THE EFFECT OF USING THE IMAGE STREAMING METHOD ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT MTs ISLAMIYAH MEDAN

SKRIPSI

Submitted In Partial Fulfillment as the Requirement
For the Degree of Sarjana Pendidikan
English Education Program

By:

<u>**ISMA FAZRIA**</u>
NPM: 1402050294

THE FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF NORTH SUMATERA
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238Telp. (061) 6622400 Ext. 22, 23, 30
Website : http://www.fkip.umsu.ac.id E-mail:fkip@umsu.ac.id

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Nama Lengkap	:	Isma Fazria
N.P.M	:	1402050294
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Using the Image Streaming Method on the Students' Ability in Writing Narrative Text at MTs Islamiyah Medan

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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Est. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

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Nama	:	Isma Fazria
NPM	:	1402050294
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Using The Image Streaming Method on the Students' Ability in Writing Narrative Text at MTs Islamiyah Medan

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Ketua   Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd   Dra. Hi. Syamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Dr. T. Winona Emelia, M.Hum

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

3. Drs. H. Taslim Tanjung, M.Ed

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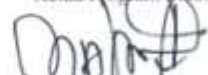**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
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Website : http://www.fkip.umsu.ac.id E-mail fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Isma Fazria
N.P.M : 1402050294
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using The Image Streaming Method on the Students' Ability in Writing Narrative Text at MTs Islamiyah Medan

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
06/03/2018	- Abstract - Acknowledgements - The Uses of tenses (chapter 1-5)		
13/03/2018	- Table of Contents - Appendix - chapter 4-5		
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Medan, 16 Maret 2018

Diketahui oleh :
Ketua Program Studi

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

Dosen Pembimbing

Drs. H. Taslim Tanjung, M.Ed

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Website : http://www.fkip.umsu.ac.id E-mail fkip@umsu.ac.id

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Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap	:	Isma Fazria
N.P.M	:	1402050294
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Using The Image Streaming Method on the Students' Ability in Writing Narrative Text at MTs Islamiyah Medan

sudah layak disidangkan.

Medan, 16 Maret 2018

Disetujui oleh:
Dosen Pembimbing

Drs. H. Taslim Tanjung, M.Ed

Diketahui oleh:

Dekan

Dr. Elfrianto Nasution, S.Pd, M.Pd

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

ABSTRACK

Isma Fazria, 1402050294, *The Effect of Using the Image StreamingMethod on the Students' Ability in Writing Narrative Text at MTs Islamiyah Medan.* **Skripsi. English Education Departemen of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara (UMSU). Medan, 2018.**

This study was attempted to investigate learning writing by using Image Streaming Method. The objective of this research was to find out the significant effect of using Image Streaming Method on the students' ability in writing. The method used in this study was an experimental research. This research had been conducted at MTs Islamiyah Medan jalan Suluh No.71-D Kecamatan Medan Tembung North Sumatera Indonesia. The population of this research were the eight grade classes in academic year 2017/2018 which consisted of 3 classes, the researcher took 2 classes by using image streaming method, VIII-1 was as the experimental class that consisted 30 students and VII-2 was the control class which involved 30 students. Each class was given a pre-test, treatment, and post-test. The control class was taught by using lecture method meanwhile the experimental class was treated by using Image Streaming Method. The instrument of this research was written. The data were analyzed by using t-test formula. Then, the result showed that $t_{observe}$ (7.73) was higher than t_{table} (2.00) with the degree of freedom (df =58) for two-tailed test ($7.73 \geq 2.00$). It means that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In conclusion, there was the significant effect on the students' ability in writing narrative text method was more significant than using lecture method.

Keyword: Image Streaming Method, Writing, Students' Ability.

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11. Her lovely friends in VIII B Afternoon class, especially for 6th Sense Group, Anti Nailatul'Azmi, Tria Widya Ningsih, Etika Maeda Sohaya, Rahma Yanti Pohan, and Maita Andini thanks for giving support, time, motivation and spent a lot of time, for the sweet memories and cheerful, they are more than just a friends.

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Hopefully, the findings of this research are expected to be useful for those who read this study and interested to the topics. Finally, the researcher realizes that the study is still far being perfect in spite of the fact the researcher has done the best to complete this study.

Therefore, the researcher expected constructive criticism, comments, suggestions are welcomed for further improvement of this study. May Allah the most Almighty always bless all of us.

Medan,   March 2018

Isma Fazria

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of The Study

The Effect using Image streaming in writing Narrative Text is very useful for the students at eight class at MTs ISLAMIYAH Medan academic year 2017/2018, on Jl.Suluh No.71-D Kecamatan Medan Tembung North Sumatera Indonesia. Effect is a power or ability to bring produce on the mind of the observer. According to Quirck in Rokayah (2015) "said a result or condition produced by a case or something that happened when one thing, acts on another and also a result produced on the mind or feelings". Effects in this research means as any ability improvement after learning something. Improvement in learning is certain proof of success or ability of a student in doing their learning activities which based on their level of class. According to (Wenger, 2004) of Image streaming method is a mental exercise for the purpose of visualizing an event which has been stored in the memory. The important thing from this method is to describe the experience upon experience and observe it, so we simply do not know and aware that the experience was there. Therefore, it is important for English teacher to use various kinds of methods, techniques, strategies and media.

Writing is an important part of our every day life. It is one of language skill used to express the feelings, ideas, and opinion in written form. These skills were categorized into receptive skill and productive skill. However in practice,

Suherman (2012) observes that writing skill got less portion in the syllabus from the other skills. It is due to in *Kurikulum Tingkat Satuan Pendidikan (KTSP),* English has tendency called Text-based Learning Curriculum so that the teachers assume that writing is less important and students should get more portion on the other skills. As Mendiknas (2006) emphasizes through this curriculum the second grade students of junior high school should be able to produce the language into oral and written forms. It means students were not only expected to speak but also to write. Additionally, the students in junior high school were able to write or produce narrative text as one of genre of writing. The writer as a researcher has observed the fact that the students of junior high school find it difficult to write a narrative text because they have little knowledge of the step to produce the composition. Through the application of a method called by image streaming which has become popular in the area of teaching writing, it is expected that the students can find it easier to write a narrative text. Therefore, the writer had some reasons in writing theory, such as: students did not understand about writing their narrative text, students were lack to organize their idea, students could not to find main idea in narrative text.

Based on the researcher's experience in real teaching practice (PPL) of eight grade of MTs Islamiyah Medan, it was found some problems of students in writing narrative text. The first reason some students did not understand about writing narrative text. Researcher write this study because some of students did not understand in writing their narrative text. Many students still got confused about how to develop the words into a sentence that will eventually became a text.

So, they didn't have any ideas what they would write about it. They needed a clue about how to make a good writing of the text. By having the clue, they would be able to write a story in detail.

Secondly, There are some writing that are confusing the reader. It is happened because the students were lack to organize their idea. They had difficult to generate and translate the idea into writing narrative text. To write a narrative text the students should know its elements such as characters, setting, plot, conflict and resolution. In addition to that, the teacher just use the conventional method in teaching and force the students to memorize, which can make the students felt bored. Therefore, the students were interested to the subject then some students had low achievement. This phenomenon create the students writing ability will never develop.

The last reason, the students could not to find main idea in narrative text. Any students have difficulties identifying main ideas in nonfiction text. In order to understand and express the main idea of a passage, the reader must not only comprehend the text but also make connections within the content and find overarching ideas. It is easy to identify a main idea that is directly expressed in the text. So, the teacher needed to apply suitable technique or strategy to attract the students attention. In this case, the teacher should be able to apply a suitable technique that can easily be understood by the students so that they can learning in writing narrative text much better.

From the explanation above, it can be concluded that writing is very important skill in English subject. The process of writing narrative text will become as serious problem for the students. Image Streaming is one of this strategy effectively the students achievement in teaching narrative paragraph is a good strategy to comprehend the students' learning ability. This strategy could be help the teacher in teaching learning process. So the students need improvement in learning writing practice.

Based on the reasons above, did research with the title: "The Effect of Using the Image Streaming Method on the Students' Ability in Writing Narrative Text at MTs Islamiyah Medan".

B. The Identification of The Problem

The problems of this study would identify as follows:

1. Students did not understand about writing their narrative text

2. Students were lack to organize their idea

3. Students could not to find main idea in narrative text

C. The Scope and Limitation

Based on the problem identified previously, the scope was focused on writing skill and the subject was limited on writing narrative text.

D. The Formulation of Study

Based on the background above, the problem was formulated as follow:" Is there any significant effect of using Image Streaming Method on the students' ability in writing narrative text?"

E. The Objectives of the Study

The objective of the research was to investigate the significant effect of Image Streaming on students' Ability in writing Narrative Text .

F. The Significance of the Study

Hopefully the result of this study to be useful for:

1. Theoretically :

The result of this research was expected to be useful in enlarging the insight or experience of the readers particularly in teaching writing and composing narrative text.

2. Practically:

1. Teachers, to help the teacher to some evaluation and revision in their teaching learning activity and to enrich their knowledge about using Image Streaming Method in teaching narrative text.

2. Students, to increase the motivation in learning writing and the students will find the way in writing narrative text so they enjoy and easily following the lesson by using Image Streaming Method

3. Reseacher, to enrich theory of writing and become reference for further studies.

4. The other researcher, to provide preliminary information for those who are interest in the same study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Description of Writing

According to Pradiyono (2006:42) state that in writing, the students are encouraged to focus on accurate language use and language development. The objective of teaching wri ting is to help students learn how to write in various genres. The study will focus on writing a text in form of paragraph. Writing is one of the for basic language skills besides listening, speaking and reading. Writing was an important factor for communication. Through writing, the writer can deliver their ideas: What the writer think and feel about something, so that the writer can interact with other people. By writing, the writer can express his or her experience to reader. For example, if we were a passive one, we can use writing as media to deliver one idea. By writing, the reseacher can tell the reader what they think clearly. And we are not shy to tell our experience because most of the readers do not know who the writer is.

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Suriamiharja (2002: 2) states is writing an activity which issued to thoughts and feelings with writing. Can is also interpreted writing is to communicate express

thoughts, feelings, and desires to others in writing. Hargrove and Pottet in Abdurrahman (2005: 239) argues that writing is a visual depiction of the thoughts, feelings, and ideas using the symbols of the writing system of a language for communication purposes or notes. Writing also as a process of self discovering who you are and what you are and what you thought. In the process of writing, people give full shape to their thoughts, their feelings and even their values. Based on definition previously about writing,it can get conclusion that writing was a tool of communication that presents ideas. The idea can be developed become a paragraph. Writing was also a way to deliver the idea in particular occasion.

1.1 The Process of Writing

The writing process teaches students to internalize the steps for producing a finished piece of writing and should entail the recursive phases of pre-writing, drafting, revising, editing, and publishing. When students internalize the process approach, they are prepared to produce logical and well written documents which convey an appropriate message for a specific audience in personal, academic, and professional contexts.

1) Pre-Writing The pre-writing stage helps expand or narrow focus, and identify and/or organize ideas. It is the planning phrase of the writing process.

2) Drafting : This stage involves the students in organizing ideas into a coherent structure. The goal of drafting is to translate ideas into written

organization without being constrained by word choice, sentence structure, conventions, and presentation.

3) Revising : This stage focuses on improving student writing.

4) Editing : This stage involves the beautification of the piece and should be undertaken when all revisions to the content are complete.

5) Publishing: This stage involves sharing the writing with an intended audience and may involve preparing a neatly handwritten or word processed copy of the final draft and the addition of illustrations or other graphic elements.

6) Revisiting : This post-publication stage occurs after the essay is published and graded.

1.2 The Types of Writing

There are many types of writing:

a. Expository

Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions, but focuses on accepted facts about a topic, including statistics or other evidence. For example : Textbooks, articles, Recipes, New stories, Business.

b. Descriptive

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides). When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience. The author might employ metaphor or other literary devices in order to describe the author's impressions via their five senses (what they hear, see, smell, taste, or touch). But the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are.

For example: Poetry, journal, description of nature, fictional novels

c. Narrative

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings. For example : Oral histories, novels/novellas, short stories, anecdotes, poetry (especially epic sagas or poems)

d. Persuasive

Persuasive writing is the main style of writing you will use in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief. Persuasive writing contains the author's opinions and biases, as well as justifications and reasons given by the author as

evidence of the correctness of their position. Any "argumentative" essay you write in school should be in the persuasive style of writing. For example: Cover letters, reviews of item, letters of complaint, advertisement.

e. Procedure

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally,etc.

f. Recount

Recount text is text that retell about a story, experience and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text retell about past event. Recount text use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other.

1.3. Indicator of Writing

In this research will use written test as the instrument for collecting the data. The students will be ask to simple write based on sequence picture and the students' answer sheet will be score by using five indicators in scoring written test. According Hughes (2003:104) say that there are five scores components scales namely: content, organization, vocabulary, language use, and mechanism.

a. Content

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences. The criteria of scoring content are given below:

Table 2.1
The Criteria of Scoring Content

Score	Criteria	Indicators
27 – 30	Very good – Perfect	Full of information, clear thesis development, relevant problem
22 – 26	Fair – Good	Enough information, enough substance, limited thesis development, relevant problem but not complete explanation.
17 – 21	Bad – Fair	Limited information, less content, not enough thesis development, not enough problem.
13 – 16	Very bad – Bad	Without relevant information, without any substance, without thesis development, and without problem

b. Organization

The organization refers to the students' ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

Table 2.2
The Criteria of Scoring Organization

Score	Criteria	Indibcators
18 – 20	Very good – Perfect	Having fluent expression, having clear ideas, having good organization, having logic sequence, and having cohesive sequence.
14 – 17	Fair – Good	Less expression, less organization of the main idea, limited sources, logical sequence but incomplete

| 10 – 13 | Bad – Fair | Not fluent in expressing, bad in organizing ideas, illogical in sequencing and developing |
| 7 – 9 | Very bad – Bad | Not communicative, very bad organization |

c. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express

idea logically.

Table 2.3
The Criteria of Scoring Vocabulary

Score	Criteria	Indicators
18 – 20	Very good – Perfect	Expert in the using of vocabulary, correct in choosing word as its function, and master in forming word
14 – 17	Fair – Good	Advanced in the using of vocabulary, sometimes incorrect in choosing word and phrase but does not disturb the whole meaning
10 -13	Bad – Fair	Limited in the using of word, often incorrect in choosing word, and it can disturb the meaning
7 – 9	Very bad – Bad	Perfunctory of using the word, low of knowledge about vocabulary

d. Language use

Language refers to the students' ability in writing the sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to develop agreement in the sentences and some other words, such as nouns, adjectives, verbs, and time signals.

Table 2.4
The Criteria of Scoring Language Use

Score	Criteria	Indicators
22 - 25	Very good – Perfect	Effective complex sentence contruction, few faults in the using of grammar
18 – 21	Fair – Good	
11 – 17	Bad – Fair	Serious fault in the construction of the sentence, bias meaning and confusing
5 – 10	Very bad – Bad	Does not master the syntaxes' role, so many faults and incommunicative

e. Mechanism

Mechanism refers to the students' ability in using word appropriately, using function correctly, paragraph can be read correctly.

Table 2.5

The Criteria of Scoring Mechanism

Score	Criteria	Indicators
5	Very good – Perfect	Master the role how to write,few faults in the spelling
4	Fair – Good	Sometimes do some faults in spelling, but it does not distub the meaning
3	Bad – Fair	Often doing faults and having confusing meaning
2	Very bad – Bad	Bad in mastering the role how to write, many faults in spelling and unreadable in writing

Table 2.6

Model of writing evaluation criteria using score

No	Evaluation aspects	Score
1.	Content	13-30
2.	Organization	7-20
3.	Vocabulary	7-20
4.	Language	5-25
5.	Mechanics	2-5

2. The Description of Narrative

Narrative is a type of written English text in which the people are amused and entertained by the writer, and to deal with actual and various experience in different ways (Pardiyono, 2007). Narrative is structured round the chronological development of events and is centered on a person or hero. Consequently, a narrative is usually personalized or individualized tells about the events related to the person or persons involved. Mark and Kathy (1997:2) state that narratives are usually told by a story teller. A good story must have interesting content. It should tell the event or the audience would find engaging. As like a movie, narrative in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear with even in arranged in the order in some other effective ways. From the definition above, it can be concluded that narrative is one of type texts assume and entertain the readers or the viewers by telling interesting stories that must have engaging detailed in their arrangement.

(Gerot and Wignal 1994) states that genre could be defined as a culturally specific text type, which result from the use of language (written or spoken) to help accomplish something. Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narration is a text containing five components orientation, evaluation, complication, resolution, and re-orientation by which the writer amuses, entertains people and deals with actual experience.

2.1 Characteristic of Narrative Text

1. Social Function

According to Feez (1998:35) the social function of narrative text is to entertain and amuse the readers or the viewer with the fictive or non-fictive experience.

2. Generic Structure

Generic structure is a system of arranging a written text. Generic structures of narrative text, as follows:

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

b Complication: Where the problems in the story developed. The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would be no interesting if something unexpected did not happen. This complication will involve the main character and often serves to (temporally) toward them from reaching the goal. Narrative usually has more than one complication.

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

d. Re-orientation: is optional closure of events, sometimes narrative do not have re-orientation.

3. Types of Narrative

A class list of narrative that was cited thesis might include the follows:

a. Adventure: a story that includes exciting and dangerous events that characters have to solve. E.g. junior detective stories.

b. Legend : legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. E.g. Sangkuriang, Malin Kundang, The Legend of Tangkuban Perahu

c. Fable : fabel is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. E.g. The Ants and the Grasshopper, Mousedeer and crocodile, The story of monkey and crocodile

d. Fairy Tale : a well known story from folklore for children which often involves fairies or other magical characters. E.g. tinkerbell, Cinderella, Snow white

e. Science Fiction : Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. E.g. To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein.

f. Epic: a story which deals with big themes and heroic achievements and events that are larger than real life. E.g. Illiad, Beowulf.

g. Romance: a story which deals with romantic love. There are some obstacles in the way but true love usually wins out in the end. E.g. beauty and the beast.

h. Myth or legend: stories which belong to a particular ethic group and which attempt to explain the way of nature and the universe. E.g. aboriginal legends.

i. Horror story: a story which attempts to scare the reader or listener with frightening events but which ends happily; e.g. the conjuring.

j. Moral tale: the stories which explicitly attempt to teach people about the right way to behave; e.g. traditional fables from folklore.

Dominant language features:

1. Focus on specific and usually individualized participants

2. Use of material process (and in this text, behavioral, and verbal process)

3. Use of relational process and Mental process

4. Use of temporal conjunctions and temporal circumstances

5. Using past tense

3.1 The Example of Narrative Text

Text Fable – Story of Duck and Turtle

Two ducks who lived in a big lake had a friend who was a turtle. One year there was a very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for lake." "Yes, answered the second duck, "But first let's say good bye to our friend, the turtle."

When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you."

"The ducks answered, "We can't. We are going to fly, and you have no wings."
"The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you."

" That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell."

"all right," answered the turtle, "I promise not to talk while we're in the air. So the ducks took the stick and flew away, with the turtle between them.

All went well until they were flying over a town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!"The turtle got very angry, "A cat? I'm not …" he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

Generic Structure:

1. Orientation: in the above story clearly mentioned the story character is a turtle and 2 ducks

"Two ducks who lived in a big lake had a friend who was a turtle"

2. Complication : The above story raises the conflict that begins with the absence of water to survive and then they want to move somewhere and under the turtle fly by biting a wooden stick. Surviving not to speak (so as not to get rid of wood bites when cutting) is as "major complication" in the story above.

" That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell."

"all right," answered the turtle, "I promise not to talk while we're in the air. So the ducks took the stick and flew away, with the turtle between them."

3. Resolution : the above fable story closes with the turtle's failure not to speak while under a flock of ducks*" Because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground."*

4. The Description of Image Streaming Method

(Wenger: 2004) states that Image streaming is a mental exercise for the purpose of visualizing an event which has been stored in the memory. The subconscious memory contains information which can be used to solve the problems encountered in life. Image streaming is believed to rises the level of intelligence because of the stored information. It can also create a vision in the mind which leads to the ability to make plans. In other words, the process of Image Streaming is like flow of pictures created in the mind. The activity can draw the subconscious powers of the mind to solve problems of any kind in life such as the problem of writing narrative text. A narrative consist of some elements which should be well understood in order to produce a coherent story.

The important thing from this method is to describe the experience upon experience and observe it, so we simply do not know and aware that the experience was there. Actually, we do not only stay awake and alert for our perception, but also broaden and deepen our perception by the feedback from our own description. The entire process is interesting perception deeper into the conscious focus. With the technique of describe or explained the goal of our learning answers become part of what is specified quickly and easily. Part of what has been pulled into the full focus of our conscious thinking. Let yourself to

imagine and describe these images freely. Without the user aware of shadows like what a process called shadows image streaming or stream provides an opportunity to demonstrate understandings that are important and meaningful.

(Wenger, 2011: 308). It can also be said that the image streaming strategy is a way of empowering the ability of images to process certain objects, the results are described with the help of unconscious perceptions. The object described is about a story form that is packaged in writing learning, so that students can be free to imagine anything as long as the shadow matches the steps specified in the image streaming strategy.

The image streaming Method can be performed in the following ways:

1. Ask yourself a question:

A question is asked to provoke a kind of image in the mind. A question elicits some information which can be later described.

2. Start the image stream:

Students will sit back, relax, close his eyes, and describe aloud whatever images that appears in the mind. Students than goes with the first, immediate impression and describe them aloud in a rapid flow and sensory details. More free image will than emerge. Students will notice when the scene change or other image merge, and describe these as well. It is important to describe aloud and bring the mind images into conscious awareness, no matter how unrelated the images which first appeared. This process helps bridge the separate regions of the

brain. These can be surprising images. More pictures surprising that students see in their mind's eye, it will get better.

3. Feature – Questioning:

Pick out some one feature—a wall, a tree or bush, whatever's there. Imagine laying a hand on that feature and studying its feel (and describe that feel), to strengthen your contact with the experience. Ask that rock or bush or wall, "Why are you here as part of my answer?" See if the imagery changes when you ask that question. Describe the changes.

4. Inductive Inference

Once you have run a set of images, thank your Image-Streaming faculties for showing you this answer. Ask their help in understanding the messages in your images. They are often symbolic. Repeat the process by starting a new Image-Stream with entirely different images which nonetheless somehow are still giving you the same answer to the same question. After 2 to 3 minutes of this new imagery, repeat this step to get a third set of images, each different, yet each showing you the same answer a different way.

5. What's the Same?

Examine whatever's the same among the several sets of images when all else is different. These themes or elements-in-common are your core answer or message.

6. Relate

  Go back to your original question and determine in what way or ways these core elements are the answer to your question.

7. Debrief

  Summarize this whole experience either to another person (directly or by telephone) or to notebook or computer. This change of medium, and change of feedbacks, should add further to your understanding

4.1 The Advantages of Image Streaming Method

1. Increase visual thinking skills and help direct visualization.

2. Increase neural connections with what is being studied by visualization in

  context so that more distant from the abstract.

3. Repair or build a foundation of understanding.

4. Generate immediate inspiration and always

4.2 The Disadvantages of Image Streaming Method

1. Requires a relatively long time in the applicability

2. Not all teachers can employ this method, teachers are in demand can bringing

  the atmosphere of students into the realm of deeper, so the teacher lessable to

  master class this method is less effective at doing.

3. This method must be done in a conducive and quiet, not effectively done in a hectic because it requires tranquility.

B.   Conceptual Framework

Writing is a description of language into written form. Which conducted by relating one sentence to another sentence. That is still forming one main idea. It was used to share the thoughts and ideas with others and even to communicate itself. The students can be said succesfull whenever they able to make an effective text. Where writing is in good arrangement of sentences and logically in meaning. Narrative text is a type of written English text in which the people are amused and entertained by the writer, and to deal with actual and various experience in different ways.

The teacher using Image Streaming Method as the effective method that can be used in teaching learning process in order to increase the students' ability in writing narrative text. The teacher can use some strategies in teaching writing narrative. One of them is by using Image Streaming method. In using this method, students are asked to imagine the sequence of the story that they want to write and will be easily to write the story step by step. For the achievements, they will be able to produce a good narrative text.

C. Previous Related Study

Previous study is the result of research from the researcher before. This study covers about applying strategy in writing can help the reader in understanding to write the text. Here, to get and provide the originality of the research, the researcher wants to present the previous research that deals especially with applying strategy in writing.

The first is " Keefektifan strategi Image Streaming Dalam Pembelajaran Menulis Cerpen Pada Siswa Kelas X SMA Negeri 10 Yogyakarta (The Effectiveness of Using Image Streaming Strategy in Writing Short Story on the Students' First Grade Negeri 10 Yogyakarta) by Novara Lusy Andini,2013. In researching, researchers used the strategy Image Streaming in the Experimental Class. Differences in short story writing skills are shown by the posttest-t test of the experimental group and the control group posttest that is the result of the calculation showing that the t count score (th) is 1,360 with db 60 obtained p value = 0.000. The p value is smaller than the 5% significance level (p = 0,000 <0.05). Thus, the t-test results indicate that there is a significant difference in short story writing skills between the experimental group and the control group. Thus, the result of the t-test is related shows that the image streaming strategy is effectively used in learning to write short stories compared to learning to write a short story without using a streaming image strategy. The second is from a journal related with this research by Kammer Tuahman Sipayung (2014) The Effect of Image Streaming Technique On Junior Students' Ability in Writing Narrative Genre. The purpose of this research is to find out the effectiveness of image-

streaming technique on junior students' ability in writing narrative genre or not. It can be seen from the mean in post-test from both of groups (control and experimental group) The calculation by using T-test formula shows t-test = 7.37 while t-table 2.04 at the level significant two-tailed 0.05 with df=28. The result indicate that Image Streaming significantly affect on students narrative writing skill.

D. Hyphotesis

This research is to answer the question about whether yes or no the effect of using Image Streaming technique on the students' achievement in writing narrative text. To get the answer of question, the researcher purpose alternative hypothesis (Ha) and null hypothesis (Ho) as bellow:

Ho = "There no significant effect of Image Streaming Method on the students' ability in writing narrative text."

Ha= "There was a significant effect of Image Streaming Method on the students' ability in writing narrative text

CHAPTER III

METHOD OF RESEARCH

A. Location

The research was conducted at MTs Islamiyah Medan, which is located on Jl. Suluh No.71-D Kecamatan Medan Tembung North Sumatera Indonesia. In academic year 2017/2018 the research of choosing this school related to the students' difficulty in writing narrative text, because almost the English teacher still the conventional strategy and in addition, many students have low abilities in writing skill. Based on the situations the researcher was conducted a research about the effect of Using The Image Streaming Method on the Students' Ability in Writing Narrative Text.

B. Population and Sample

The population of this research were the eight grade students of MTs Islamiyah Medan. Those consisted of three classes and the total number of students were 82 students. Cluster random sampling technique was applied to determine the samples. The samples chosen are VIII-1 as the experimental group and VIII-2 as the control group. So, total numbers were 60 students. The design is figured as follows:

Table 3.1

Population and Sample

NO	Class	Population	Sample
1	VIII-1	30	30
2	VIII-2	30	30
3	VIII-3	22	-
	Total	82	60

C. Research Design

In this research, the researcher was used an experimental design. It deals with quantitative method. There are two different groups namely experimental group and control group. The experimental group was taught by Using The Image Streaming Method while the control group was taught by using Conventional Method. The design of this research was listed below.

Table 3.2
Research Design

Group	Pre Test	Treatment	Post Tesr
Experimental	√	By Using Image Streaming Method	√
Control	√	By Using Conventional Method	√

D. The Instrumen of Collecting the Data

For collecting the data, a writing test was given to the students. The test was administered to the students in both experimental and control group. They are

pre-test and post-test.The students was instructed to write a narrative text based on the topic given by the researcher. The tests was given to both groups experimental and control group. The student's ability in learning narrative text was analyzed by the collecting data in the tests.

E. Technique of Collecting Data

Technique of collecting data is the technique or methods that can be used by researcher for collecting the data. Data collection can be interpreted as research activities in order to gather a number of field data needed to answer the research or test hypotheses. There were some techniques of collecting data as follow:

a. Giving Pre-test

The pre-test was conducted to find out the students' ability in narrative text especially in writing narrative text before having the treatment. The pre-test will be given to the experimental and control groups. The result of the pre-test was considered as the preliminary data.

b. Giving Treatment

Both experimental and control groups was given in different treatment. The experimental group was taught with applying Image Streaming Method while control group was taught without applying Image Streaming Method.

c. Giving Post –Test

After conducting the treatment, a post-test was given to the students. The post-test functioned to know whether the treatments gave the effect or not on the students' ability in writing narrative text. It was administrated to experimental and control groups. The administrating of the post-test meant to find the differences scores of both experimental and control groups by using Image Streaming Method and using Traditional Method.

d. Collecting the Students' Worksheet

After conducted the post-test, the researcher will be collected the students worksheet.

F. The Technique for Analyzing the Data

After collecting the data from the test, the data were analyzed by using the following procedures:

1. Correcting the students' answer

2. Scoring the students' answer for correct and wrong answers

3. Listing the score into two tables first will for the experimental group scores and second will for the control group scores.

4. Calculating the total score of post-test in experimental group and control group

5. Finding the mean score of pre-test and post-test in experimental group and control group by using formula

   a. Mean of Variable X (Variable 1)

$$M_x = \frac{\Sigma X}{N}$$

(Sudijono,2009)

a.   Mean of Variable B (Variable 2)

$$My = \frac{\Sigma Y}{N}$$

6. Finding the standard deviation

a. Standard of Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\Sigma x^2}{N}}$$

(Sudijono,2009)

b. Standard of Deviation (SD) for variable Y (variable 2)

$$SD_y =$$

c. Standard Error of mean variable 1

$$SE\ M_1 = \frac{SD1}{\sqrt{N1-1}}$$

d. Standard Error of mean of Variable 2

$$SE\ M_2 = \frac{SD2}{\sqrt{N2-1}}$$

e. The difference of standard error between mean of variable 1 and

mean of variable 2

$$SE\ M_1 - M_2 = \sqrt{SE}M_1{}^2 + SEM_2$$

(Sudijono,2009)

7. Testing hypothesis by applying T-test

$$t_o = \frac{M1 - M2}{SEM\ 1 - M2}$$ (Sudijono,2009)

Notes:

M_x = mean for variable 1 or X

M_y = mean for variable 2 or Y

ΣX = total of students' score

Σy = total of students' score

N_1 = Number of cases for variable 1

N_2 = Number of cases of variable 2

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data collection of this research was taken from students' written test. The students' score was taken from their content, organization, vocabulary, language use and mechanics. The experimental group were given pre-test and post-test in the form of written paragraph. The result of the pre-test and post-test of the experimental group were presented in the following tables. The cumulative students' score were identified by five indicators namely, Content, Organization, Vocabulary, Language Use, and Mechanism.

The result of the pre-test and post-test of the classes were presented in the following tables:

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

No.	Initial	Indicator					Score
		C	O	V	LU	M	
1	AS	14	11	11	11	3	50
2	ARS	13	12	13	12	3	53
3	AW	14	11	11	10	3	49
4	AAD	13	10	11	10	3	47
5	CWH	14	11	11	10	3	49
6	CAS	14	10	12	11	3	50
7	CL	13	12	11	10	3	48
8	DCS	13	12	10	10	3	47

9	FA	13	12	11	11	3	50
10	GR	12	10	11	9	3	45
11	HP	13	12	11	10	3	49
12	IZ	13	12	11	10	3	48
13	JPQ	12	13	13	13	3	54
14	MYK	15	13	13	11	3	55
15	MWS	14	11	11	10	3	49
16	MAK	13	7	7	7	3	39
17	MRW	13	12	10	10	3	47
18	MVA	14	10	11	12	3	50
19	MRH	12	13	11	10	3	49
20	NA	12	14	13	13	3	54
21	NA	12	14	10	9	3	48
22	NBL	12	12	11	11	3	49
23	RN	11	12	11	11	3	48
24	RSP	14	13	11	11	3	52
25	RA	14	11	11	10	3	49
26	SB	13	13	12	11	3	52
27	TNR	12	13	13	13	3	54
28	PW	11	13	13	13	3	53
29	WA	14	10	11	11	3	50
30	YF	14	11	11	11	3	51
TOTAL							**1488**

The table above shown the data of this research consist of the students'
initial (sample) and the students' score in pre-test of the experimental group can

be seen in the table 4.1 showed that the highest score pre-test in experimental group was 55 and the lowest was 39. So the total score pre-test in experimental class was 1488.

Table 4.2
The Score of Post-test in Experimental Group

No.	Initial	Indicators					Score
		C	O	V	LU	M	
1	AS	19	17	17	21	4	78
2	ARS	22	20	21	20	4	87
3	AW	19	17	17	21	4	78
4	AAD	23	17	16	16	4	76
5	CWH	21	20	18	19	4	82
6	CAS	21	20	18	18	4	81
7	CL	25	20	18	21	5	89
8	DCS	23	19	18	19	4	83
9	FA	22	19	18	19	4	82
10	GR	23	19	19	18	4	83
11	HP	22	19	18	19	4	82
12	IZ	22	19	18	18	4	81
13	JPQ	21	19	18	18	4	80
14	MYK	26	19	20	19	4	88
15	MWS	21	19	18	18	4	80
16	MAK	26	19	18	21	5	89
17	MRW	25	20	19	18	4	86
18	MVA	21	17	17	21	4	80
19	MRH	25	19	19	18	4	85

20	NA	24	20	18	22	4	88
21	NA	26	18	18	20	4	86
22	NBL	19	17	17	21	4	78
23	RN	18	17	16	21	4	76
24	RSP	21	17	17	21	4	80
25	RA	21	17	17	22	4	81
26	SB	21	18	17	22	4	82
27	TNR	24	20	18	21	4	87
28	PW	20	17	17	21	4	79
29	WA	29	21	19	19	5	93
30	YF	27	18	19	20	4	88
TOTAL							**2488**

The data of this research the students' initial (sample) and the students' score in the post-test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed the highest score of the post-test was 93 and the lowest was 76. So the total of post-test in experimental class was 2488.

Table 4.3
The Score of Pre-test in Control Group

No.	Initial	Indicators					Score
		C	O	V	LU	M	
1	AF	14	12	12	12	3	53
2	APH	13	7	7	9	3	39
3	AYR	15	9	10	10	3	47

4	ASS	16	7	7	7	3	40
5	AS	16	7	7	7	3	40
6	CAK	13	7	7	6	2	35
7	CAKD	14	7	8	6	3	38
8	FR	13	7	7	6	2	35
9	FRY	14	12	12	12	3	53
10	HAH	16	13	10	8	3	50
11	HH	13	9	8	9	3	42
12	HK	13	7	7	5	3	35
13	HI	15	9	9	10	3	46
14	KYN	13	7	7	6	2	35
15	LA	13	7	7	6	2	35
16	MZM	13	8	8	8	3	40
17	MIS	15	9	9	7	3	43
18	MZA	13	7	7	6	2	35
19	MRM	13	9	8	9	3	42
20	MSR	15	9	9	9	3	45
21	NAK	15	9	9	10	3	46
22	RR	15	9	9	7	3	43
23	RMR	13	7	7	6	2	35
24	RAH	13	6	7	7	2	35
25	SK	13	6	7	7	2	35
26	SN	13	6	7	7	2	35
27	SN	13	6	7	7	2	35
28	SF	16	8	9	6	3	42
29	TY	16	7	8	7	3	41

30	WR	13	11	12	11	3	50
TOTAL							1225

The table above shown the data of this research consist of the students' intial (sample) and the students' score in pre-test of the control group can be seen in the table 4.3 showed that the highest score pre-test in control group was 50 and the lowest was 35. So the total score pre-test in control group was 1225.

Table 4.4
The Score of Post-test in Control Group

No.	Initial	Indicators					Score
		C	O	V	LU	M	
1	AF	25	16	16	20	4	81
2	APH	20	14	13	13	3	60
3	AYR	19	14	12	12	3	61
4	ASS	20	14	11	12	3	60
5	AS	19	14	13	13	3	62
6	CAK	19	13	12	13	3	60
7	CAKD	19	13	12	13	3	60
8	FR	20	13	13	14	3	63
9	FRY	18	15	15	18	4	70
10	HAH	19	13	12	13	3	60
11	HH	18	17	17	18	4	74
12	HK	19	13	12	13	3	60
13	HI	19	15	14	17	3	68
14	KYN	16	14	14	13	3	60

15	LA	16	14	14	13	3	60
16	MZM	20	13	13	14	3	63
17	MIS	20	13	13	16	3	65
18	MZA	16	14	14	13	3	60
19	MRM	20	15	15	18	4	72
20	MSR	20	16	17	18	4	75
21	NAK	20	17	17	18	4	76
22	RR	20	16	17	18	4	75
23	RMR	16	14	14	13	3	60
24	RAH	16	14	14	13	3	60
25	SK	16	14	14	13	3	60
26	SN	16	14	13	14	3	60
27	SN	16	14	13	14	3	60
28	SF	20	16	17	18	4	75
29	TY	20	14	15	18	4	71
30	WR	25	16	16	20	4	81
TOTAL							**1972**

The table above shown the data of this research consist of the students'
initial (sample) and the students' score in post-test of the control group can be
seen in the table 4.4 showed that the highest score post-test in control group was
81 and the lowest was 60. So the total score post-test in control group was 1972.

Table 4.5
The score of pre-test and post-test of experimental group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)

1	AS	50	78
2	ARS	53	87
3	AW	49	78
4	AAD	47	76
5	CWH	49	82
6	CAS	50	81
7	CL	48	89
8	DCS	47	83
9	FA	50	82
10	GR	45	83
11	HP	49	82
12	IZ	48	81
13	JPQ	54	80
14	MYK	55	88
15	MWS	49	80
16	MAK	39	89
17	MRW	47	86
18	MVA	50	80
19	MRH	49	85
20	NA	54	88
21	NA	48	86
22	NBL	49	78
23	RN	48	76
24	RSP	52	80
25	RA	49	81
26	SB	52	82
27	TNR	54	87
28	PW	53	79
29	WA	50	93
30	YF	51	88
TOTAL		**1488**	**2488**

The data in the table above showed that the highest score of pre-test in experimental group was 55 and the lowest was 39. While the highest of score of post-test was 93 and the lowest was 76.

Table 4.6

The score of pre-test and post-test of control group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)
1	AF	53	81
2	APH	39	60
3	AYR	47	61
4	ASS	40	60
5	AS	40	62
6	CAK	35	60
7	CAKD	38	60
8	FR	35	63
9	FRY	53	70
10	HAH	50	60
11	HH	42	74
12	HK	35	60
13	HI	46	68
14	KYN	35	60
15	LA	35	60
16	MZM	40	63
17	MIS	43	65
18	MZA	35	60
19	MRM	42	72
20	MSR	45	75
21	NAK	46	76
22	RR	43	75
23	RMR	35	60
24	RAH	35	60
25	SK	35	60
26	SN	35	60
27	SN	35	60
28	SF	42	75
29	TY	41	71
30	WR	50	81
	TOTAL	**1225**	**1972**

The data in the table above showed that the highest score of pre-test in control group was 50 and the lowest was 35. While the highest of post-test was 81 and the lowest was 60.

B. Data Analysis

Based on the data from the test in the Table 4.5 and 4.6 the scores were analyzed in order to investigate the effect of using Image Streaming Method on The Students' Ability in Writing Narrative Text by calculating the followings.

1. Mean of Variable X (Variable 1)

Table 4.7
The differences between Pre-test and Post-test of Experimental Group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	X-(X2-X1)
1	AS	50	87	37
2	ARS	53	78	25
3	AW	49	78	29
4	AAD	52	80	28
5	CWH	49	82	33
6	CAS	50	81	31
7	CL	48	89	41
8	DCS	47	83	36
9	FA	50	82	32
10	GR	45	83	38
11	HP	49	82	33
12	IZ	48	81	33
13	JPQ	54	80	26
14	MYK	49	80	31
15	MWS	55	88	33
16	MAK	39	89	50
17	MRW	47	86	39
18	MVA	50	80	30
19	MRH	49	85	36
20	NA	50	93	43

21	NA	48	86	28
22	NBL	49	78	29
23	RN	48	76	28
24	RSP	47	88	41
25	RA	49	81	32
26	SB	52	82	30
27	TNR	54	87	33
28	PW	53	79	26
29	WA	54	76	22
30	YF	51	88	37
	TOTAL	**1488**	**2488**	**1000**

Based on the table above, the mean scores of experimental class was calculated as follow:

$$M_x = \frac{(\Sigma fX)}{(N)}$$

$$= \frac{(1000)}{(30)}$$

$$= 33.33$$

Which:

M_x : The mean score of experimental score

ΣX : The score of x2-x1

N : The sample of experimental group

2. Mean of Variable Y (Variable 2)

Table 4.8
The differences between Pre-test and Post-test of Control Group

No	Students'	Pre-Test (Y1)	Post-Test (Y2)	Y(Y2-Y1)

	Initial Name			
1	AF	53	81	28
2	APH	39	60	21
3	AYR	47	61	14
4	ASS	40	60	20
5	AS	40	62	22
6	CAK	35	60	25
7	CAKD	38	60	22
8	FR	49	63	14
9	FRY	53	70	17
10	HAH	35	60	25
11	HH	43	74	31
12	HK	35	60	25
13	HI	46	68	22
14	KYN	35	60	25
15	LA	35	60	25
16	MZM	40	63	23
17	MIS	43	65	22
18	MZA	35	60	25
19	MRM	42	72	30
20	MSR	45	75	30
21	NAK	46	76	30
22	RR	43	75	32
23	RMR	35	60	25
24	RAH	35	60	25
25	SK	35	60	25
26	SN	35	60	25
27	SN	35	60	25
28	SF	42	75	33
29	TY	41	71	30
30	WR	50	81	31
	TOTAL	**1225**	**1972**	**747**

Based on the table above, the mean scores of control class was calculated as follow:

$$My = \frac{(\Sigma f Y)}{(N)}$$

$$= \frac{(747)}{(30)}$$

$$= 24.9$$

Which:

My : The mean score of control group

Σy : The score y2-y1

N   : The sample of control group

3. Standard Deviation (SD) of Variable X (Variable 1)

Table 4.9
The Calculation of Standard Deviation in Experimental Class

No	Students' Initial Name	X (X2-X1)	X= (X-Mx)	(X-Mx)^2
1	AS	37	3.67	13.4689
2	ARS	25	-8.33	69.3889
3	AW	29	-4.33	18.7489
4	AAD	28	-5.33	28.4089
5	CWH	33	-0.33	0.1089
6	CAS	31	-2.33	5.4289
7	CL	41	7.67	58.8289
8	DCS	36	2.67	7.1289
9	FA	32	-1.33	1,7689
10	GR	38	4.67	21.8089
11	HP	33	-0.33	0.1089
12	IZ	33	-0.33	0.1089
13	JPQ	26	-7.33	53.7289
14	MYK	31	-2.33	5.4289

15	MWS	33	-0.33	0.1089
16	MAK	50	16.67	277.8889
17	MRW	39	5.67	32.1489
18	MVA	30	-3.33	11.0889
19	MRH	36	2.67	7.1289
20	NA	43	9.67	93.5089
21	NA	28	4.67	21.8089
22	NBL	29	-4.33	18.7489
23	RN	28	-5.33	28.4089
24	RSP	41	7.67	58.8289
25	RA	32	-1.33	1.7689
26	SB	30	-3.33	11.0809
27	TNR	33	-0.33	0.1089
28	PW	26	-7.33	53.7289
29	WA	22	-11.33	128.3689
30	YF	37	3.67	13.4689
TOTAL				**1042.667**

The data of table 4.9 shows that the calculation standard deviation of experimental group as follow:

$$SD_x = \sqrt{\frac{1042.667}{30}} = \sqrt{34.75} = 5.89$$

4. Standard Deviation (SD) for Variable Y (Variable 2)

Table 4.10
The Calculation of Standard Deviation in Control Class

No	Students' Initial Name	Y (Y2-Y1)	Y= Y-My	(Y-My)^2
1	AF	28	3.1	9.61
2	APH	21	-3.9	15.21

3	AYR	14	-10.9	118.81
4	ASS	20	-4.9	24.01
5	AS	22	-2.9	8.41
6	CAK	25	0.1	0.01
7	CAKD	22	-2.9	8.41
8	FR	14	-10.9	18.81
9	FRY	17	-7.9	62.41
10	HAH	25	0.1	0.01
11	HH	31	6.1	37.21
12	HK	25	0.1	0.01
13	HI	22	-2.9	8.41
14	KYN	25	0.1	0.01
15	LA	25	0.1	0.01
16	MZM	23	-1.9	3.61
17	MIS	22	-2.9	8.41
18	MZA	25	0.1	0.01
19	MRM	30	5.1	26.01
20	MSR	30	5.1	26.01
21	NAK	30	5.1	26.01
22	RR	32	7.1	50.41
23	RMR	25	0.1	0.01
24	RAH	25	0.1	0.01
25	SK	25	0.1	0.01
26	SN	25	0.1	0.01
27	SN	25	0.1	0.01
28	SF	33	8.1	65.61
29	TY	30	5.1	26.01
30	WR	31	6.1	37.21
TOTAL				**680.7**

The data of table 4.10 shows that the calculation standard deviation of control group as follow:

$$SD_y = \sqrt{\frac{680.7}{30}} = \sqrt{22.69} = 4.76$$

Based on the calculation above shown the following facts were presented.

SDx   = 5.89

SDy   = 4.76

N1   = 30

N2   = 30

X   = 1000

Y`   = 747

Mx   = 33.33

My   = 24.9

(X-Mx)2 = 1042.667

(Y-My)2 = 680.7

Therefore, the following formula were implemented:

a. Standard Error of Experimental Group:

$$SE\ M_1 = \frac{SD1}{\sqrt{N1-1}}\ = \frac{5.89}{\sqrt{30-1}} = \frac{5.89}{\sqrt{29}} = \frac{5.89}{5.38} = 1.09$$

b. Standard Error of Control Group:

$$SE\ M_2 = \frac{SD2}{\sqrt{N2-1}} = \frac{4.76}{\sqrt{30-1}} = \frac{4.76}{\sqrt{29}} = \frac{4.76}{5.38} = 0.88$$

c. The Difference of Standard error

$$SE\ M_1 - M_2 \quad = \sqrt{SEM_1{}^2 + SEM2^2}$$

$$= \sqrt{(1.09)^2 + (0.88)^2}$$

$$= \sqrt{1.1881 + 0.0064}$$

$$= \sqrt{1.1945}$$

$$= 1.09$$

C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$t_o = \frac{M1 - M2}{SEM\ 1 - M2}$$

$$= \frac{33.33 - 24.9}{1.09}$$

$$= \frac{8.43}{1.09}$$

$$= 7.73$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows:

Ha : The value of the tobserve was higher than the value of the ttable (ttable≥ tobserve). Where ttable value for the degree of freedom, the calculation showed as follow:

df   = (N1-N2-2)

        = (30+(30-2)

        = 30 + 28

        = 58

Based on the table of distribution, the pride of ttable with the degree of freedom (df) 58 at the level of significant 5% was at 2.00, while the critical value ($t_{observe}$) was 7.73 The result of computing indicated that the tobserve was higher than ttable ($t_{observe} \geq$ ttable ; $7.73 \geq 2.00$). It means that hypothesis was accepted.

D. Research Finding

It was found that the using of Image Streaming Method on the students' ability in writing narrative text gave the significant effect. The students' that were taught by usimg Image Streaming Method got the higher score than those taught by using traditional m ethod (Lecturing method). The result of the test showed that the $t_{observe}$ was higher than t_{table} $(7.73 \geq 2.00)$. It means that the Image Streaming Method gave the significant effect on the students' ability in writing narrative text.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of applying Image Streaming Method on the students' ability in writing narrative text".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing the data, the conclusions were drawn as following:

1. Based on the data analysis, it was found that there was the significant effect of applying Image Streaming Method in writing narrative text. It was prove from the total score 1488 and 2488 respectively. It was found $t_{observe} \geq t_{table}$ or $7.73 \geq 2.00$ with df = 58 (30+30-2).

2. Most of students responded well the lesson by applying Image Streaming Method. It was characterized by the increase of students' learning outcomes in learning. So, Image Streaming Method was considered to be effective in teaching writing.

B. Suggestion

Referring to the conclusions above, some suggestion were stated as the following:

1. The English teachers are suggested to use Image Streaming Method in teaching writing. By which the teacher may easily teach writing interestingly because it can be an alternative strategy to motivate the students in reading comprehension. Besides it can be contribution for English teacher to improve their teaching strategies.

2. The students are expected to use Image Streaming Method by themselves to encourage their confidence in order to improve their achievement in writing.

3. It is suggested to the other researchers to use this finding as source of the research.

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APPENDIX 1

LESSON PLAN

(EXPERIMENTAL GROUP)

School   : MTs Islamiyah Medan

Class   : VIII

Subject   : English

Skill   : Writing

Theme   : Narrative Text

Time Allocation   : 2 x 40 Minutes

Year   : 2017/2018

A. Core Competency

Expressing the meaning in short essay text (narrative text), fluently and

acceptably in the context of daily life.

B. Basic Competency

Responding the meaning in simple short, functional paragraph accurately, fluently

and appropriately in context of daily life and to access knowledge in the form of

narrative text.

C. Indicator Paragraph

1. Identifying the definition of narrative text

2. Identifying the communicative function of narrative text

3. Identifying generic structure of narrative text

4. Identifying the linguistic characteristics of narrative text

5. Identifying the kind of narrative text

6. Discussing the sample of narrative text

7. Writing the narrative text

D. Learning Objectives

1. The students are able to identify the definition of narrative text

2. The students are able to identify the communicative function of narrative text

3. The students are able to identify generic structure of narrative text

4. The students are able to identify the linguistic characteristics of narrative text

5. The students are able to identify the kind of narrative text

6. The students are able discussing the sample of narrative text

7. The students are able writing the narrative text.

E. Teaching Material

- **Narrative paragraph** : A story that is written to explain what, when, and who. It reveals what a reader should learn. Narration paragraph are usually written in chronological order.

- Social Function

  Imitate moral values, patriotism, respect for the culture of others.

- Structure Text

- The introduction of the characters and the setting (orientation)

- Complications of the main character (complication)

- Solutions and ending (resolution)

- Linguistic Elements

- Vocabulary related to character, character, and setting the story

- Modal auxiliary verbs (was / were)

- Grammar: Reported speech (speech inderect) vs. direct speech

- Spelling and handwriting and print clear and neat

- Speech, the word pressure, and intonation when presented orally

- Referral says

Example of Narrative text

The Smartest Animal.

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; "you are so big and strong. Why do you do everything the man tells you?" The buffalo answered; "oh, the man is very intelligent".

The tiger asked; "can you tell me how intelligent he is?". "No, I can't tell you", said the buffalo; "but you can ask him"

So the next day the tiger asked to the man; "Can I see your intelligence?". But the man answered; "it at home". "Can you go and get it?" asked the tiger. "Yes" said the man; "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "Now you know about my intelligence even you haven't seen it.

F. Teaching Method

Lecturing with using Image Streaming Method

G. Teaching Media

- Whiteboard

- Blank Paper

- Picture

- Infocus

H. Teaching Learning Process

a. Initial Activity

Apersepsi

- ➢ Reseacher gives greeting to the students

- ➢ Reseacher lead pray and read some Surah of holy Quran

- ➢ Reseacher prepare tools and learning material and check present of students

- ➢ Reseacher tells the objectives of the study as motivation for students

b. Core Activity

Explorasi

- ➢ Reseacher are asked the students about the definition of narrative text based on their experience

- ➢ Reseacher explain the definition of narrative text

- ➢ Reseacher explain about generic structure of narrative text

- ➢ Students are asked to make the outline of narrative text based on the story

- ➢ Reseacher explain the Image Streaming Method

Elaborasi

- ➢ Reseacher show two picture (Mirror and magic wands)

- ➢ Reseacher give the instruction to apply the Image Streaming Method

- ➢ Students are asked to make some question to created a story based on the pictures

- ➢ The students are asked to write (recorded) all their imagination in their paper blank. Each students alternately record what they see in their imagination. So they had record based on their idea.

> ➤ Every 3 minutes, the Reseacher rang the bell to stop students activities and give the students a chance to tell each other about the shadows that produced it to their partner in turn.

> ➤ Students are asked to pick up their idea and choose what they need and do not need to write

> ➤ The students are asked to relate their idea with the topic

> ➤ Students are asked to recheck the same and the different set idea in their paper

> ➤ Students are asked to relate all the words an sentences with the topic

> ➤ Students are asked to write all their ideas in the paper to make a narrative text

Confirmation

> ➤ After students write the story based on their imagination, students are asked to collect their paper

> ➤ Students are asked to presentation their story

c. Closing Activity

> ➤ Reseacher give reinforcement by asking students to summarize what they have learned

> ➤ Reseacher gives conclusion about narrative text

> ➤ Reseacher closes the lesson

I. Source

- English in focus For Grade VIII Junior High School (SMP/MTs)

- Internet

https://www.google.com/search?q=magic+mirror&ie=utf-8&oe=utf-8&client=firefox-b-ab

 http://bigthink.com/paul-ratner/what-are-the-smartest-animals-on-the-planet

J. Evaluation

1. Technique : Writing test

2. Form : Make a narrative text

K. Assessment

Write your own narrative text based on the picture below with using image streaming instruction

Scoring of the test

Name :		
Aspect of Scoring	**Score**	**Comment**
Content		
Organization		
Vocabulary		
Language Use		
Mechanics		
Total Score		

Maximal Score:

1. Content   : 30

2. Organization   : 20

3. Vocabulary   : 20

4. Language use   : 25

5. Mechanics   : 5

Medan,   February 2018

English Teacher   **Researcher**

(ABDAN EBIN PURBA S.Pd)   (ISMA FAZRIA)

Head Master of MTs Islamiyah Medan

(RUSTAM HSB S.Pd.I)

APPENDIX 2

LESSON PLAN

(CONTROL GROUP)

School   : MTs Islamiyah Medan

Class   : VIII

Subject   : English

Skill   : Writing

Theme   : Narrative Text

Time Allocation   : 2 x 40 Minutes

Year   : 2017/2018

A. Core Competency

Expressing the meaning in short essay text (narrative text), fluently and

acceptably in the context of daily life.

B. Basic Competency

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and appropriately in context of daily life and to access knowledge in the form of

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C. Indicator Paragraph

8. Identifying the definition of narrative text

9. Identifying the communicative function of narrative text

10. Identifying generic structure of narrative text

11. Identifying the linguistic characteristics of narrative text

12. Identifying the kind of narrative text

13. Discussing the sample of narrative text

14. Writing the narrative text

D. Learning Objective

8. The students are able to identify the definition of narrative text

9. The students are able to identify the communicative function of narrative text

10. The students are able to identify generic structure of narrative text

11. The students are able to identify the linguistic characteristics of narrative text

12. The students are able to identify the kind of narrative text

13. The students are able discussing the sample of narrative text

14. The students are able writing the narrative text

E. Teaching Material

- **Narrative paragraph** : A story that is written to explain what, when, and who. It reveals what a reader should learn. Narration paragraph are usually written in chronological order.

- Social Function

  Imitate moral values, patriotism, respect for the culture of others.

- Structure Text

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- Complications of the main character (complication)

- Solutions and ending (resolution)

- Linguistic Elements

- Vocabulary related to character, character, and setting the story

- Modal auxiliary verbs (was / were)

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- Spelling and handwriting and print clear and neat

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- Referral says

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After the man went home, the tiger spoke to the buffalo; "you are so big and strong. Why do you do everything the man tells you?" The buffalo answered; "oh, the man is very intelligent".

The tiger asked; "can you tell me how intelligent he is?". "No, I can't tell you", said the buffalo; "but you can ask him"

So the next day the tiger asked to the man; "Can I see your intelligence?". But the man answered; "it at home". "Can you go and get it?" asked the tiger. "Yes" said the man; "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "Now you know about my intelligence even you haven't seen it.

F. Teaching Method

Lecturing with Convetional Method

G. Teaching Media

- Whiteboard, Board Marker

H. Teaching Learning Process

a. Initial Activity

Apersepsi

➢ Teacher gives greeting to the students

➢ Teac her lead pray and read some Surah of holy Quran

➢ Reseacher prepare tools and learning material and check present of students

➢ Reseacher tells the objectives of the study as motivation for students

b. Core Activity

Explorasi

1. **The researcher gives the students some question orally related to the topic**

   - Do you like story?

   - What story do you like?

   - Can you tell me about your favorite story?

Elaboration

➢ The researcher explains definition of narrative text

➢ The researcher explains social function of narrative text

➢ The researcher explains generic structure of narrative text

➢ The researcher explains characteristic of narrative text

➢ The researcher explains kinds of narrative text

➢ The researcher discuss the sample of narrative text

➢ Reseacher asks the student to write the narrative paragraph based on the theme

Confirmation

- ➢ After students write the story based on the theme, students are asked to collect their paper

- ➢ The researcher gives feedback to the students who finished the works

- ➢ The researcher gives confirmation about the students work

- ➢ The researcher gives motivation to all the students

c. Closing Activity

- ➢ Reseacher give reinforcement by asking students to summarize what they have learned

- ➢ Reseacher gives conclusion about narrative text

- ➢ Reseacher closes the lesson

I. Source

- English in focus For Grade VIII Junior High School (SMP/MTs)

- Internet

https://www.google.com/search?q=magic+mirror&ie=utf-8&oe=utf-8&client=firefox-b-ab

http://bigthink.com/paul-ratner/what-are-the-smartest-animals-on-the-planet

J. Evaluation

1. Technique   :Writing test

2. Form   : Make a narrative text

K. Assessment

Write your own text on the tittle " Magic Mirror"

Scoring of the test

Name :		
Aspect of Scoring	**Score**	**Comment**
Content		
Organization		
Vocabulary		
Language Use		
Mechanics		
Total Score		

Maximal Score:

6. Content   : 30

7. Organization   : 20

8. Vocabulary   : 20

9. Language use   : 25

10. Mechanics   : 5

Medan, Februari 2018

English Teacher   **Researcher**

(ABDAN EBIN PURBA S.Pd)   (ISMA FAZRIA)

Head Master of MTs Islamiyah Medan

(RUSTAM HSB S.Pd.I)

Appendix 3

INSTRUMENT OF RESEARCH

(EXPERIMENTAL GROUP)

1. Write your name of the left top of your worksheet

2. To make your work easily, make the narrative paragraph in Indonesia first after that translated to English

3. Write your narrative text based on the theme (picture) bellow with using image streaming instruction

Appendix 4

INSTRUMENT OF RESEARCH

(CONTROL GROUP)

1. Write your name on the left top of your worksheet

2. To make your work easily, make the narrative paragraph in Indonesia first after that translated to English language

3. Write your narrative text with the topic mirror and the magic wands

Appendix 5

Students answer for Experimental Group

Nama : Wahyu ananda
Kelas : VIII F

POST TEST

Magic Mirror

Once Upon a time in a house lived a little girl. The little girl always a look her room. because the liness suffered from the little girl could her walk. the girl named reyn. In the room there is on old mirrow. Everiday Reys always expect miracles.

A day in the mirror appeared a boy who is very similiar to reyn, he has a smile and laugh like reyn.

"hallo my name is len I am a witch from the world behind this mirror." "my name is reyn, nice to mett you "reyn said". Since that day life has changed. she had a friend to talk In that room, there was len who always behind the mirror. Reyn is no longer lonely. "may I touch you? to make sure you're there and Im not dreaming "reyn said".

"Of Course, please youre not imagining. Im front of you right now. Days passed since the artical of len from behind the mirror. Reyn not feel lonely they often tell Stories and pray together. Until then it was finally Reyn able to walk again. either by it self or by the Power of magic from len. "Its a bressing of your spirit and error. Reyn, it's thanks to you len. who always cheer me up and always there when I am alone, so please do not leave me." said reys.

Suddenly len's body feel stiff. this is because the Power of her magic has ran out. "reyn im sorry, I have to go and go back to this mirror. My magic Power is gone." how con you go when I can walk, dee we con spend time outside, because im healed "I will come back when the magic comes again aat and immadiatelly disappear into the mirror. Reyn sad for the

29
21
19
19
5
93

Name : Amruti Azhari Daulay

one day there was a boy named Lisa that day she was walking with his family She went with his family for a picnic.

at that same time was walking around the forest and She saw a mirror she than took it set Suddenly his mother come and scolded him " Lisa what are you doing there " lisa then repid " no mom " finished the walk back, he saw the mirror then the mirror was glowing. Lisa very Surprised to see the mirror then She thought to take care of the mirror it.

truns out that mirror is mirror a magic just what lisa asked, the mirror will grant it and at that time lisa ask something She wants her Sister named mila is lost because, at that time they quarrel suddenly lisa desire happened. She did not think that it will happen she then regret for already hate her sister She tries to ask her sister back but can not her sister disappears Forever.

$$\begin{array}{r} 23 \\ 17 \\ 16 \\ 16 \\ 4 \\ \hline 76 \end{array}$$

Appendix 6

Students answer for Control Group

Name : Al-Fiyan

VIII² ^^

POST - TEST

Magic Mirror

In ancient times there lived a handsome and wealthy young man who lived with his father a king of the palace. The young man has the character of all his desires maybe met hey anyone not many dare to refuse the father. his father gave the young man a mirror.

"Mirror? For what this mirror? I have got a lot, even bigger than this mirror" the young man said.

Wear it and take it with you when you travel. It can accompany you and you can see your appearance in a white" the father said. with a sense of dissastifaction the young man looked at the mirror and saw the refluction of light and pulled it into the mirror. there the young man saw many strange and moving events starting from a life that is very dufficult and for more suffering than the young many life.

Suddenly there were 3 black robed man coming up to him and saying "you turn out, a young man who is never satisfied with what he has. look at yourself, you life like a patience and now you can not be artogant anymore" "no. I'm not like that. It's just that I'm fedup with all I have. espesia lly what my father gave to me. the young man said "you are so arrogant! the three black robed took the young man into a very dark room and be withead the young man into a small one and had nothing left. no one heard the mouths shout when no one else helped him.

"help me ..... I never arrogant again I'm sorry Tring !! " huh ... no . oh my god. thanks godnes this is just and dream the young man awoke and saw

- His father's mirror and with white he had done rightnow. The next day he met his father's and said sorry for his behavior. so four and team ise more appreciative it all and will not be a cocky young man again. Hearing his sonn's words the king was very happy and said how can you change like this? "This is because the mirror that father give" The young man said.

25
16
16
20
4
81

Apriyanti Saya Simatupang
VIIr²
Date:

Magic Mirror

Once upon a time there are two brother who had never meet each other for a long time. they always missed and just want to meet for giving a hug. the tragedy that they had, when they were child their parent had to divorce. and one of them with their mother and one else with their father. so they had never quit to think each other.

Until one day one of them found the mirror. the mirror was not just a mirror but the mirror had something magic. when the mirror was on hand. no one can expect it. the mirror showed one thing but it looked amazing. and suddenly the magic mirror could show his brothers face and where his brother lift. and after that one of them who had the magic mirror looking for this brother and they found each other.

thankyou :

20
14
11
h
2
60

Appendix 7

ATTENDENCE LIST FOR EXPERIMENTAL GROUP

No	Name of Students	Meeting / Signature							
		1	2	3	4	5	6	7	8
1	Ariya Sahputra								
2	Aidil Rizki Sitanggang								
3	Amelia Wahyuni								
4	Amruh Azhari Daulay								
5	Chandra Wira Harahap								
6	Citra Ayu Senada								
7	Chintami Larasati								
8	Dinda Chairani Syahputri								
9	Fasa Albani								
10	Gilang Ramadhan								
11	Heri Pradana								
12	Indana Zulfa								
13	Jesika Putri Qori Pohan								
14	Muhammad Yunus Khoir								
15	Muhammad Wahyu Solihin								
16	M. Akbar Kurniawan								
17	Muhammad Raihan Wiranata								
18	Muhammad Vicky Azhari								
19	Mhd Raihan Hadiansyah								
20	Nadila Ariani								
21	Naila Ananda								
22	Nazwa Balkis Lbs								
23	Rizki Nugraha								
24	Roy Syahputra Panggabean								
25	Rifli Ananda								
26	Salsabilah								
27	Tengku Noval Ramadhan								
28	Putri Wulandari								
29	Wahyu Ananda								
30	Yovan Febryan								

Medan, February 2018

Head Master of MTs ISLAMIYAH MEDAN

RUSTAM HSB S.Pd.I

Researcher

Isma Fazria

Appendix 8

ATTENDENCE LIST FOR CONTROL GROUP

No	Name of Students	Meeting / Signature							
		1	2	3	4	5	6	7	8
1	Alfiyan								
2	Adinda Puspita Hati								
3	Adisty Yulia Rangkuti								
4	Apriyanti Safa Simatupang								
5	Amirah Syarifah Sirait								
6	Cut Asma Kesuma Dani								
7	Cut Asmi Kesuma Dani								
8	Fitriani Ritonga								
9	Fania Rahma Yunanda								
10	Heppy Ariani Hrp								
11	Hanif Hsb								
12	Hakila Khairunisyah								
13	Khairil Ikhsan								
14	Karini Yohana Nasution								
15	Lala Amanda								
16	M. Zaldy Marsando								
17	Muhammad Irham Siregar								
18	Mhd. Zaki Abdullah								
19	Muhammad Ravi Maulana								
20	Muhammad Surya Ritonga								
21	Nia Azania Khairani								
22	Roisiehan Rambe								
23	Rabiul Marzuki Ritonga								
24	Ricky Andika Hrp								
25	Sukma Kencana								
26	Sakina								
27	Syahira Nadira								
28	Sofia								
29	Tisya								
30	Wahyu Ramadhan								

Head Master of MTs ISLAMIYAH MEDAN

Medan, February 2018

Researcher

RUSTAM HSB, S.Pd.I

Isma Fazria

Appendix 9

THE DOCUMENTATION OF RESEARCH

(Experimental Group)

A. Activities in Experimental Group

Picture 1 : The researcher gave pre-test to the students

Picture 2 : The Students did pre-test

Picture 3: The researcher gave explanation about Narrative Text

Picture 4 : The researcher explained Image Streaming Method

Picture 5 : The Researcher explained the application of Image Streaming Method
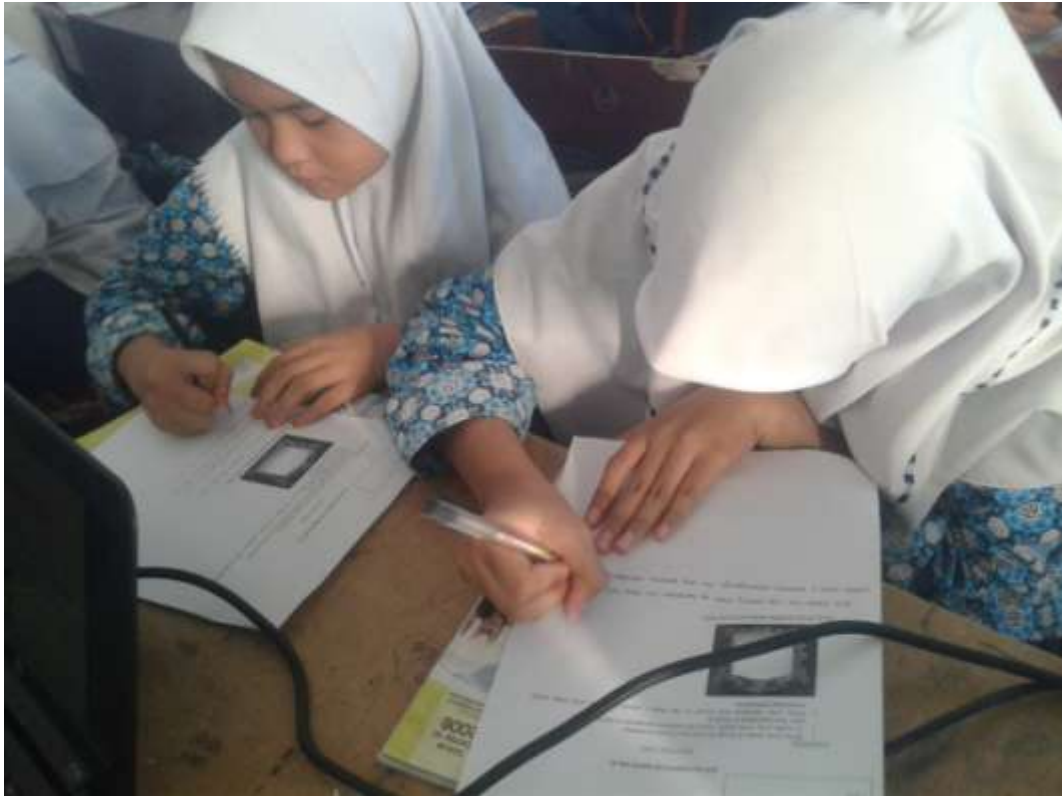

Picture 6 : The researcher gave post-test to the students

Picture 7 : The Students are asked focused on the picture

Picture 8 : The Students did Image Streaming Method instruction

Picture 9: The students did post-test

Appendix 10

THE DOCUMENTATION OF RESEARCH

(Control Group)

Picture 1 : The researcher gave pre-test to the students

Picture 2 : The students did pre-test

Picture 3 : The researcher explained about Narrative Text

Picture 4 : The Students asked to the researcher about material

Picture 5 : The researcher gave post-test to the students

Picture 6 : The students did post-test

CURRICULUM VITAE

Name   : Isma Fazria

Place/Date of Birth   : Sigambal. 26 June 1996

Sex   : Female

Religion   : Islam

Address   : Sigambal, Jl. Tapa Rejo Mulyo 1

Parents Name

    a. Father's Name   : Alm. Kamsri

    b. Mother's Name   : Haiyani

EDUCATION

1. Kindergarden at Madrassah Darussalam Sigambal (2001-2002)

2. Elementary School at SDN 112149 Sigambal (2002-2008)

3. Junior High School at SMPN 2 Rantau Selatan (2008-2011)

4. Senior High School at SMAN 1 Rantau Selatan (2011-2014)

5. Universitas Muhammadiyah Sumatera Utara (2014-2018)

Medan,   March 2018

Isma Fazria