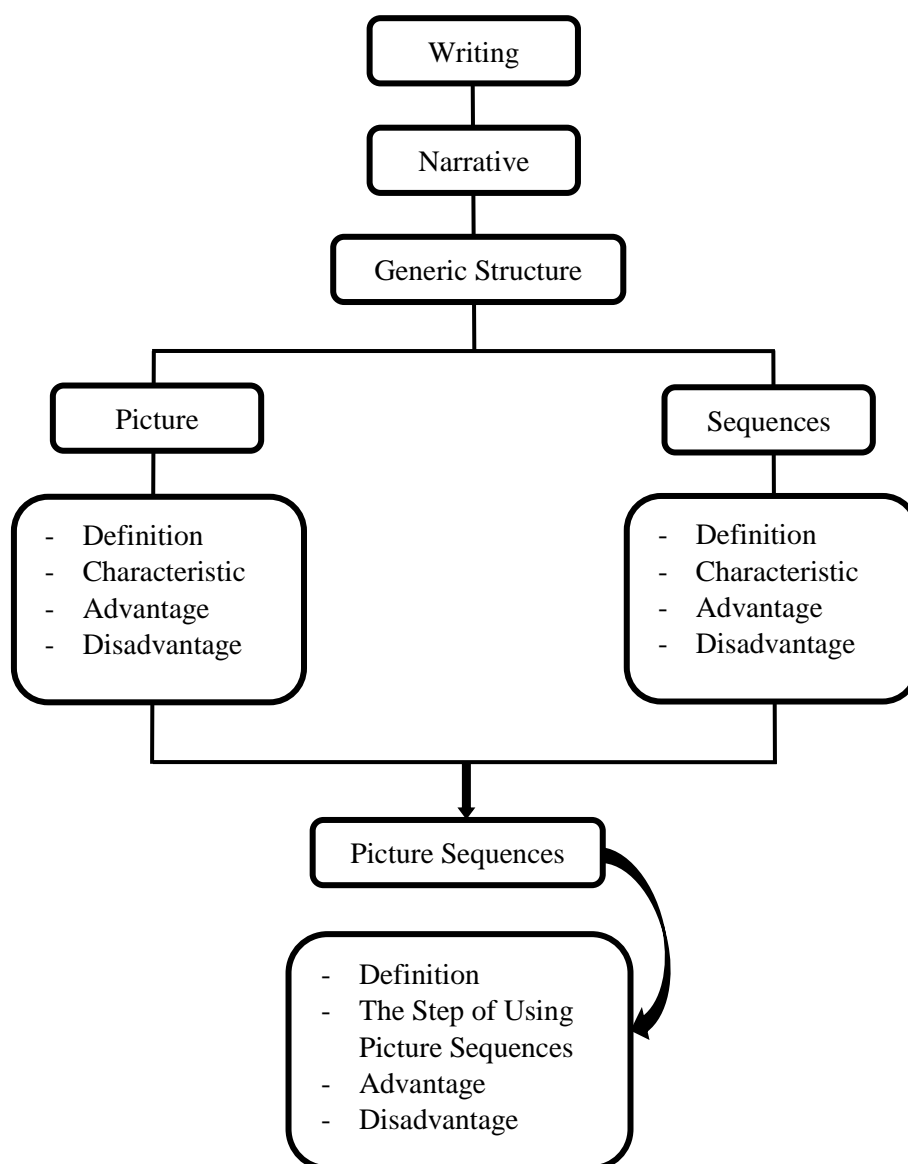
The disadvantages of the picture sequences method, according to the researcher, are that it takes a long time and that the researcher or instructor must prepare a big variety of diverse tactics and resources that are connected to the information to be taught using the method.

B. Conceptual Framework

One of the four language skills taught in English is writing. Narrative writing is a kind that has the function not only of entertaining others but also of teaching moral lessons to writers and their readers. Generic is a discussion of a section or structure on a couch that certainly has a model. One of the mediums that might help students with their learning activities is pictures because, by making good use of pictures, students can think creatively in accordance with the material. Sequences is a process by which objects, ideas, and events are logically sort into operations. Picture sequences are a combination of pictures and sequences, which are particularly useful in the teaching process, especially in narrative writing. That is

because students will more easily express their ideas and understand the story's sequence of events, as well as its connection to narrative writing. The researcher would find the effect of the student's picture sequences of narrative writing.

Diagram 2.1 Conceptual Framework



C. Previous Related Study

Some recent research that is pertinent to this subject is as follows:

1. Some English education students in Indonesia conducted research on the use of picture sequences in the teaching of English as a Foreign Language. "Improving Students' Ability in Writing Recount Text Through Picture Sequences," for example, is a paper by Puji Astuti (2011). She employed a classroom action research design during her first year of MA Darul Ma'arif Cipete. Her research suggests that employing picture sequences can improve students' ability to produce narrative text. This is demonstrated by the student's result. As a result, students in the experimental class get a better mark than those in the control group.

According to the findings of a related study by Puji Astuti (2011), employing picture sequences can assist students enhance their narrative writing skills. Students find it easier to write and explain their ideas when they employ the picture sequences method..

2. The Effectiveness of Using Picture Sequences in Teaching Narrative Text To Improve Students' Writing by Tentrem Wiji Asih (2013). The purpose of this study is to improve students' writing ability in the eleventh grade at MAN Kutowinangun by teaching narrative writing. To begin, define the level of writing abilities of students after they have been taught using Picture Sequences. Second, to see if employing Picture Sequences can help students improve their writing skills. A picture sequence is a picture that makes it easier for pupils to compose a narrative text. The pre-test result was 59.290 before the researcher administered the treatment, and the post-test result was 74.322 after the researcher administered the treatment. The t-test has a value of 4.526. The t-test result is higher than the t-table result. It

means that teaching narrative text using Picture Sequences is a good method for improving students' writing skills.

Tentrem Wiji Asih's (2013) thesis concluded that using picture sequences to boost students' writing skills in narrative writing is a good idea. As a result, it is clear that using picture sequences is the most effective method for improving students' narrative writing skills.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

The research was conducted at SMP Negeri 4 Satu Atap Kuala. This research was focus on the odd semester of the academic year of 2021/2022 and eight grade students.

B. Population and Sample

1. Population

The population of this research was in 2021/2022 of eighth grade students at SMP Negeri 4 Satu Atap Kuala on Jl. PKS Blankahan, Kecamatan Kuala, Kabupaten Langkat. It consists of 3 classes: class VIII-1 consists of 32 students; class VIII-2 consists of 28 students; and class VIII-3 consists of 28 students. So, the total population is 88 students. It is shown in the table below:

Table 3.1

Population in SMP Negeri 4 Satu Atap Kuala

No.	Class	Population
1.	VIII-1	32
2.	VIII-2	28
3.	VIII-3	28
Jumlah		88

2. Sample

Random sampling methods was employed to select samples for this study. A basic example of random would be a definite method of becoming a sample

based on the population of the class being used as an example (Sugiyono, 2018). Because data is drawn in the even order of the population, a simple random example is chosen. Data was acquired at random from the population using random samples. Based on the numbers on the attendance list, the researcher selected random samples from the 88 students. The experimental group has 22 students, while the control group has 22 students. The class has a total of 44 students in it.

C. Research Design

To find out the effect of using the picture sequences methods on students' narrative writing achievement, this study used an experimental design with a pre-test and post-test. During the experimental and control groups, the sample was split into two categories. The experimental group learned to write with picture sequences, while the control group learned to write without it.

1. Pre-Test

Both groups, an experimental and a control group, was given a pre-test.. It is a respective processes that has to be completed in a certain amount of time. Students was given a topic to write about on paper and will be able to choose from a variety of options. After they have chosen one of the subjects, they write about their idea. The pre-test is complete in one meeting for many minutes. After that, the researcher collects it.

2. Treatment

The researcher gave the experimental group treatment of narrative writing after they completed the pre-test. with shows a picture that is connected with the picture sequences method for the experimental group. After that, the researcher

given some clues, and instructed the students to write based on the picture.

Table 3.2

Treatment in Experimental by Goldstein (2008 :65)

Procedure of Treatment	
Researcher Activities	Students' Activities
1. Researcher showed pictures that tell the whole story but not in the correct order.	1. Students arranged the picture in the correct order.
2. Researcher described picture sequences in narrative writing.	2. Students explained the events in the picture in the correct order.
3. Researcher used picture sequences in narrative writing skills.	3. Students received using picture sequences in narrative writing from researcher.
4. Researcher encourage students to make narrative writing according to the drawing in the correct order	4. Students received and make narrative writing in the correct order.

3. Post-Test

Both groups was given a post-test. There was a control group and an experimental group. The format of the post-test is identical to that of the pre-test. The post-test is the final exam in this research, especially in terms of assessing whether the therapy is significant, that is, whether the treatment must have an effect on the students' narrative writing achievement or not.

D. Instrument of Research

The data for this study was collected using a written test of narrative writing as the instrument. According to the researchers, students were asked to write based on picture sequences, and their answer sheets were scored using five indicators in a written narrative writing test (Jacob and Hughes, 2003). The following are the details:

- C : Content
- O : Organization
- V : Vocabulary
- Lu : Language Use
- M : Mechanism

E. Technique for Collecting Data

In order to collect the data for this study, the researcher took the following steps:

1. giving a pre-test for both groups
2. Using picture sequences to administer treatment to the experimental group
3. giving a post-test on both groups

F. Technique for Analysis Data

Following the data collection from the test, the researcher first read the students' answers and then identify the students' answers; second, the researcher grades the students' responses for correct and incorrect responses, and then lists their scores in two tables (experimental class and control class), The researcher calculated the total score pre-test and post-test in the experimental and control classes after

listing their scores (pre-test and post-test), then used the formula to compute the mean of the pre-test and post-test scores in the experimental and control classes.

- a. Standard Deviation by Formula (Sugiyono, 2016)

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

- b. Hypothesis Test (t-test) (Sugiyono, 2016)

$$t = \frac{\overline{X_1 X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} + 2R \left(\frac{S_1}{\sqrt{N_1}} \right) \left(\frac{S_2}{\sqrt{N_2}} \right)}}$$

In which :

t : T-test

S₁ : Standard Deviation of Experimental Group

S₂ : Standard Deviation of Control Group

$\overline{X_1}$: Mean Score of Experimental Group

$\overline{X_2}$: Mean Score of Control Group

N₁ : The Amount of Sample in Experimental Group

N₂ : The Amount of Sample in Control Group

n : Total of Sample

n₁ : Number of cases for experimental group

n₂ : Number of cases for control group

r : Correlation of product moment between X₁ and X₂

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The statistics would be collected from the results of the written test. There are two types of testing for each group: pre-test and post-test. According to the guidelines, there are five factors to consider when scoring a written test (Jacob and Hughes, 2003). Each student's total score in each category is as follows:

- C : Content
- O : Organization
- V : Vocabulary
- Lu : Language Use
- M : Mechanism

Table 4.1
The Score of Pre-test of the Experimental Group

No	Students' Initial	Indicators					Score
		C	V	O	Lu	M	
1	ASK	15	10	9	11	3	48
2	AR	16	9	11	13	3	52
3	AL	14	12	10	14	3	53
4	AR	16	10	13	13	3	55
5	AS	13	8	10	13	3	47
6	ADAN	15	9	7	12	3	46
7	AA	15	10	12	14	3	54
8	CF	16	13	11	12	3	55
9	DA	15	12	8	14	3	52
10	FM	22	15	15	18	4	74
11	FF	17	7	8	12	4	48
12	KR	22	14	15	17	4	72
13	MRR	13	9	7	13	3	45
14	MA	13	9	10	12	3	47
15	MBP	15	13	13	15	3	59

16	MTS	21	12	16	17	4	70
17	MF	17	10	13	16	3	59
18	MIAF	18	10	12	16	4	60
19	RCN	18	13	12	15	4	62
20	RWP	18	14	13	15	4	64
21	UF	16	9	12	14	3	54
22	YBT	16	9	11	10	3	49
SUM							1225
MEAN							55.68

Table 4.2
The Score of Post-test of the Experimental Group

No	Students' Initial	Indicators					Score
		C	V	O	Lu	M	
1	ASK	23	15	14	18	4	74
2	AR	24	14	13	18	5	74
3	AL	23	15	14	17	4	73
4	AR	25	15	15	17	5	77
5	AS	23	13	15	18	4	73
6	ADAN	23	14	14	19	4	74
7	AA	25	13	15	19	5	77
8	CF	24	15	15	17	4	75
9	DA	23	15	14	16	4	72
10	FM	28	19	18	23	5	93
11	FF	25	12	14	16	5	72
12	KR	28	20	18	22	5	93
13	MRR	22	12	14	19	4	71
14	MA	23	13	14	16	4	70
15	MBP	23	15	17	19	5	79
16	MTS	27	18	16	22	5	88
17	MF	26	17	18	22	5	88
18	MIAF	26	18	19	20	5	88
19	RCN	27	19	18	21	5	90
20	RWP	28	18	18	22	5	91
21	UF	25	17	17	20	5	84
22	YBT	24	14	14	18	4	74
SUM							1750
MEAN							79.54

Table 4.3
The Score of Pre-test of the Control Group

No	Students' Initial	Indicators					Score
		C	V	O	Lu	M	
1	API	15	10	12	12	3	52
2	AR	13	8	9	9	2	41
3	AA	16	10	10	11	3	50
4	APW	20	10	13	13	4	60
5	AR	13	8	10	10	2	43
6	AR	14	7	10	12	3	46
7	BG	15	10	12	12	3	52
8	COS	16	9	11	13	3	52
9	DDP	15	9	10	10	2	46
10	DP	13	7	9	11	2	42
11	DH	13	7	9	10	2	41
12	EFT	13	8	8	9	3	41
13	ETS	14	7	7	9	2	39
14	JBN	18	10	10	12	3	53
15	NA	13	10	12	13	2	50
16	PAP	13	8	11	11	3	46
17	RG	13	9	9	10	2	43
18	RA	14	9	10	12	3	48
19	RHS	15	9	11	12	3	50
20	WAL	22	12	14	15	4	67
21	YU	14	7	9	11	3	44
22	ZBS	16	9	11	13	3	52
SUM							1058
MEAN							48.09

Table 4.4
The Score of Post-test of the Control Group

No	Students' Initial	Indicators					Score
		C	V	O	Lu	M	
1	API	24	13	14	17	4	72
2	AR	23	12	13	17	4	69
3	AA	24	14	14	18	4	74
4	APW	28	18	19	20	5	90
5	AR	23	12	14	18	4	71
6	AR	24	14	15	17	4	74

7	BG	23	13	13	17	5	71
8	COS	25	14	14	18	5	76
9	DDP	22	12	12	16	4	66
10	DP	23	13	11	18	4	69
11	DH	24	13	14	18	4	73
12	EFT	25	12	14	19	5	75
13	ETS	21	10	12	15	3	61
14	JBN	26	15	14	20	5	80
15	NA	24	14	13	18	4	73
16	PAP	23	14	13	18	4	72
17	RG	24	13	16	18	4	75
18	RA	27	17	15	20	5	84
19	RHS	24	14	13	18	4	73
20	WAL	26	14	14	20	5	79
21	YU	23	12	13	17	4	69
22	ZBS	21	10	13	15	4	63
SUM							1609
MEAN							73.13

The pre- and post-test scores of the students in the experimental and control groups are displayed below. The experimental group's highest pre-test score was 74, while the lowest was 45, as shown in Table 4.1. As a result, the overall pre-test score in experimental group was 1.225. The pre-test mean in the experimental group was 55.68. According to the statistics in table 4.2, the highest post-test score was 93, while the lowest was 70. The total number of post-tests in the experimental groups was 1.750. The mean post-test score in the experimental groups was 79.54.

According to the data in table 4.3, the highest pre-test score in the control group was 67, and the lowest was 41. As a result, the control group's total pre-test score was 1.058. The control group's pre-test mean was 48.09. Table 4.4, which shows the students' initial (sample) and post-test scores for the control group, contains the research data. According to the statistics in table 4.4, the highest post-test score was 90, while the lowest was 61. As a result, the control group's total post-test score was 1.609. The mean post-test score in the control group was 73.13.

B. Data Analysis

Standard Deviation of X Pre Test Experimental Group

$$\begin{aligned}
 SD_1 &= \frac{\sqrt{N \sum x^2 - (\sum x)^2}}{(N)(N-1)} \\
 &= \frac{\sqrt{22(69729) - (1225)^2}}{(22)(22-1)} \\
 &= \frac{\sqrt{33413}}{462}
 \end{aligned}$$

$$SD = \sqrt{72.32} = 8.50$$

Standard Deviation of X Post Test Experimental Group

$$\begin{aligned}
 SD_1 &= \frac{\sqrt{N \sum y^2 - (\sum y)^2}}{(N)(N-1)} \\
 &= \frac{\sqrt{22(14062) - (1750)^2}}{(22)(22-1)} \\
 &= \frac{\sqrt{3114}}{462}
 \end{aligned}$$

$$SD = \sqrt{67.40} = 8.20$$

Table 4.5
The Calculation Table

NO	Pre Test (X)	Post Test (Y)	X ²	Y ²	XY
1	48	74	2304	5476	3552
2	52	74	2704	5476	3848
3	53	73	2809	5329	3869
4	55	77	3025	5929	4235
5	47	73	2209	5329	3431
6	46	74	2116	5476	3404
7	54	77	2916	5929	4158

8	55	75	3025	5625	4125
9	52	72	2704	5184	3744
10	74	93	5476	8649	6882
11	48	72	2304	5184	3456
12	72	93	5184	8649	6696
13	45	71	2025	5041	3195
14	47	70	2209	4900	3290
15	59	79	3481	6241	4661
16	70	88	4900	7744	6160
17	59	88	3481	7744	5192
18	60	88	3600	7744	5280
19	62	90	3844	8100	5580
20	64	91	4096	8281	5824
21	54	84	2916	7056	4536
22	49	74	2401	5476	3626
Total	1225	1750	69729	140562	98744

Table 4.5, a calculating table that explains the formula for post-test and pre-test in the experimental group, was used to determine the t-critical value as the foundation for the research hypothesis.

The following t-test formula was used to determine the t-observed value as the basis for testing the research hypothesis:

Calculating Correlation Product Moment between X_1 and X_2

$$\begin{aligned}
 R_{xy} &= \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}} \\
 &= \frac{(22)(98744) - (1225)(1750)}{\sqrt{\{(22)(69729) - (1225)^2\} \{(22)(140562) - (1750)^2\}}} \\
 &= \frac{2172368 - 2143750}{\sqrt{(1534038 - 1500625)(3092364 - 3062500)}} \\
 &= \frac{28618}{\sqrt{99784}} \\
 &= \frac{28618}{31588}
 \end{aligned}$$

$$R_{xy} = 0.905$$

The result showed that the test was 0.905 was high.

Determining the Value of t-test with formula:

The statistical hypothesis was employed in this study to determine if the hypothesis was accepted or refused. The formula for statistical hypothesis

$$T_{\text{-test}} > T_{\text{-table}}$$

$$T_{\text{-test}} < T_{\text{-table}}$$

Note :

H_a : The use of picture sequences would have a significant effect (the alternative hypothesis would accepted)

H_o : The use of picture sequences would have a significant effect (the null hypothesis would refused)

$$t = \frac{\overline{X_1 - X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$t = \frac{79.54 - 73.13}{\sqrt{\frac{72.32}{22} + \frac{67.42}{22} + 2(0.905)\left(\frac{8.50}{\sqrt{22}}\right)\left(\frac{8.20}{\sqrt{22}}\right)}}$$

$$t = \frac{6.41}{6.34 - 5.70}$$

$$t = \frac{6.41}{\sqrt{0.64}}$$

$$t = \frac{6.41}{0.8}$$

$$t = 8.01$$

The calculation indicates that df is $n_1 + n_2 - 2 = 22 + 22 - 2 = 42$, and the t table is 2.01 for 0.05, after accounting the data using the t-test formula and finding the table of distribution written testing method as the foundation for counting t-critical in a certain degree of freedom (Df). It is feasible to deduce that $t\text{-test} > t\text{-table}$ or $8.01 > 2.01$, So H_0 is refused and H_a is accepted, it implies that the using picture sequences had an effect on students' narrative writing ability.

C. The significant effect of using picture sequences method on students' narrative writing achievement

The percentage of using this model was:

$$\begin{aligned} \text{Significant} &= r_{xy}^2 \times 100\% \\ &= 0.905^2 \times 100\% \\ &= 0.819 \times 100\% \\ &= 81.9\% \end{aligned}$$

This indicates that the effect of the X variable on the Y variable, or the effect of using picture sequences on students' narrative writing achievement, was 81.9%, whereas other factors affected 18.1%.

D. The difficulties of using picture sequences method on students' narrative writing achievement

According to the result of the research, students have difficulties creating narratives using picture sequences when they have a limited vocabulary, and some students fail to articulate their ideas in written form.

Table 4.6
The Difficulties of Using Picture Sequences

No	Students' Initial	Students Less Vocabulary	Students Fail to Express Their Idea
1	ASK	<ul style="list-style-type: none"> - At night, I go to sleep starring at 21.00, and it's getting light in the day, I wake up at 5.00 - I immediately put on my school unifrom nearly. 	<ul style="list-style-type: none"> - At night, I go to sleep starting at 9 P.M, and since it's getting light in the day, I wake up at 5 A.M . - I immediately put on my school uniform early.
2	AR	<ul style="list-style-type: none"> - Afther the ceremony was over, 	<ul style="list-style-type: none"> - After the ceremony was

		all of us students went to their respective classes and did lessons at school.	over, all of us students went to their respective classes and did lessons in school.
3	AL	- I went to school on a bus, and on my way to view the glorious morning scene, I saw mountains, animals, coming to my school immediately after I started class.	- On my way to school by bus, in the glorious morning scene, I saw mountains and animals. After arriving at school, I went to class.
4	AR	- I just got fruit tree seeds from my mom. - Every day I never forget to water it every morning and evening. - I'm afraid my tree will die.	- I just got some fruit tree seeds from my mom. - Every morning, I never forget to bring the water in. - I'm afraid my tree will die.
5	AS	- You should use a planting medium in the form of soil with good water content.	- You should have a planting medium in the form of soil with good water content.
6	ADAN	- Finally she has an idea she is watering the seed in the morning and afternoon. - She is so diligent every morning and afternoon she always waters her seed the seed grows because seed and growing flowers bloom.	- Finally, she has an idea, she is watering the seeds in the morning and afternoon. - She is so conscientious that she waters her seeds every morning and afternoon, and the seeds grow into flowers that bloom.
7	AA	- Finished doing my schoolwork I get ready to sleep. Wake up, I brush my teeth then take a shower and have breakfast after everything I get ready to welcome the morning bright.	- I finished my schoolwork and am ready to sleep. After waking up, I brush my teeth, take a shower, and had breakfast. After everything, I get ready to welcome the morning.
8	CF	- In there for a week even though the week sight-seeing and shopping. - I was a little bit out of money for the shopping.	- Even though it's just for a week, I'm there for a week of sight-seeing and shopping. - I was a little bit out of money for the shopping.
9	DA	- I feel like I go to school on foot because the distance from home to school is quite close.	- I like walking to school every day because the distance from home to

			school is quite close.
10	FM	- Abi takes his time plant trees, and plant the there in the back ground of his house.	- Abi takes his time planting trees and plants right in the background of his house.
11	FF	- After getting ready, save I immediately rushed to my feet and samba waited for the transport.	- After getting ready, I immediately rushed to my feet and waited for the transport.
12	KR	- I plan to plant simple plants. - I benome even more excited to plant flowers again	- I was planning on growing a simple plant. - I became even more excited about planting flowers again.
13	MRR	- I would get up at about 7.	- I would get up at 7 A.M.
14	MA	- I remembered that Iways ironing my shirt earlier and in the end my shird had holes in it.	- I remembered that I was ironing my shirt earlier, and in the end, my shirt had holes in it.
15	MBP	- I and my family were on a visit to tehe house of friends of our. - In the evining played the guitar.	- On a visit to our friend's house, I took my family. - In the evening, we played guitar.
16	MTS	- I came late to sekoak. - I woke up from my sleep and saw that the clook was already showing 6.15.	- I came late to school. - I woke up from my sleep and saw that the clock was already showing 6.15 A.M.
17	MF	- When you explore this jungle you will feel a truly amazing experiene it is a hill that has a slippery field and muddy slopes.	- When you explore this jungle, you will feel a truly amazing experience. It is a hill that has a slippery field and muddy slopes.
18	MIAF	- On tuesday I go to school to seek knowledge I am very happy tomet may friends and studiying together. - I played with my sister we playd together it whas really fun.	- On Tuesday, I go to school to seek knowledge. I am very happy to meet my friends and study together. - I played with my sister. We played together. It was really fun.
19	RCN	- I began to redefine the tools I	- I began to redefine the tools

		wanted to use for planting, after that everything was collected and I started planting it. - Then I flushed them again with enough water.	I wanted to use for planting. After that, everything was collected and I started planting. - Then I flushed them again with enough water.
20	RWP	- After I finished my makeup, I immediately had breakfast. After breakfast, I took my necessities for school.	- After I finished my makeup, I immediately had breakfast. After breakfast, I took my necessities to school.
21	UF	- One day I went to my brother's house there is lots of food wrong the only one is indomie.	- One day, I went to my brother's house; there was lots of food, but the only one was indomie.
22	YBT	- Roses should be watered twice a day, in the morning from 7 to 9 and in the afternoon from 4 to 6 in the afternoon.	- Roses should be watered twice a day, in the morning from 7 A.M to 9 A.M and in the afternoon from 4 P.M to 6 P.M in the afternoon.

E. Research Findings

Based on the collected data, researcher found some of the difficulties students experience when researcher first teach. The difficulties that students have while narrative writing using picture sequences in which the student has a less of vocabulary, and then there are students struggle to express their ideas in written form. Difficulties students apply picture sequences in narrative writing. According to the data, students who are schooled to write using picture sequences score higher than those who are not. By calculations, the test value is 8.01 with a freedom level (df) of 42 at 5 percent at 2.01. When the test results, which are 8.01, and the results from table t, which are 2.01, are compared to (t-test > table, 8.01 > 2.01). T-results are higher than t-table, by

(Sugiyono). As a result, the achievement of the student who wrote the narrative was higher than the achievement of those who did not utilize any strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings, using sequence picture technique had a significant effect on students' writing achievement, as evidenced by scores of 1.225 on the pre-test before treatment and 1.750 on the post-test after treatment, and the t test found that the result was higher than the t table ($8.01 > 2.01$). Students who were taught writing using the picture sequences approach scored higher than those who were taught without it, and they found it to be more effective, interesting, and simple.

B. Suggestion

In perspective of the preceding result, the researchers would like to make the following recommendations for the teacher in teaching writing a teacher of English could employ more interesting picture sequences. When teaching writing, picture sequences make it easier for a teacher to keep track of a student's vocabulary. These research are recommended to be used as a study source by other scholars.

REFERENCE

- Allen, Edward D., and Valette, Rebecca M. 1977. *Classroom Technique: Foreign Language and English as a Second Language*. New York: Harcourt Brace Jovanosh.
- Andriyani, T. 2017. *Teaching Writing on Descriptive Text for the First Grade of SMPN 03 Mojogedang Karanganyar in the Academic Year of 2014/2015*. State Islamic Institute of Surakarta.
- Asnawirdan M. Basyiruddin. 2002. *Media pembelajaran*. Jakarta: Ciputat Pers.
- Baso, F, Andi. 2016. *The Using Sequence Picture Technique To Increase The Students Writing At First Grade Of SMAN 1 Sungguminasa*. www. Journal.unismuh.ac.id/perpektif Vol.3.
- Baso, F. A. 2016. *Using Sequence Picture Technique to Increase the Students Writing Ability at First Grade of SMAN 1 Sungguminasa*. Jurnal Perpektif: vol 01 (02).
- Brown, H. Douglas. 2007. *Teaching by Principle: An Interactive Approach to Language pedagogy*. San Fransisco: State University.
- Clark, S. K. 2014. *Writing Strategies for Science*. Huntington Beach.
- Course, b. (2020, september rabu). Retrieved from <http://britishcourse.com/three-little-pigs-contoh-narrative-text-fable.php>
- Goldstein, B. 2008. *Working with Images*. New York: Cambridge University Press
- Harmer, J. 2007. *The Practice of English Language Teaching with DVD 4th Edition*. Edinburgh Gate: Pearson Longman ELT.
- Harris, David. 2001. *Testing English as a Second Language*. New York: TMH Edition.
- Hasani, Aceng. (2005). *Ikhwal Menulis*. Serang: Universitas Sultan Ageng Tirtayasa Press.

- Hedge, Tricia. *Writing Resource Book for Teacher*. New York: Oxford University Press:1988.
- Hughes, Arthur. 2003. *Testing for Language Teachers*. Second Edition. Cambridge: Cambridge University Press.
- Istarani. 2012. *58 Model Pembelajaran Inovatif*. Medan: Media Persada.
- Ken Hyland , *Teaching and Researching Writing*, (Great Britain: Pearson Education, 2002) p.17.
- Lubis, R. F. 2014. *Writing Narrative Text*. English Education: Vol 02 (01).
- Mewa Ameliah et al., —*Using Picture Media to Enhance Writing Ability in ProcedureText*,|| Exposure Journal 8, no. 1 (2019): p.50, <https://scholar.google.co.id>.
- Muhammad Aprianto Budie Nugroho, —*Pictures for Improving Indonesian EFL Students' Speaking Competence*,|| Journal of English Education 2, no. 2 (2014): p.210, <https://scholar.google.co.id>.
- Rahmadhani, Anisa, et al. 2016. *The Implementation of Picture Sequences Teaching Procedure Text Writing at The Third Year of SMPN 23 Bandar Lampung* Vol. 3. Journal Unismuh.ac.id / perspektif.
- Rika Syahmewah Munthe, K. P. (2016). *Pengaruh Strategi Pembelajaran Dan Motivasi Berprestasi Terhadap Kemampuan Membaca Teks Naratif Bahasa Inggris Siswa Smp Negeri Di Kabupaten Labura*. Jurnal Teknologi Pendidikan, 9(1), 51–63.
- Saniah, K. 2018. *The Use of Four Square Writing Method to Improve Students' Writing Skill in Recount Text*. English Department: IAIN Salatiga.
- Shoimin, Aris. 2016. *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Aruzz Media.
- Sindya Fantika and Ratmanida, —*Using Pictures to Tell Stories in Teaching Speaking Narrative Text to Senior High School Students*,|| Journal of English Language Teaching 5, no. 1 (2016): p.27, <https://scholar.google.co.id>.

Sugiyono 2016. *Metodologi Penelitian*. Bandung. Penerbit ALFABETA.

Sugiyono. (2018). *Metode Penelitian Pendidikan*. Bandung: Alfabeta Bandung.

Wright, Andrew. (1989). *Picture for Language Learning*, United Kingdom: Cambridge University Press.

Wright. Andrew. 1989. *Picture For Language Learning*. Sydney: Cambridge University Press.

Zenger, Weldon F. 1977. *57 Ways To Teach*. Los Angeles California: Library of Congress Catalog Card.

Zulkifli, Nur Aisyah et al. (2016). "*Indonesian Journal of Integrated English Language Teaching (IJLT)*". Designing Writing Assessment Tasks for Junior High School. Vol 2 Number 2. Pekanbaru: English Education Department Faculty of Education and Teacher Training University of Sultan Syarif Kasim Riau.

LIST OF APPENDICES

Appendix 1 Lembar Persetujuan Judul

**UMSU**
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Nurmala Sari
NPM : 1702050028
Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect Of Using Picture Sequences On Students' Narrative Writing Achievement Of The Eighth Grade Students Of SMP Negeri 4 Satu Atap Kuala	 Ace 14/6-2021

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 14 Juni 2021

Disetujui oleh
Dosen Pembimbing


(Hj. Darmawati, S.Pd., M.Pd)

Hormat Pemohon


(Nurmala Sari)

Appendix 2 Form K-1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Nurmala Sari
NPM : 1702050028
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS
IPK = 3.54

Persetujuan Ket/Sekret, Prog.Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
14 06-2021	The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala	
	Analysis Figurative Language on Advertisement of The Jakarta Post Newspaper	
	The Strategy of Apology Used by The Characters in The "Beautiful Creatures" Movie.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.


Medan, 14 Juni 2021

Hormat Pemohon,

Nurmala Sari

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 3 Form K-2

**UMSU**
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

Form K-2

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr.Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Nurmala Sari
NPM : 1702050028
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut ini :

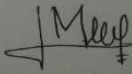
The Effect Of Using Picture Sequences On Students' Narrative Writing Achievement Of The Eighth Grade Students Of SMP Negeri 4 Satu Atap Kuala

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Hj. Darmawati, S.Pd., M.Pd

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 14 Juni 2021
Hormat Pemohon,

Nurmala Sari

Keterangan:
Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua/Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

Appendix 4 Form K-3

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jl. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1248 /II.3-AU/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Nurmalia Sari
N P M : 1702050028
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eight Grade Students of SMP Negeri 4 Satu Atap Kuala.

Dengan Demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman keada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 18 Juni 2021.

Wassalamu'alaikum Warahmatullahi Wabarakatuh




Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
15057302

Penting!!

Appendix 5 Berita Acara Bimbingan Proposal







MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umusu.ac.id> E-mail: fkip@umusu.ac.id


بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

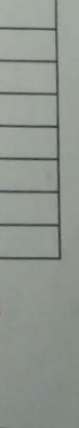
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Nurmala Sari
 N.P.M : 1702050028
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of the Grade Students of SMP Negeri 4 Satu Atap Kuala

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
3-juli-2021	Chapter I :- The Background of Study - The Identification of Problem - The formulation of Problem	
9-juli-2021	Chapter II :- Review of Literature	
23-Agustus-2021	Chapter III :- Population and Sample - Research Design - Instrument of Research - References	
17-September-2021	ACC to Submit Seminar Proposal	

Unggul | Cerdas | Terpercaya

Diketahui oleh:
 Ketua Prodi

 (Mandra Saragih, S.Pd., M.Hum)

Medan, 14 September 2021
 Dosen Pembimbing

 (Hj. Darmawati, S.Pd, M.Pd)

Appendix 6 Surat Keterangan Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No.3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.ummu.ac.id> Email: fkip@ummu.ac.id

SURAT KETERANGAN



Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Mahasiswa : Nurmala Sari
NPM : 1702050028
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada:

Hari : Selasa
Tanggal : 28 September 2021
Dengan Judul Proposal : The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Unggul | Cerdas | Terpercaya

Dikeluarkan di: Medan
Pada Tanggal: 28 September 2021

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd.,M.Hum.

Appendix 7 Lembar Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No.3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id



PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap : Nurmala Sari
NPM : 1702050028
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of the Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.



Diketahui oleh :


Diketahui/Disetujui Oleh
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum

Dosen Pembimbing

(Hj. Darmawati, S.Pd., M.Pd)

Appendix 8 Berita Acara Seminar Proposal

 **MAJELIS PENDIDIKAN TINGGI**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL

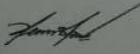
Pada hari ini Selasa Tanggal 28 September Tahun 2021 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

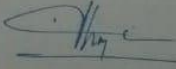
Nama : Nurmala Sari
N P M : 1702050028
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of the Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala

NO	MASUKAN / SARAN
JUDUL	The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of the Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala
BAB I	The Background of Study, Formulation of the Problems, The Objectives of the Study, and The Significance of the Study
BAB II	Review of Literature and Conceptual Framework
BAB III	Research Design and Tenses/Grammar
LAINNYA	Table of contents, references, the way of citation, margin, space, indentation of new paragraph, text alignment, and capitalization.
KESIMPULAN	() Disetujui () Ditolak (✓) Disetujui Dengan Adanya Perbaikan

Medan, 28 September 2021
Dosen Pembimbing

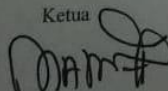
Dosen Pembahas


Yenni Hasnah, S.Pd., M.Hum



Hj. Darmawati, S.Pd., M.Pd

PANITIA PELAKSANA

Ketua


Mandra Saragih, S.Pd, M.Hum

Sekretaris


Pirman Ginting, S.Pd, M.Hum

Appendix 9 Surat Pernyataan Plagiasi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini:

Nama Mahasiswa : Nurmala Sari
NPM : 1702050028
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak mana pun juga, dan dapat dipergunakan sebagaimana mestinya.

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum.


Medan, 15 Maret 2022

Hormat Saya yang membuat pernyataan



(Nurmala sari)

Appendix 10 Surat Izin Riset

 UMSU Unggul Cerdas Berprestasi	MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN	
	Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Website : http://fkip.umsu.ac.id E-mail : fkip@yahoo.co.id	
Nomor : 2291 /II.3-AU/UMSU-02/F/2021		Medan, 24 Shafar 1443 H
Lamp : ---		01 Oktober 2021 M
Hal : Permohonan Izin Riset		


Kepada Yth, Bapak/Ibu Kepala Sekolah
SMP Negeri 4 Satu Atap Kuala
di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Mahasiswa	: Nurmala Sari
NPM	: 1702050028
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Effect of Using Picture Sequences on Students' Narrative Writing Achievement of the Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alaikum Wr. Wb


Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
NIDN 0115057302

Penting!!

Appendix 11 Surat Balasan Riset



PEMERINTAH KABUPATEN LANGKAT
DINAS PENDIDIKAN
SMP NEGERI 4 SATU ATAP KUALA
Jl. PKS Desa Blankahan Kec. Kuala Kab. Langkat Kode Pos : 20772
E-mail : smpnegeriempatkuala@gmail.com



SURAT KETERANGAN

Nomor : 013/SMP/BLK/I/2022

Sesuai dengan Surat permohonan dari Universitas Muhammadiyah Sumatera Utara (UMSU) Nomor : 2291/IL.3-AU/UMSU-02/F/2021 perihal Mohon izin untuk melaksanakan **penelitian/riset**, maka dengan ini saya memberikan izin kepada nama yang tersebut dibawah ini :

Nama : **NURMALA SARI**
NPM : 1702050028
Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala**


Dan telah melakukan Penelitian mulai tanggal 01 Oktober 2021 s/d 04 Januari 2022 di SMP Negeri 4 Satu Atap Kuala.

Demikianlah surat keterangan ini saya perbuat, untuk dapat dipergunakan seperlunya.

Kuala, 04 Januari 2022
Kepala SMP Negeri 4 Satu Atap Kuala

Drs. SAMA PA
NIP. 19710521 199702 1 002

Appendix 12 Surat Bebas Pustaka

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN
Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN
Nomor : 264 / KET/H.3-AU/UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ


Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Nurmala Sari
NPM : 1702050028
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 12 Syakban 1443 H.
14 Maret 2022 M

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M.Pd

Appendix 13 Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ


BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Nurmala Sari
NPM : 1702050028
Judul Skripsi : The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of the Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala

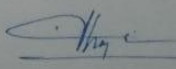
Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
07-Feb-2022	Abstract "How to write abstract in our writing"	
	Acknowledgement "How to write a it in scientific writing"	
	Change of chapter 1 in proposal to thesis	
	Adding theory to support scientific writing	
21-Feb-2022	Improve the writing of the proposal into the form of a thesis	
	Develop writing from proposal to report form	
	How to write conclusions and suggestions from research results	
28-Feb-2022	Review of Appendices	
	Review of References	
10-March-2022	ACC to submit for Green Table	

Medan, 10 Maret 2022

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

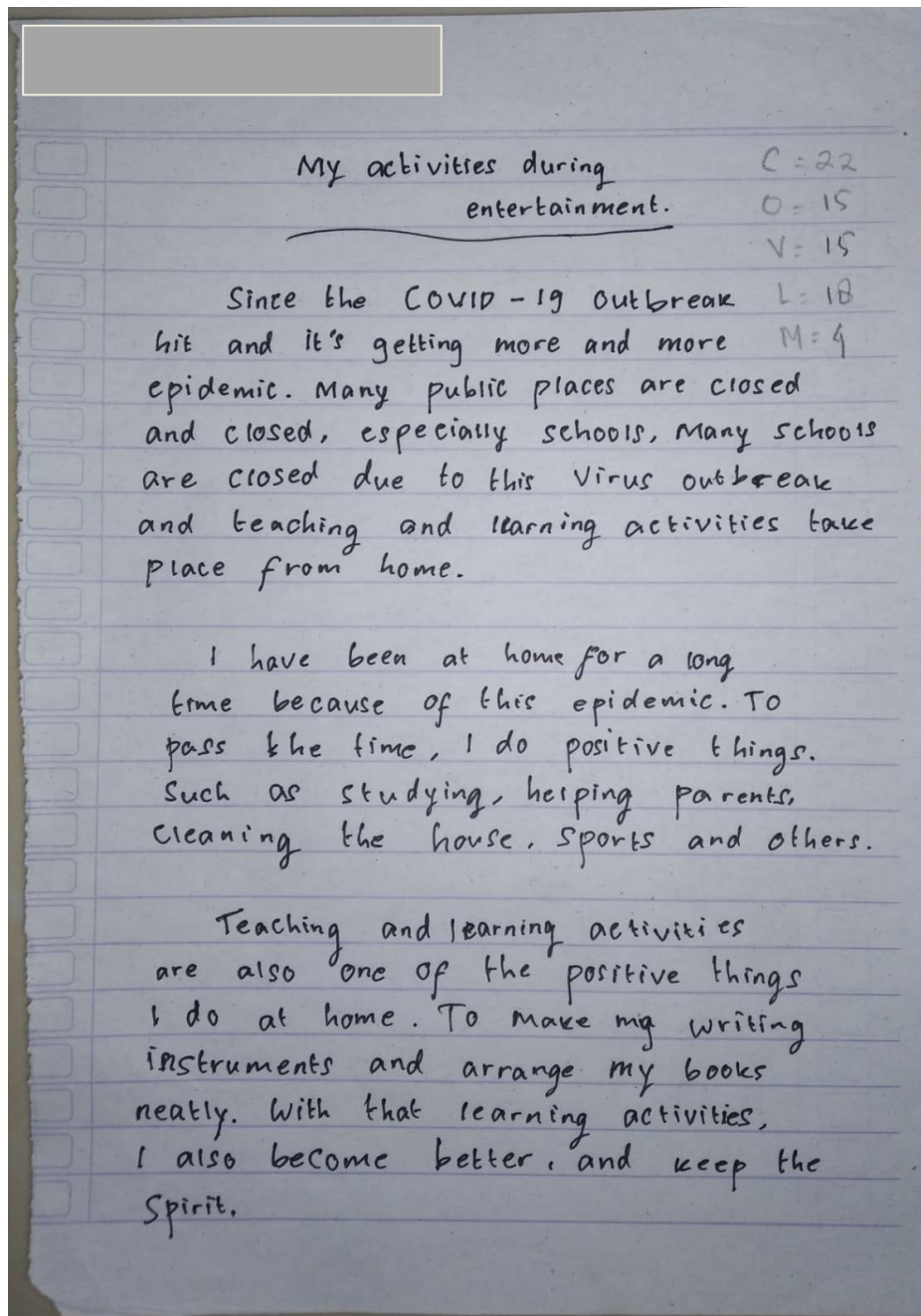

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing


(Hj. Darmawati, S.Pd., M.Pd)

Appendix 14 Students' Sheets

Students' Sheets Pre-test in Experimental Group



Date: _____

My Holiday

I didn't go anywhere last school holiday. My mom didn't plan to go anywhere too. I spent most of my time in front of television. So, I thought that I had deep connection with the television's schedule.

I usually wake up without alarm every day in the holiday. My mom didn't wake me up too. But I always wake up when I heard my mom called my sister and I to eat. After eating, I watched television or played my gadget.

It looked that I was lazy. But wait, when my mother asked me to wash the clothes, sweep the floor, or washed the dishes, I did it without she asked me twice. Just went to the market or the groceries, I refused it.

Maybe you thought it was a boring holiday. But for me, it was enjoyable holiday. Because I could play with my sister, helped my mother, and the greatest moment of holiday, I had to study. That was absolutely holiday.

C : 22

O : 15

V : 14

L : 17

M : 4

Date: _____

Go to School

-
-
- I woke up at 05:30 after that I got up ^{immediately} (immediately) rushed to the bathroom
- to wash my face and took ablution water after that I prayed and when I
- finished praying I immediately made my bed then I ran behind to help my
- mother clean the house then after finished helping mom, I ^{immediately} (immediately) rushed
- to get a mop and then I mopped the house then I built my ~~to~~ sister to
- immediately wash the dirty clothes after that I cleaned the dining table after
- that I cleaned my school uniform I then typed my sister already finished
- washing then I took a shower after I finished bathing and it was my turn
- we had finished bathing then I was called by my mother to have breakfast
- immediately after ~~breakfast~~ I was in a hurry to go to school

Berangkat Sekolah

-
-
- Saya bangun pagi jam 05:30 setelah bangun saya langsung bergeser ke
- kamar mandi untuk mencuci muka dan mengambil air wudu ~~sebelum~~ setelah itu saya
- sholat dan ketika selesai sholat saya langsung meratakan tempat tidur saya lalu
- saya berlari ke belakang untuk segera membantu ibu membersihkan rumah lalu setelah
- selesai membantu ibu saya langsung bergeser mengambil kain pel lalu saya mengepel
- lantai teras rumah lalu saya mem bangunkan kaca saya untuk segera ibu mencuci
- baju setelah itu saya meratakan meja makan setelah itu saya meratakan seragam
- setelah saya lalu ketika keria ~~sa~~ saya sudah selesai mencuci lalu saya mandi setelah
- itu sudah selesai mandi dan girikan saya yang mandi setelah itu kami pun sudah
- selesai mandi lalu saya di Panggil Ibu saya untuk segera ~~selesai~~ berangkat pagi
- setelah ~~itu~~ sarapan saya bergeser untuk berangkat ke sekolah

C : 13

O : 12

V : 13

Quality is Our Priority

M : 4

~~That is all~~ That is all and thank you

Bamboo

No. _____

Date. _____

Go to school

this morning at 7:00 am on tuesday my sleep was
disturbed when i heard the alarm and it was already
7:00 am i got up right away because today is my school
Schedule i immediately made my bed after that i immediately
ran ~~the~~ to the bathroom to take a shower after taking
a shower i immediately put on my school uniform and
didn't forget to wear light make-up to make it look more
beautiful. After i finished my make-up, i immediately had
breakfast. After breakfast, i took my necessities for school.
After i saw it was complete, i immediately put on my shoes
After putting on my shoes, i immediately started my motorbike
to school it only takes 10 minutes to go to school because
the distance is not too far after taking 10 minutes i finally
got to school safely.

Thank you so much

C = 10

D = 14

V = 13

L = 15

M = 4

Students' Sheets Post-test in Experimental Group



Plant Trees

① one day, there was someone who wanted to plant a tree. And it is known again that someone is named Abi. Abi had time to ~~plant trees~~ spare. With that, Abi takes his time to plant trees, and plant the tree in the back ground of his house.

② After planting the ~~tree~~ tree, Abi did not forget to water the tree, so that the tree looks fresh, and finished planting the tree. Abi immediately left the tree for 2 weeks.

③ 2 weeks later...
the tree has grown big, and the tree will stay again for 1 month.

④ 1 month later...
Wow that tree looks very big, even the tree has a lot of fruit.
With that free time, we can use it.

C = 28

O = 18

V = 19

W = 23

M = 5



Planting flowers
(Menanam Bunga)

Date: _____

Orientation:
 One day, I was once confused. I have a pot that already contains soil. But I don't have any idea what plants I will plant. For most of the day I think about what plants are easy and suitable for me to grow. I plan to plant simple plants.

Suatu hari, saya pernah bingung. Saya punya pot yang sudah berisi tanah. Tapi saya belum tahu tanaman apa yang akan saya tanam. Untuk sebagian hari saya memikirkan tanaman apa yang mudah dan cocok untuk saya tanam. Saya berencana menanam tanaman sederhana.

Complication or Problem:
 In the end I decided to just plant flowers. Because the mother said planting the flowers is quite easy. Flowers are also very pretty. So I'm very excited to plant it. Mother bought me some flowers seeds. And I planted some seeds in my pot. I also diligently watered it every day in the morning and evening. Every day I wait for the development of my flowers. But my flowers doesn't show any signs of growing. I was also worried that this would fail. I cried because I didn't see any progress.

Akhirnya saya memutuskan untuk menanam bunga saja. Karena kata ibu menanam bunga itu cukup mudah. Bunganya juga sangat cantik. Jadi saya sangat bersemangat untuk menanamnya. Ibu membelikan aku beberapa biji bunga. Dan saya menanam beberapa biji di pot saya. Saya juga rajin menyiramnya setiap hari pagi dan sore hari. Setiap hari saya menanti perkembangan bunga saya. Tapi bunga saya tidak menunjukkan tanda-tanda.

Date: _____

tumbuh. Saya juga khawatir ini akan gagal. Saya menanamsi karena saya tidak melihat tanaman akan.

Resolution:
 My mother said that the flower seeds I planted did take a long time to grow. So I have to be patient. Mom says the important thing is that I still have to water it and give it good sunlight. One day, a small leaf was seen growing out of the ground. And I became happy. Finally my wait and hard work was not in vain. My beautiful flowers also grew beautifully and nicely. I became even more excited to plant flowers again.

Ibu saya mengatakan bahwa biji bunga yang saya tanam memang membutuhkan waktu yang lama untuk tumbuh. Jadi saya harus bersabar. Ibu bilang yang penting aku masih harus menyiramnya dan menyiramnya sinar matahari yang baik. Suatu hari, seperti daun kecil terlihat tumbuh dari tanah. Dan saya menjadi bahagia. Akhirnya tanaman dan bunga keras. Saya tidak sia-sia. Bundelan yang indah juga tumbuh dengan indah dan subur. Saya jadi bersemangat untuk menanam bunga lagi.

Date: _____

De-Orientation:
 It turns out that the growing time of each flower is not the same. Some are fast and some are slow. I happen to plant flowers that grow slowly. So we have to be patient when planting it.

Ternyata waktu tumbuh setiap bunga tidak sama. Ada yang cepat dan ada yang lambat. Saya kebetulan menanam bunga yang tumbuh lambat. Jadi harus bersabar saat menanamnya.

C = 27 - 25 = 28
 D = 10 - 20 = 10
 V = 10 - 20 = 20
 L = 10 - 21 = 20
 M = 5



C = 27-30-27
 O = 18-20-18
 V = 18-20-19
 L = 18-21-21
 M = 5

how flowers grow

Orientation :

one day there was a farmer who was planting roses,
 The farmer takes good care of his flowers so they are not
 surrounded by weeds, then I thought about planting something
 at home later

complication or problem:

The next morning, I began to redefine the tools I wanted to
 use for planting, after that everything was collected and I started
 planting it then I cleaned the tool I used for earlier, because I couldn't
 wait for it then I flushed it with water, but a few days later, the
 seeds I planted yesterday have sprouted

Resolution :

After a few weeks the seeds started to grow big and
 leafy, then I flushed them again with enough water

Re-orientation!

and after waiting for a long long time finally the flower
 grew big and fertile and I was happy it's been a long time
 since I planted it and now it's growing big and very fertile



1. Orientation

One night I did my routine activity like children in general, namely studying. usually I spend 20 minutes studying 20 minutes later,

Since I've finished studying I immediately go to my room to sleep because tomorrow is my school day morning skip— In the morning my father woke me up take a shower so as not be late. Finished bathing and changed clothes as usual.

• I waited for the bus in front of the house. no long after the bus came.

2. Complication of Problem

At first the journey was fine, but arriving in the middle of the road we were stuck in traffic, we couldn't help but have to wait.

3. Resolution

I wanted to know why there could be a long traffic jam like this, then I asked one of my friends and he said there was an accident in front of him. a few minutes later the streets were no longer crowded and we continued our journey.

4. Re-orientation

a few minutes later we finally arrived at school safely.

Students' Sheets Pre-test in Control Group

8-10-2021

my childhood

on monday I wake up to go to school. I wake up at 5.30 and pray, after prayer I sit for a while, after I sit down, I rush to take a shower I have breakfast and then go to school by school bus. Monday the flag ceremony.

when I arrived at school I went to the field to carry out the ceremony. when the ceremony started we were all advised by the principal teacher to carry out school rules.

~~after~~ after the ceremony was over, all of us students went to their respective classes and dia les ons at school. from this experience I have to rush to school to do the flag ceremony.

C = 20

O = 13

V = 10

L = 13

M = 4

escape the Ordinary

No.:

Date:

Wasting time

On Friday ~~got~~ I got an TIK assignment, namely memorizing menu and toolbar Functions in microsoft excel 2007.

Mr. devi is an TIK teacher at my school. The time given to memorize TIK is quite long. However, I did not take my time to memorize assignment TIK, I spare my time for other activities.

Time went on and ~~also~~ changed days, on Friday I ~~couldn't~~ couldn't take lessons because I was sick, there was still time to memorize the TIK assignment given by Mr. Devi, but I didn't spare them, so on thursday I had to memorize the TIK assignment given by Mr. Devi at night, the tasks that must be memorized are quite a lot and take quite a long time, because of that only memorized some of the assignments. Friday arrived and I had to go to school.

During the TIK lesson I started to get restless. Mr. Devi called me to the front, and asked about my TIK memorization and I could only partially memorize.

Because I didn't memorize everything, I was punished, and from then on I didn't want to waste it, my time again.

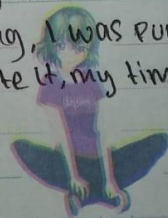
$$C = 18$$

$$V = 10$$

$$M = 3$$

$$D = 10$$

$$L = 12$$





C = 14
 O = 10
 V = 9

No.:

Date: L = 12

M = 3

True Friends

once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. one of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. so being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

the bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground. "Friend, what did the bear whisper into your ears?" the other friend replied, "just now the bear advised me to believe a false friend!"

Assessment = 27

Organization =

KIKY

Word Use



Students' Sheets Post-test in Control Group



Along time ago, I was very bored at home. I tried and have fun but I wasn't happy. I suddenly thought I wanted to plant flowers.

I already have the tools and materials to plant flowers.

I already have the land. I mix the soil with fertilizer, I put the flower seeds in the ground.

I plant it with pleasure.

The next day I saw the flower sprouts come out and I watered them happily.

The third time I watered it turned out the sprouts died. I don't know why my sprouts died.

and I repeat again planting flower seeds. I water the sprouts regularly, the sprouts are alive. It's been 1 week I see my sprouts have become flowers.

It turned out that my sprouts died because I watered them irregularly, and there was too much water when watering them. At that time I understood that planting flowers should not be a bit hard because they are also living beings. I started to ~~difficultly~~ plant flowers.

Smart

C = 20
V = 10
O = 13
L = 20
M = 5



C = 22 - ~~26~~ - 26
 O = ~~18~~ ^{Date} 20 14 - 17 - 17

V = 18 - 20 - 20
 L = 18 - 21 = 21

M = 4

1 orientation
 on sunday i go with my dad.
 my father took me to a place to plant seeds.
 Then my father bought a mango seed and gave it to me to plant.
 After that I planted it behind my house.

2 complication or problem
 And this morning I watered the soil that contained tree seeds
 my please. i've been waiting a long time for a few days to
 see the results of my mango tree, but my father convinced me
 can and must be patient to see the results

3 Resolution
 And as time goes by, it turns out that my mango tree reem
 there is already a dawn and this mango tree is growing
 tall. That's all I did because I've been taking care of her
 like dousing it with water in a timely ~~mann~~ manner

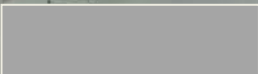
4 Re-orientation
 now I believe there is no struggle that is not open results.
 now I also understand to take care of the plants pretty well

C = 26
 O = 14
 V = 15
 L = 20
 M = 5



No. Ret. test

Date: _____



When I was sleeping, suddenly my mother came and wake me up, so I wouldn't be late for school. I ~~immediately~~ got up and I ~~immediately~~ did my homework.
 Then
 After all, I ~~immediately~~ took a shower. after taking a shower I also wore school uniforms. After wearing clothes, I had breakfast. After breakfast, I wear the hijab, and wear the shoes that have been provided.

So I ~~immediately~~ waited for an invite from my friend. After my friend arrived at my house, my friend and I ~~immediately~~ got off the train.
 So
 I ~~immediately~~ entered the classroom with my friends. I ~~immediately~~ invited my friends to clean the classroom, so it wouldn't be too dirty.
 And
 Not long after the bell rang, all students were required to enter their respective rooms.

After the hour ended I went straight home. When I got home, I ~~immediately~~ had lunch. After all, I played with my friends. When I come from playing, I also take a nap.

C = 27
 O = 15
 P = 17
 L = 20
 M = 5

CURRICULUM VITAE

IDENTITY

1. Name : Nurmala Sari
2. Place/Date of Birth : Blankahan, 25 April 1999
3. Student's Number : 1702050028
4. Gender : Female
5. Religion : Moslem
6. Address : Jl. PKS Blankahan. Kecamatan Kuala. Kabupaten Langkat
7. E-mail : nurmalasari6345@gmail.com
8. Hobbies : Cooking

EDUCATION

- Kindergarten (TK) Islam Terpadu Salimah Pasar 1 Kuala (2004 -2005)
- Elementary School (SD) Negeri 050599 Kuala (2005-2011)
- Madrasah Diniyah Awaliyah (MDA) Al-Munawwarah (2008-2010)
- Junior High School (SMP) Negeri 4 Satu Atap Kuala (2011-2014)
- Senior High School (SMA) Negeri 1 Kuala (2014-2017)
- Bachelor's Degree Strata 1 in English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara (UMSU) (2017-2022)