THE EFFECTIVENESS OF USING PICTURES IN TEACHING NARRATIVE TEXT
(An Experimental Study of Eighth Grade Students of Nusantara Plus Junior High School Ciputat)

A "skripsi"
Presented to the faculty of Tarbiya and Teachers’ Training in Partial Fulfillment of the Requirements for the Degree of S.Pd. (Bachelor of Arts) in English Education Department

By:
DISTA DEVITASARI
104014000289

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
1430 H/2009 M
THE EFFECTIVENESS OF USING PICTURES IN TEACHING NARRATIVE TEXT

(Experimental Study of Eighth Grade Students of Nusantara Plus Junior High School Ciputat)

A “skripsi” is presented to the faculty of Tarbiya and Teachers’ Training in Partial Fulfillment of the Requirement for the Degree of S.Pd. in English Education Department

Approved by the Advisor

Drs. Sunardi Kartowisastro Dipl. Ed
NIP. 150 022 779

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
1430 H/2009M
ENDORSMENT SHEET

The “skripsi” (Scientific Paper) entitled “The Effectiveness of Using Pictures in Teaching Narrative Text” (An Experimental Study of Eighth Grade of Nusantara Plus Junior High School Ciputat) written by Dista Devitasari, student’s registration number: 104014000289, was examined in the examination session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on March 3, 2009. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the academic title of S.Pd. (Bachelor of Arts) in English Education in the Department of English Education.

Jakarta, March 3, 2009

EXAMINATION COMMITTEE:

CHAIRMAN : Drs. Syauki, M.Pd
NIP. 150 246 289

SECRETARY : Neneng Sunengsih S.Pd
NIP. 150 293 236

EXAMINERS : 1. Drs. Nasrun Mahmud, M.Pd
NIP. 150 041 070

2. Dr. H. M. Farkhan, M.Pd
NIP. 150 299 480

Acknowledge by:
Dean of Tarbiya and Teachers’ Training Faculty
SURAT PERNYATAAN KARYA SENDIRI

Nama: Dista Devitasari
Tempat/Tgl. Lahir: Brebes, 31 Desember 1985
NIM: 109014000289
Jurusan/Prodi: Pendidikan Bahasa Inggris
Judul Skripsi: The Effectiveness of Using Pictures in Teaching Narrative Text (An Experimental Study of Eighth Students of Husantara Plus Junior High School Ciputat)

Dosen Pembimbing: 1. Drs. Sunardi Kartowisastro Dipl. Ed.

Menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta,
Mahasiswa Ybs

Dista Devitasari
NIM: 109014000289
ACKNOWLEDGMENT

In the name of Allah, the Beneficent, the Merciful

All praises be to Allah lord of the worlds, the almighty God for His blessing, guidance, help and love who has bestowed upon the writer in completing this skripsi. May Peace and blessing be upon our prophet Muhammad SAW, his family, and all of his followers.

This “skripsi” is presented to Department of English Education faculty of Tarbiya and Teachers’ Training, State Islamic University Syarif Hidayatullah Jakarta.

In this good occasion, the writer would like to express her greatest gratitude and appreciation to her beloved parents, H.Ahmad Sujiri and Waro’ah, for their encouragement, support and patience to motivate the writer to finish her study. And her beloved sister Ilma anisa and her beloved brother Dimas Putra thanks for their motivation and praying. Also my lovely friend Agus Tresnawati S.S who gave me help and spirit to finish her skripsi.

The writer also would like to express her gratitude to Mr. Sunardi Kartowisastro Dip. Ed. for his advice, guidance, correction and suggestion in finishing this “skripsi”.

Her gratitude and honor also go to:

1. All lecturers of English Department for their encouragement to the writer during the study at State Islamic University syarif Hidayatullah Jakarta
2. Drs. Syauki, M.Pd. the Head of English Education Departement
3. Neneng Sunengsih S.Pd. the secretary of English Education Department, and all staffs of English Education Department
4. Prof. Dr. Dede Rosyada MA as the dean of Faculty of Tarbiya and Teachers’ Training
5. Cecep Setiawan MA, as the Headmaster and Herman El Chariem S.Pd. as the English teacher of Junior High School Nusantara Plus Ciputat
6. All of her friends of English Department in year 2004, especially A class for gathering and sharing their knowledge and whose names can not be mentioned one by one who always help and give support in accomplishing this skripsi.

May Allah, the Almighty bless them all, so be it. Because only Him who knows and sees how much contribution and motivation received by the writer.

At last, the writer realizes that this skripsi is still far from being perfect, a criticism and suggestions would be welcomed to make it better.

Jakarta, 12 February 2009

The writer
# TABLE OF CONTENTS

Endorsement Sheet ........................................................................................................... i
Statement Letter of own Work .......................................................................................... ii
Acknowledgment ............................................................................................................. iii
Table of Contents ............................................................................................................ v
List of Table ..................................................................................................................... vii
List of Appendices ........................................................................................................... viii

## CHAPTER I: INTRODUCTION ............................................................................... 1

A. Background of Study ............................................................................................... 1

B. Limitation of the Problem ....................................................................................... 5

C. Formulation of the Problem .................................................................................... 5

D. Objective of the Study ............................................................................................ 5

E. Significance of the Study ....................................................................................... 5

F. Method of Research ............................................................................................... 6

G. Organization of the Skripsi .................................................................................... 6

## CHAPTER II: THEORETICAL FRAMEWORK .................................................. 7

A. Narrative Text ........................................................................................................... 7

1. Definition of Narrative Text .................................................................................. 7

2. Schematic Structure of Narrative Text .................................................................. 10

3. Linguistic Features of Narrative Text ................................................................ 15

B. Pictures .................................................................................................................. 21

1. Definition of Picture ............................................................................................ 21

2. Kinds of Picture ..................................................................................................... 22
List of Table

1. Table of Individual score for class VIII-4 using pictures (Experiment class)
2. Table of Individual score for class VIII-5 without pictures (Control class)
3. Table of Comparison of the score of each student of class VIII-4 (experiment Class) and VIII-5 (Control Class)
List of Appendices

Lesson Plan I&II for Experiment Class
Lesson Plan III for Experiment Class
Lesson Plan I&II for Control Class
Lesson Plan III for Control Class
Question for Experiment Class
Question for Control Class
Answer Key for Experiment and Control Class’ test
References of Internet
A. Background of Study

English as an international language has been used by most of people in the world. Some people of non native speakers use English as a foreign/second language to communicate in many different kinds of social situation and for many different purposes. English has become one of important subjects in Indonesian schools. English also has become one of compulsory subjects taught at school. It is given from Junior High School up to Senior High School. By mastering English, we can communicate with other people who speak English, acquire and broaden our knowledge.

In learning English, a learner is expected to master the four basic language skills, namely listening, speaking, reading and writing. When we speak or write, we create texts. When we listen or read or view texts, we interpret them for meaning. Among the four basic language skills, reading is the easiest to find because it is always seen in simple text, such as English newspapers, textbooks, novels, essays and others. Reading text also provides opportunity to study language and it is a part of the process of language acquisition.

According to the committee of national education standard, texts are pieces of spoken or written language created for a particular purpose. ¹ There are many types of texts (genres). Those are, literary text, factual texts, monologue
texts and functional texts. For those all, there are many categories of text type (genre) for instance, descriptive, narrative, recount, report, procedure, exposition, explanation, discussion, etc. The term "genre" is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.²

He divided genre into two categories, those are story genres and factual genres. Story genres included narrative, news story, exemplum, anecdote, recount, and spoof. While factual genres included procedure, explanation, report, exposition, discussion, description, review, news item, and commentary. It can be described below:

- **Range of Story and Factual Genres**

  **Story Genres**
  - Narrative
  - News Story
  - Exemplum
  - Anecdote
  - Recount
  - Spoof

  **Factual Genres**
  - Procedure
  - Explanation
  - Report
  - Exposition
  - Discussion
  - Description
  - Review
  - News Item
  - Commentary

Wes skinner said that texts and stories have existed in cultures around the world for centuries. One of text that has influenced many lives in its existence is the narrative³. Based on competence standard of Junior High School said that:

---

² Rudi, Hartono. *Genres of Texts*. Semarang: English Department, Faculty of Language and Art, Gajah Mada State University, 2001. p.5

³ Rudi, Hartono. *Genres of Texts*. Semarang: English Department, Faculty of Language and Art, Gajah Mada State University, 2001. p.5
Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa lisan dan tulis yang sesuai konteks dengan lancar dan akurat dalam wacana interaksional dan/atau monolog terutama dalam wacana berbentuk narratif, descriptif, recount, prosedur dan laporan.

To communicate orally and in written by using the variety of oral and written text according to correct and appropriate context related to monologue and/or interactional texts, especially in narrative, descriptive, recount, procedure, and report.

The committee of national education standard defined narrative as a text that tells a story and sequence of events and, in doing so, entertains the audience. The storyline of narrative is a sequence of clauses which represents a sequence of events. The story of narrative is what gives the author the most control over the impression given to readers. The twisting and changing of the text of the narrative is what makes up the story. The deviation in the story from the actual chronological order of events can allow the author to make a character action at one time clearer by backing them up with events that happened previously.

When we read narrative, we imagine a scene which is associated with it. This is a process of recognizing content of the narrative. Reading narrative text is often referred to aesthetic reading because one reads it for enjoyment and pleasure. Children need to learn how to make visual images as they read narrative text. Narrative texts demand a sequence and can be described as pattern, though not always an obvious one. Using graphic organizers or other strategies described here to help students see these sequences, patterns or relationship will help read more effectively.

Doug Lipman added in his book, in any oral communication, the speaker will do well to present ideas or events in a logical order. A ware of this, many older children and adults are fearful of “forgetting the order” of a speech or story.

---

4. Badan Standar Nasional Pendidikan. Developing Reading and writing Competence Based on Genre, ... p.38

For centuries, speakers have shared tips about remembering. The two most powerful principles behind these tips are:

1. Understand the relationship among events or ideas; or
2. Create an image of some kind that helps us remember the order

Andrew Wright also explained in his book that:

If we are reading, we are affected to some extent by the appearance of the book or newspaper or greetings card. The non-verbal information helps us to predict what the text might be about, and this ability to predict helps us to recognize meaning more quickly than if we had to sort it out solely from what we hear or read. Pictures can represent these non-verbal sources of information. Indeed, they and what they represent are centrally bound up with the nature of communication itself.

From those statements, the writer wants to try to use picture as strategies to see the sequence and correspond between a narrative text and picture. Picture is one of visual aids. It can be used to help the students to understand their material to be learned.

Marie Ernestova said in her article that:

Kinds of ready-made pictures can be used to develop and sustain motivation, to produce positive attitudes toward English and to teach or reinforce some language-learning skills. The teacher must supply the necessary motivation and make up for the lack of natural stimuli, in order to develop the enthusiasm his/her students' imagination to help him/her. But words alone are not sufficient to carry the student over into an imaginary situation. More than anything else, it is visual aids in on form or another that the students enter an imaginative experience beyond the classroom.

Based Students understand and retain the meaning of a word better when they have seen some object associated with it. For this reason, According to her the teacher should expose the student to real life situations; when this is not possible, the visual aid can serve as a useful substitute. As pictures and their images are more vivid than words, they are much easier to recall than words.

---

7 Doug Lipman, *Story Telling Games*, (Canada: Oryx Press, 1995), p.31
Based on the above argument, the writer is interested in discussing: “The Effectiveness of Using Pictures in Teaching Narrative Text”.

B. Limitation of the Problem

The writer limits the research on the effectiveness of using pictures in teaching narrative text.

C. Formulation of the Problem

The formulation of the problem studied in this skripsi based on the limitation above: “Is there significant difference in teaching narrative text by using pictures and without pictures?”

D. Objective of the Study

The objective of study is that the writer wants to know whether using pictures is effective in Teaching Narrative Text.

E. Significance of the Study

The writer expects that the research will be useful for the writer herself; it will broaden her knowledge in teaching narrative text especially. And for the English teachers who might use this technique when they teach narrative text while using picture. And for the students, hopefully by using pictures can help them on their understanding the sequence in narrative texts and it makes visual images as they read narrative texts and also will help them read more effectively.
F. Method of Research

In this research, the writer uses quantitative method and it will take an experimental study. For collecting data, the writer takes a field research by having an experimental study. The writer selects two classes for the research. It will be divided into two groups. One of classes becomes control class and others become experiment class. Control class which does not get treatment while experiment class gets a treatment.

G. Organization of the Skripsi

In this skripsi, the writer organizes the skripsi into five chapters, namely:

Chapter one is introduction. It consists of seven subtitles. Those are background of the study, limitation of the problem, formulation of the problem, objective of the study, significance of the study, method of the study and organization of the skripsi.

Chapter two is theoretical framework, which consists of four subtitles. Those are narrative text (includes definition of the narrative text, kinds of narrative text, schematic of narrative text, and linguistic features of narrative text). Second is pictures (includes definition of picture, kinds of picture and function of pictures). Third is conceptual framework. Fourth is hypothesis of the study.

Chapter three is Research methodology. It consists of six subtitles. Those are place and time of the study, population and sample, technique of data collecting, technique of data analysis, general procedure of teaching narrative text by using pictures, and general procedure of teaching narrative text without pictures.

Chapter four is Research finding. It consists of three subtitles. Those are data description, test of hypothesis and data interpretation.

Chapter five is (conclusion and suggestion). It consists of two subtitles. They are conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. Narrative Text

Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, news story, exemplum, anecdote, recount, and spoof., procedure, explanation, report, exposition, discussion, description, review, news item, and commentary. These variations are known as genre.

This genre is introduced in both Junior High School and Senior High School. One of the texts that is taught in Junior High School level is narrative text. It is a kind of story genre.

1. Definition of Narrative Text and Its Purpose

There are many definitions of narrative text to be explained, such as:

Based on Webster New World Dictionary of American English Narrative (adjective) is of having the nature of narration; in story form. While, narrative (noun) is a story; account; tale.

The committee of Educational Nation Standard defines narrative text as text that tells a story and sequence of event, and in doing so, entertains the audience. The purpose of narrative, other than providing entertainment, can be
make the audience think about an issue, teach them a lesson, or excite their emotion.¹

Rudi Hartono added the social function as narrative text is to amuse, entertain and to deal with actual or various experience in different ways.

Steven Herrick also added in his article, there are some purposes of narrative include:

- To entertain
- To raise social issues
- To argue for social change
- To record social events
- To evaluate social events
- To communicate cultural values

R.R. Jordan also defines narrative text as a piece of academic writing contains some kinds of historical background or development that usually in the form of account or description of events in the past which entails following a time sequence or chronological order.²

From the explanation above, the writer concludes that narrative text is text that tells a story and describes a sequence of events in the past which entails following a time sequence or chronological order.

Regina L. Smalley and Marry K. Ruelten said that description of a sequence of events in narrative writing is important. It shows the reader the time relationship between sequence and the ideas; adverbial expressions of time and sequence tie the sentences together logically, thus clarifying the time sequence. For instance: by nine o’clock, at around ten o’clock, first, next, etc. Using adverbials of time and sequence will make our writing coherence.³

¹ Badan Standar Nasional Pendidikan. Developing Reading and writing Competence Based on Genre..., p.38
Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. The easiest way to catch the difference is analyzing the generic structure. Recount text present the past experiences in order of time or place; what happened on Sunday, then on Monday, then on Tuesday. In simple way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly.

On the other hand, narrative introduces crises and how to solve them. Narrative text always appears as a hard portrait of participant’s past experience. It reveals the conflict among the participant. Cinderella’s conflict with her step mother and sisters are the example.\(^4\)

Based on the explanation above, the writer concludes that there are many purposes of narrative text. Those are:

- To provide entertainment
- To amuse
- To make audience think about an issue
- To teach the audience a lesson or moral value
- To gain and hold the readers’ interest
- To excite their emotion
- To deal with actual or various experience
- To communicate cultural values

In this occasion the writer says that basically, the purpose of narrative text is to entertain, gain and hold the reader interest.

Narrative as kind of story genre also has many types. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, and personal experience.
2. Schematic Structure of Narrative Text

Schematic structure is the distinctive beginning-middle-end structure of a genre. In simple word, narrative text has generic structure as orientation, complication and resolution.

a. Orientation (introduction)

Orientation is introducing the participants and informing the time and place. Orientation in which the characters, settings and time of the story established. Usually it answers who?, when?, and where?. Orientation is also called by introduction of the story. We can see the example of orientation in Cinderella story, bellow:

"Once upon a time there was a young girl named Cinderella who lived with her stepmother and two stepsisters."

b. Complication (problem)

Complication is describing the rising crises which the participants have to do with. The complication usually involves the main character(s) often mirroring the complications in real life. The complication is the heart structure of narrative text. It will determine whether the text "lives" or not. If the narrative text considers as the "live" text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly narrative text appears as story text. In literary term, the complication structure is called conflict or problem⁵. For instance:

"Cinderella’s stepmother and stepsisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest work in the house, such as scrubbing the floor and cleaning the pots and pans. She gave Cinderella an old ragged dress to wear. The two stepsisters on the other hand, did no work about the house and their mother gave them many handsome dresses to wear."

"On day the two stepsisters received an invitation to a ball that king’s son was going to give at the palace. They were excited about this dresses they would
wear. At last the day of the ball came, and a way went the sisters to it. Cinderella could not help crying after they had left.”

Basically, conflict is divided into three kinds. In any writing, each type will not take place with its own type. Each often combines to other type in building the story. Three kinds of those complications are:

a). Physical conflict

In other word as elemental conflict, is description of man's struggle to his physical word. It represents man versus nature force, difficulty and danger. How man survives from flood, exploding mount is clear example of physical conflict.

b). Social conflict

It will show the struggle of man against his society. It is description of struggle between man and man. Cinderella wants to go to the party but her stepmother and sisters do not permit her. She eagerly to have the opportunity to meet the prince but her stepmother and sisters try to block this opportunity and take it for them selves. It is a perfect picture of social conflict.

c). Internal/psychological conflict

Internal or psychological conflict is a conflict which happens inside the participant. A man struggles against him self, his conscience, and his guilty. He wants to steal money in the other hand he knows that stealing is not good. The fight of stealing money against having good deed is a psychological conflict.

The struggle among these conflicts includes verbal and physical attempts. Narrative text will be perfectly composed by these three kinds of conflict. Sometime it will apply one type but it often combines these three kinds of conflict. The conflict is the most important element in a narrative text. Narrative without conflict is not narrative anymore.

---

c. Resolution

Resolution is showing the way of participant to solve the crises, better or worse. There needs to be resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are number of complications that have to be resolved. These add and sustain interest and suspense for the reader. This is one of the examples of resolution in Cinderella’s story:

“Why are you crying, Cinderella? A voice asked. She looked up and saw her fairy godmother standing beside her. “Because I want so much to go to the ball,” said Cinderella. “Well”, said her godmother. “You have been such a cheerful, uncomplaining, hardworking girl that I am going to see that you do go to the ball”.

Below is the example of narrative text and its schematic structure:

CINDERELLA

Orientation

Once upon a time there was a young girl named Cinderella who lived with her stepmother and two stepsisters.

Cinderella’s stepmother and stepsisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest work in the house, such as scrubbing the floor and cleaning the pots and pans. She gave Cinderella and old ragged dress to wear. The two Stepsisters on the other hand, did no work about the house. And their mother gave them many handsome dress to wear.
One day the two stepsisters received an invitation to a ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last day of the came, and away went the sisters to it. Cinderella could not help crying after had left.

"Why are you crying, Cinderella? A voiced asked. She looked up and saw her fairy godmother standing beside her. "Because I want so much to go to the ball," said Cinderella. "well," said her godmother, "you have been such a cheerful uncomplaining, hardworking girl that I am going to see that You do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footman. Her godmother tapped Cinderella's ragged dress with her Wand and it became a beautiful ball gown. Then she gave Her a pair of pretty glass slippers. "Now, Cinderella," she said, "you must leave before midnight." Then, away she Drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly, the clock began to strike twelve. She ran towards the door as quickly as she could. In her hurry, one of her glass slippers came off and was left behind.
A few days later the king’s son proclaimed he would Marry the girl whose foot fitted the glass slipper. The king’s Page came to Cinderella’s house. Her stepsisters tried on the Slipper but it was too small for them no matter how hard they squeezed their toes into it. The king’s page let Cinderella try on the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and lived happily ever after.

*Adopted from: Rudi Hartono, Genres of Texts, p.22*

Seeing the text above and its schematic structure, the writer may describe that the orientation shows when it tells about who the participant is and where does she live?. It introduces Cinderella as participant who lives with her stepmother and two stepsisters. Then, there are many complications or problems which faced by the participant. First, Cinderella has to do the hardest work in the house. Her stepmother and sisters treat Cinderella very badly. Second, Cinderella is not allowed by them to follow the party. The last problem is faced by the king’s son, he looks for the pair of slippers that he found at the end of the party. There are resolutions of the problem also describe in that story above. Those are, when Cinderella was crying, suddenly fairy godmother came and changed Cinderella’s performance. She became a beautiful girl and she could come to the party and danced again and again with the king’s son. Finally, they were married and lived happily.
3. Linguistic Feature of Narrative Text

Narrative text which one of story genres has many language features. It tells about the characteristic of the language side. Rudi Hartono in his book said that there are many items which identified the language feature of narrative text. Those are:

1). Focus on specific participant

Specific participant is a participant constructed by the grammar as having specific identifiable referent in the context. In Cinderella’s story, Cinderella is as specific participant of the story.

2). Use of past tense

Narrative text which tells something in the past so it usually applies past tense; whether simple past tense, simple past continuous tense or past perfect tense.

- Simple past tense

Michael swan, in his book explained that the use of simple past tense is to talk about many kinds of past events: short, quickly finished actions and happening, longer situations and repeated events.

E.g. One day the princess decided that she did not like staying at home all day, so she told her father that she wanted get a job.........

The simple past is often used with references to finish periods and moments of time.

E.g. I saw John yesterday morning. He told me.......... In general, the simple past tense is the normal one for talking about the past.

- Simple past continuous tense

Simple past continuous tense is used to say that something was in progress (going on) around a particular past time.

E.g. When I got up this morning the sun was shining, the birds were singing.
Another, it is often used together with a simple past tense. The past continuous refers to a longer ‘background’ action or situation; the simple past refers to a shorter action or event that happened in the middle of the longer action, or that interrupted it.

E.g. *As I was walking down the road, I saw Bill.*

The past continuous is not the normal tense for talking about repeated or habitual past actions. The simple past is usually used with this meaning.

E.g. *When I was a child we made our own amusement.*

However, the past progressive is possible if the repeated actions form a ‘background’ for the main action.

E.g. *At the time when it happened, I was seeing a lot of Belinda, and I was also going to the opera a lot.*

• Simple perfect tense

The basic meanings of the simple past perfect are earlier past and completed in the past. A common use is to ‘go back’ when we are already talking about the past, so as to make it clear that something had already happened at the time we are talking about.

E.g. *When I arrived at the party, Lucky had already gone home.*

The past perfect is common after past verbs of saying and thinking to talk about thing that had happened before the saying or thinking took place.⁹

E.g. *I told her that I had finished.*

3). Use of temporal conjunctions

Use some common conjunctions in different text type:

1. Addition (additive) conjunctions are found in most text types to list of information or ideas such as, in description, in narrative.

2. Time (temporal) conjunctions are important in narratives

3. Cause (casual) conjunctions describe the reasons for events and actions in most text types and require the reader to make connections between events or actions and their reason.
Common conjunctions joining simple sentence including:

1. Conjunctions that add ideas and information, including and, as well.
2. Conjunctions that compare or contrast ideas and information, including but, like, or.
3. Conjunctions that indicate time or sequence time within a text, including then, when, after, before, until.
4. Conjunctions that show the cause of an idea, action or information, including because, so, as long as, if-then.

4). Use of Action Verbs

Action verbs provide interest to the writing. For instance: run a way, received, tapped etc.

- One day, the two stepsisters received an invitation........
- Her godmother tapped Cinderella’s ragged dress with her wand.

5). Use of mental process/mental verbs

Mental verb is a verb that refers to mental states or activities, emotions, attitudes, desires, perceptions etc. Mental verbs are often used in combination with pronoun “I” for instance I think, I know, I mean etc. In conversation, we will often hear and use mental verbs in this way at the beginning of a sentence. In academic writing, we should avoid using I think, at the beginning of a sentence. It is helpful to be aware that what we do in conversation does not always match up with what we do when we write for academic writing. The most common mental verbs in conversation, fiction, newspaper, writing and academic prose combined are: know, think, suppose, guess, mean, feel, want, like, need, wonder, etc. the example of mental verb in narrative text is as we can see below:

"Still thinking about what happened, Rachel went up to meet her friends at Mecca’s. Her good friend was not there yet. She thought she would ring him again. That was when she found out she had lost her phone. She knew what had happened. Her assumption worried her. The boy who grabbed her bag had stolen it. Just then Josh arrived. He said he would help her get phone back".
6). Emphasis on communicating verbs/saying verbs

In narrative text, is common using communicating verb or saying verb. It often consists of dialogue or communicating among the participants. For instance: said, proclaimed, answered etc.

"Why are you crying, Cinderella? A voiced asked. She looked up and saw her fairy godmother standing beside her. "Because I want so much to go to the ball," said Cinderella. "Well", said her godmother. "You have been such a cheerful, uncomplaining, hardworking girl that I am going to see that you do go to the ball".

From, those language features and schematic structure explanation, the writer concludes that focusing narrative text on:

- **Plot**
  Plot shows what is going to happen.

- **Setting**
  It shows where will the story take place? When will the story take place?

- **Characterization**
  It explains who the main characters are? What do they look like?

- **Theme**
  It explains what is the theme / message of the writer attempting to communicate?

Plot, setting, characterization and theme have many characteristics; it can be seen on the table bellow:\[13\]

---

12 [http://www.arb.n2cer.org.n2/support materials/English/understanding text feature](http://www.arb.n2cer.org.n2/support materials/English/understanding text feature)

13 Dick King Smith. *The Learner as a Reader.* (Wellington. NewZealand:Learning Media Limited)
<table>
<thead>
<tr>
<th>Features</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot</td>
<td>Sequence of action&lt;br&gt;Plots include introduction, problem, climax or crises, resolution and conclusion.</td>
</tr>
<tr>
<td>Characters</td>
<td>People, animals, and imaginary characters in a narrative&lt;br&gt;Readers can usually identify with one or more and relate the characters’ experiences in the story to their personal experiences</td>
</tr>
<tr>
<td>Setting</td>
<td>Places or situations where narrative takes place&lt;br&gt;Setting can have a powerful effect on the theme in the narrative and the reader’s emotions.</td>
</tr>
<tr>
<td>Theme</td>
<td>The subject or message the writing is attempting to communicate&lt;br&gt;Themes can be conveyed in an obvious way or “between lines”</td>
</tr>
</tbody>
</table>

Below is the example of the text and its linguistic structure:

**CINDERELLA**

Once upon a time there was a young girl name Cinderella who lived with her stepmother and two Stepsisters.

Cinderella’s stepmother and stepsisters were conceited and had tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest work in the house, such as scrubbing the floor and cleaning the pots and pans. She gave Cinderella old ragged dresses to wear. The two Stepsisters on the other hand, did no work about the house and their mother gave them many handsome dresses to wear.

One day the two stepsisters received an invitation to a ball without Cinderella. Cinderella was heartbroken by the news. The story continues...
Choosing the dresses they would wear. At last day of the
Come, and away went the sisters to it. Cinderella could not
Help after crying had left.

"Why are you crying, Cinderella? A voiced asked. She
looked up and saw her fairy godmother standing beside her.

"Because I want so much to go to the ball," said Cinderella.

"well," said her godmother, "you have been such a
Cheerful, uncomplaining, hardworking girl that I am going
To see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into
a fine coach and mice into a coachman and two footman.

Her godmother tapped Cinderella’s ragged dress with her
wand and it became a beautiful ball gown. Then she gave
her a pair of pretty glass slippers. “Now, Cinderella,” she
said, “you must leave before midnight.” Then, away she
drove in her beautiful coach.

Cinderella was having a wonderfully good time. She
danced again and again with the king’s son. Suddenly,
the clock began to strike twelve. She ran towards the door
as quickly as she could. In her hurry, one of her glass
slippers came off and was left behind.

A few days later the king’s son proclaimed he would
marry the girl whose foot fitted the glass slipper. The king’s
page came to Cinderella’s house. Her stepsisters tried on the
slipper but it was too small for them no matter how hard they
squeezed their toes into it. The king’s page let Cinderella
try on the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king’s son was
overjoyed to see her again. They were married and lived
happily ever after.

Adopted from: Rudi Hartono, Genres of Texts, p.22
B. Picture

Students understand and retain the meaning of a word better when they have seen some object associated with it. For this reason, the teacher should expose the student to real-life situation; when this is not possible, the visual aid can serve as useful substitute. As pictures and their images are more vivid than words, they much easier to recall than words. Pictures can be used to develop and sustain motivation to produce positive attitudes toward English, and to teach or reinforce some language-learning skill.

1. Definition of Picture

Based on Webster new world dictionary of American English Pictures are an imagine or likeness of an object, person or scenes on a flat surface, especially by painting, drawing and photography.\(^{14}\)

Vernon S. Gerlach points out pictures are a two dimension visual representation of a person, place or things, photograph which are most common, but sketches, cartoon, murals, cartons, charts, graphs and maps are widely used.\(^{15}\) Through pictures, learner can see people, places, and things from areas for outside, their own experiences.

According to Andrew Wright, pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences.\(^{16}\)

From those explanation above, the writer concludes that pictures are an imagine or likeness and a two dimension visual representation of places, objects, and people they are an essential part of the overall experiences.


2. Kinds of Picture

According to Grazyna Szyke, in her article said that there are two kinds of picture that she found, especially useful as teaching aids.¹⁷

1. Pictures of individual persons and object

Pictures of individual persons or things may be used, mainly at the elementary level, to introduce or test vocabulary items. For example a man, a car etc. Portrait, that is, pictures that show a person in close detail, are useful for intermediate and advanced learners. The students can be asked questions about the age and profession of the person, whether he/she is married, his/her interest and traits.

2. Situational pictures

Situational Pictures that show or suggest relationships between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures, from the simplest to the most complex. Situational pictures with striking details or strong points of interest are particularly useful. Such pictures can be found in various magazines and daily newspapers. When the students have finished discussing the details of picture, they can try to arrange them in a sequence so that they tell the story.

Andrew Wright explained in his book, there are many kinds of story can be found, such as Random picture story, pictures of maps and symbols, pairs of pictures, pictures and texts, sequences of pictures, related pictures, single stimulating pictures etc.¹⁸

- Random Picture Story

The teacher displays ten to twenty pictures on the walls of the classroom. He or she then invents a story which makes reference to each picture. The pictures can be taken in any order. The teacher can point to the appropriate picture or leave the students to guess what picture he/she referring to. It is

advisable to give each picture a number. As they listen, the students note down the sequence of pictures they think the teacher has chosen.

- pictures of maps and symbols
  Pictures of symbols can be found in road traffic booklets, holiday brochures, etc.

- Pairs of Pictures
  Pairs of pictures are always useful. (Two copies of the same issue of a magazine will provide pairs of pictures.) Pictures which are similar, rather than identical, can also be used in matching activities. The students must describe the differences between them.

- Pictures and Texts
  Some pictures have captions or articles accompanying them: cartoons, newspaper pictures, advertisements, pictures cut out of old book, etc. and it is a shame to throw the text away. Even if the text is above the productive level of the students it could be used for reading for gist. Consider retaining the texts and sticking them on a separate piece of card.

- Sequences of Pictures
  Cartoon strips and instruction strips of pictures are potentially useful. Experience will show the teacher which strips are the most useful. The strips can be kept as they are and used to contextualize a story or description of a process. First of all the teacher can ask questions to help the students grasp the meaning of the strip. Intermediate and advanced students can discuss the technique of the cartoonist in his/her representation of the people and setting the relationship between the drawing and the words.

- Related Pictures
  Pictures which are related to each other can be treated as separate pictures and used in mini-dialogues etc. However, they can also be kept together and provide a basis for topic work involving a variety of skills. Themes might include: advertising, fashion, holidays, and the culture of the foreign
Related pictures can also be used in various 'grouping' activities, and in 'ordering' activities.

- Single Stimulating Pictures
Some photographs show images of people in their environment with great sensitivity, which can stimulate speculation and the expression of experiences and feelings. This can lead to storytelling.

From those explanations above, the writer sees that many kinds of picture can be divided according to the form, usage and function.

3. Function of Picture

Pictures play an important role in facilitating the teaching and learning process. Wright states that pictures are an essential part to help students to retell experience or understand something since they can represent place, object, and people. Specifically, pictures contribute to:

- Interest and motivation
- A sense of the context of the language
- A specific reference point or stimulus

Pictures have a major role to play in the development of student skills in listening and reading. There are two reasons in particular for this:

1. The meanings we derive from words are affected by the context they are in: pictures can represent or contribute much to the creation of contexts in the classroom.

2. It is often helpful if the students can respond at a text non-verbally: pictures provide an opportunity for non-verbal respond

Pictures can help the student to keep in mind the overall context, the nature and behavior of the protagonist and the situation they are in.

Grazyna Szyke explained in his article that using pictures are indisputable.
They add variety, providing a change of pace important in maintaining a high level of interest. To give a clear concept of what word or structure may mean,
they are much simpler and more vivid than long explanation would be. Pictures can also introduce and teach aspects of the target - language culture. 21

From that Grazyna’s explanation, the writer concludes that the functions of pictures are:

- To provide a change of pace important in maintaining a high level of interest.
- To give a clear concept of what word or structure may mean.
- To introduce and teach aspects of the target - language culture.

Raja T. Nasr added in his book that what a person sees and does he remembers much longer than what he hears. The use of the eyes speeds up learning in all fields including language. Language must be based upon experiences, and experiences involve situations. As visual aids, pictures and charts provide both the situations which make the use of language possible and the subjects on which language is used very successfully in teaching in all features. In teaching grammar, pictures and charts can be very helpful in showing grammatical relations.

Beside their use in teaching of linguistic features, pictures and charts may have other uses especially if they are properly selected. They may develop students’ artistic sense well as their interest in reading. They may also develop an understanding of different or foreign cultures which cannot be done as well in class by words alone. 22

From that explanation, the writer says that the functions of pictures are; it provides both the situations which make the use of language possible and the subject on which language is used, it shows grammatical relations, it develop students’ artistic sense well as their interest in reading, and also develop an understanding of different or foreign cultures.

---

21 Grazyna Szyke, *Using Pictures as Teaching Aids*. ., p. 46
C. Conceptual Framework

Narrative text is a kind of story genre. It tells a story and describes a sequence of events in the past also deal with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution. When we read narrative, we imagine a scene which is associated with it. This is a process of recognizing content of the narrative. It demands a sequence and can be described as picture.

Pictures can help the student to keep in mind the overall context, the nature and behavior of the protagonist and the situation they are in. Pictures also provide the situation which make the use of language possible and the subjects on which language is used very successfully in teaching narrative text.

So, it can be concluded that pictures as a visual aid can be used to teach narrative text. In other words, there is significant difference between teaching narrative text by using pictures and without pictures. It means that teaching narrative by using pictures is effective.

D. Hypothesis of the Study

Based on the theoretical and conceptual framework above, the writer formulated the hypothesis as follows:

1. Null Hypothesis (Ho)
   There is no significant difference between teaching narrative text by using pictures and without pictures.

2. Alternative Hypothesis (Ha)
   There is significant different between teaching narrative text by using pictures and without pictures.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Study

The writer held research at second year of Junior High School Nusantara Plus, which located on Jl. Terumanegara Dalam No.1 Pisangan Ciputat-Tangerang. The research was held from October 21st 2008 up to January 23rd 2009. The writer asked permission to the Headmaster on 21st October 2008 and begun the research on 12th - 23rd January 2009.

B. Population and Sample

The writer took an experiment in the second grade of Junior High School Nusantara Plus. The population of the second grade was 172 students and was divided into five classes, which consisted of VIII-1 class until VIII-5 class.

The writer took two classes, first is VIII-4 class as an experiment class of which students were taught by using pictures. Second is VIII-5 class as a control class, the students of which taught without using pictures. The writer took a simple random sampling. She only took 40 students, where 20 students were
from VIII-4 (experiment class) and other 20 students were from VIII-5 (control class).

**C. Technique of Data Collecting**

The writer got the data by collecting the students’ scores from both experiment class and control class. The scores were the result of learning narrative text by using pictures and without pictures.

The writer gave the same test for the control and the experiment class. It consists of 15 items test by the following types:

- Arrange the events into a good story by looking at the words glossary
  There were 10 items and each items was scored 7, so the total score of this type was 70
- Put the schematic structure based on the story
  There were 5 items and each items was scored 6, so the total score of this type was 30
  The total score for all of types are 100

**D. Technique of Data analysis**

After getting the data from observation and evaluation using statistic calculation of the t-test with significance at 0.05 the writer found out as follows:

\[
t_o = \frac{M_1 - M_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \left(\frac{N_1 + N_2}{N_1 N_2}\right)}}
\]

\[
df = N_1 + N_2 - 2
\]

---

1 Anas Sudijono, *Pengantar statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2007), P. 314
Notes:

\( M_1 = \) The mean score of an experiment class

\( M_2 = \) The mean score of an control class

\( X_1 = \) Score of class which is told by using the picture (experiment class)

\( X_2 = \) Score of class which is told without picture (control class)

\( N = \) Total students

\( \sigma = \) The value deviation of test score

\( df = \) Degree of freedom

E. General Procedure of Teaching Narrative Text by Using Pictures

The general procedure of teaching narrative text by using pictures is as follows:

1. Teacher prepared some narrative text and picture series to the students.
2. Teacher gave the students hand out of narrative text and its picture.
3. Teacher read the text and the students follow her.
4. Teacher got the students to look at and pay attention to the pictures.
5. Teacher got the students to guess and say the pictures' activity that can be seen, for example:

The Birth of Frog
Teacher: Look at the picture of number 1!! What do you think students, what does it talk about?

Students: It talks about a crocodile “menangkap” which (caught) the girls

In this occasion, the teacher gives the students new vocabulary they haven’t known or being exposed.

6. Teacher asked the students about the story and discussed it together
7. Teacher explained about schematic structure and linguistic features of narrative text.
8. Teacher also gave the students picture and jumbled sentences.
9. Teacher got the students to look at and pay attention to the pictures and arrange the jumbled sentences into right order.
10. Students wrote the right order of jumbled sentences into a good story based on the pictures (that) they saw in a group of 4
11. Teacher concluded the material and asked the students about their difficulties.
F. General Procedure of Teaching Narrative Text without Using Pictures

The general procedure of teaching narrative text without using pictures is as follows:

1. Teacher gave the students handout of narrative text.
2. Teacher read the text and the students follow her in a group or individual.
3. Teacher asked the students about the story by looking at the glossary words and discussed it together.
4. Teacher explained about schematic structure and linguistic features of narrative text.
5. Teacher gave the students jumbled sentences in index cards (one sentence per index card) for example:

   a. He jumped and caught Indra

   b. She met her sister again, but her stomach was big and many eggs come out of her stomach.

   c. Wilar, the crocodile, brought Indra to the cave and marry her to become his wife.

   d. He shut the cave with big stones and Indra moved the stones with her long hair and went out.

   Etc……

6. Teacher got the students to arrange jumbled sentences in right order in a group of 4.
7. Students wrote the right order of jumbled sentences into a good story in a group of 4.
8. Teacher monitored the students’ work.
9. Teacher concluded the material and asked the students about their difficulties.
CHAPTER IV
RESEARCH FINDINGS

A. Data Description

After practicing narrative text by using pictures to the students in class VIII-4 (experiment class), the writer only took score from 20 students. Their scores are described in the table below:

Table I
Individual score for class VIII-4 using pictures (Experiment class)

<table>
<thead>
<tr>
<th>Student</th>
<th>Correct answer</th>
<th>Incorrect answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(A = 7) (B = 3)</td>
<td>(A = 3) (B = 2)</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>(A = 8) (B = 3)</td>
<td>(A = 2) (B = 2)</td>
<td>74</td>
</tr>
<tr>
<td>3</td>
<td>(A = 10) (B = 3)</td>
<td>(A = 0) (B = 2)</td>
<td>88</td>
</tr>
<tr>
<td>4</td>
<td>(A = 5) (B = 3)</td>
<td>(A = 5) (B = 2)</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>(A = 6) (B = 3)</td>
<td>(A = 4) (B = 2)</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>(A = 10) (B = 3)</td>
<td>(A = 0) (B = 2)</td>
<td>88</td>
</tr>
<tr>
<td>7</td>
<td>(A = 8) (B = 3)</td>
<td>(A = 2) (B = 2)</td>
<td>74</td>
</tr>
<tr>
<td>8</td>
<td>(A = 6) (B = 3)</td>
<td>(A = 4) (B = 2)</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>(A = 6) (B = 3)</td>
<td>(A = 4) (B = 2)</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>(A = 10) (B = 3)</td>
<td>(A = 0) (B = 2)</td>
<td>88</td>
</tr>
<tr>
<td>11</td>
<td>(A = 10) (B = 3)</td>
<td>(A = 0) (B = 2)</td>
<td>88</td>
</tr>
<tr>
<td>12</td>
<td>(A = 8) (B = 4)</td>
<td>(A = 2) (B = 1)</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>(A = 4) (B = 3)</td>
<td>(A = 6) (B = 2)</td>
<td>46</td>
</tr>
<tr>
<td>14</td>
<td>(A = 8) (B = 3)</td>
<td>(A = 2) (B = 2)</td>
<td>74</td>
</tr>
<tr>
<td>15</td>
<td>(A = 6) (B = 3)</td>
<td>(A = 4) (B = 2)</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>(A = 8) (B = 3)</td>
<td>(A = 2) (B = 2)</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Correct answer</td>
<td>Incorrect answer</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>(A = 4) (B = 4)</td>
<td>(A = 6) (B = 1)</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>(A = 5) (B = 3)</td>
<td>(A = 5) (B = 2)</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>(A = 4) (B = 4)</td>
<td>(A = 6) (B = 1)</td>
<td>52</td>
</tr>
<tr>
<td>4</td>
<td>(A = 5) (B = 4)</td>
<td>(A = 5) (B = 1)</td>
<td>59</td>
</tr>
<tr>
<td>5</td>
<td>(A = 5) (B = 2)</td>
<td>(A = 5) (B = 3)</td>
<td>47</td>
</tr>
<tr>
<td>6</td>
<td>(A = 5) (B = 3)</td>
<td>(A = 5) (B = 2)</td>
<td>53</td>
</tr>
<tr>
<td>7</td>
<td>(A = 5) (B = 3)</td>
<td>(A = 5) (B = 2)</td>
<td>53</td>
</tr>
<tr>
<td>8</td>
<td>(A = 5) (B = 3)</td>
<td>(A = 5) (B = 2)</td>
<td>53</td>
</tr>
<tr>
<td>9</td>
<td>(A = 5) (B = 3)</td>
<td>(A = 5) (B = 2)</td>
<td>53</td>
</tr>
<tr>
<td>10</td>
<td>(A = 4) (B = 3)</td>
<td>(A = 6) (B = 2)</td>
<td>46</td>
</tr>
<tr>
<td>11</td>
<td>(A = 4) (B = 3)</td>
<td>(A = 6) (B = 2)</td>
<td>46</td>
</tr>
<tr>
<td>12</td>
<td>(A = 5) (B = 4)</td>
<td>(A = 5) (B = 1)</td>
<td>59</td>
</tr>
<tr>
<td>13</td>
<td>(A = 4) (B = 4)</td>
<td>(A = 6) (B = 1)</td>
<td>52</td>
</tr>
<tr>
<td>14</td>
<td>(A = 3) (B = 3)</td>
<td>(A = 7) (B = 1)</td>
<td>39</td>
</tr>
<tr>
<td>15</td>
<td>(A = 4) (B = 3)</td>
<td>(A = 6) (B = 2)</td>
<td>46</td>
</tr>
<tr>
<td>16</td>
<td>(A = 5) (B = 3)</td>
<td>(A = 5) (B = 2)</td>
<td>53</td>
</tr>
<tr>
<td>17</td>
<td>(A = 5) (B = 4)</td>
<td>(A = 5) (B = 1)</td>
<td>59</td>
</tr>
<tr>
<td>18</td>
<td>(A = 5) (B = 4)</td>
<td>(A = 5) (B = 1)</td>
<td>59</td>
</tr>
<tr>
<td>19</td>
<td>(A = 5) (B = 4)</td>
<td>(A = 5) (B = 1)</td>
<td>59</td>
</tr>
<tr>
<td>20</td>
<td>(A = 5) (B = 4)</td>
<td>(A = 5) (B = 1)</td>
<td>59</td>
</tr>
</tbody>
</table>

N=20 \[\Sigma X=1052\]
Table III
Comparison of the score of each student of class VIII-4 (experiment Class) and VIII-5 (Control Class)

<table>
<thead>
<tr>
<th>Student</th>
<th>$X_1$</th>
<th>$X_2$</th>
<th>$x_1$</th>
<th>$x_2$</th>
<th>$x_1^2$</th>
<th>$x_2^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>67</td>
<td>52</td>
<td>-1,7</td>
<td>-0,6</td>
<td>2,89</td>
<td>0,36</td>
</tr>
<tr>
<td>2</td>
<td>74</td>
<td>53</td>
<td>5,3</td>
<td>0,4</td>
<td>28,09</td>
<td>0,16</td>
</tr>
<tr>
<td>3</td>
<td>88</td>
<td>52</td>
<td>19,3</td>
<td>-0,6</td>
<td>372,49</td>
<td>0,36</td>
</tr>
<tr>
<td>4</td>
<td>53</td>
<td>59</td>
<td>-15,7</td>
<td>6,4</td>
<td>246,49</td>
<td>40,96</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>47</td>
<td>-8,7</td>
<td>-5,6</td>
<td>75,69</td>
<td>31,36</td>
</tr>
<tr>
<td>6</td>
<td>88</td>
<td>53</td>
<td>19,3</td>
<td>0,4</td>
<td>372,49</td>
<td>0,16</td>
</tr>
<tr>
<td>7</td>
<td>74</td>
<td>53</td>
<td>5,3</td>
<td>0,4</td>
<td>28,09</td>
<td>0,16</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>53</td>
<td>-8,7</td>
<td>0,4</td>
<td>75,69</td>
<td>0,16</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>53</td>
<td>-8,7</td>
<td>0,4</td>
<td>75,69</td>
<td>0,16</td>
</tr>
<tr>
<td>10</td>
<td>88</td>
<td>46</td>
<td>19,3</td>
<td>-6,6</td>
<td>372,49</td>
<td>43,56</td>
</tr>
<tr>
<td>11</td>
<td>88</td>
<td>46</td>
<td>19,3</td>
<td>-6,6</td>
<td>372,49</td>
<td>43,56</td>
</tr>
<tr>
<td>12</td>
<td>80</td>
<td>59</td>
<td>11,3</td>
<td>6,4</td>
<td>127,69</td>
<td>40,96</td>
</tr>
<tr>
<td>13</td>
<td>46</td>
<td>52</td>
<td>-22,7</td>
<td>-0,6</td>
<td>515,29</td>
<td>0,36</td>
</tr>
<tr>
<td>14</td>
<td>74</td>
<td>39</td>
<td>5,3</td>
<td>-13,6</td>
<td>28,09</td>
<td>184,96</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>46</td>
<td>-8,7</td>
<td>-6,6</td>
<td>75,69</td>
<td>43,56</td>
</tr>
<tr>
<td>16</td>
<td>74</td>
<td>53</td>
<td>5,3</td>
<td>0,4</td>
<td>28,09</td>
<td>0,16</td>
</tr>
<tr>
<td>17</td>
<td>39</td>
<td>59</td>
<td>-29,7</td>
<td>6,4</td>
<td>882,09</td>
<td>40,96</td>
</tr>
<tr>
<td>18</td>
<td>88</td>
<td>59</td>
<td>19,3</td>
<td>6,4</td>
<td>372,49</td>
<td>40,96</td>
</tr>
<tr>
<td>19</td>
<td>74</td>
<td>59</td>
<td>5,3</td>
<td>6,4</td>
<td>28,09</td>
<td>40,96</td>
</tr>
<tr>
<td>20</td>
<td>39</td>
<td>59</td>
<td>-29,7</td>
<td>6,4</td>
<td>882,09</td>
<td>40,96</td>
</tr>
</tbody>
</table>

$\Sigma X_1 = 1374$  $\Sigma X_2 = 1052$  $\Sigma x_1 = 0$  $\Sigma x_2 = 0$  $\Sigma x_1^2 = 4962,2$  $\Sigma x_2^2 = 594,8$
After comparing between the score of the experiment and control class, the writer made an analysis of data from the result both of class VIII-4 and VIII-5, the result of calculation is as follow:

\[ M_1 = \frac{\sum X_1}{N_1} = \frac{1374}{20} = 68,7 \]

\[ M_2 = \frac{\sum X_2}{N_2} = \frac{1052}{20} = 52,6 \]

\[
t_0 = \frac{M_1 - M_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2} - \frac{(N_1 + N_2)}{N_1N_2}}} \]

\[
t_0 = \frac{68,7 - 52,6}{\sqrt{\frac{49622 - 5948}{20+20-2} - \frac{20+20}{20.20}}} \]

\[
t_0 = \frac{16,1}{\sqrt{\frac{4367.4}{38} + \frac{40}{400}}} \]

\[
t_0 = \frac{16,1}{\sqrt{114,93.01}} \]

\[
t_0 = \frac{16,1}{\sqrt{11.49}} \]

\[
t_0 = \frac{16,1}{3.39} = 4,74 \]

---

1. Anas Sudijono, Pengantar Statistik Pendidikan, ...p. 324
$t_t = 5\% = 2.02$

$t_t = 1\% = 2.71$

$df = (N1+N2) - 2$

$= (20+20) - 2$

$= 40 - 2$

$= 38$

**B. Test of Hypothesis**

The writer assumes that there is significant difference between the result of teaching narrative text by using pictures and without using pictures. The writer followed some assumptions as follow:

1. If the result of calculation $t_o$ (t observation) is bigger than $t_t$ (t table),
   
   $t_o > t_t$ ; the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted

2. If the result of calculation $t_o$ (t observation) is smaller than $t_t$ (t table),
   
   $t_o < t_t$ ; the null hypothesis (Ho) is accepted and Alternative Hypothesis (Ha) is rejected.

According to the statistic calculation, it is obtained the value of $t_o$ is 4.74 and the degree of freedom (df) is 38 obtaining from =

$df = N_1 + N_2 - 2$

$= 20 + 20 - 2$

$= 38$

In the table of significance, it can be seen that the result of significance 0.05 = 2.02. So, the writer made the conclusion of the hypothesis that $t_o$ is bigger than $t_t$ namely $4.74 > 2.02$. It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho is) is rejected.
C. Data Interpretation

Seeing the explanation about the result analysis of table III mentioned above, we can take a conclusion that there is a significant difference between teaching narrative text by using pictures and without using pictures. In other words teaching narrative text by using pictures is successful. According to the writer using pictures in teaching narrative text is more effective than without using pictures.
A. Conclusion

After carrying out the research and according the result of students test, based on analysis of the data and hypothesis testing, it can be concluded that there is significant difference between teaching narrative text by using pictures and without pictures. It means that teaching narrative text by using pictures is effective. It can be seen from the result of the value of t test is 4.74. The writer uses the degree of significance of t table is 0.05 in the table of significance. So, the writer made the conclusion of the hypothesis that $t_o$ is bigger than $t_i$ namely $4.74 > 2.02$. It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho is) is rejected.

It can be seen that on the df (degree of freedom) 38 and on degree of significance is 2.02.

The writer found out that the students are more interested in learning narrative text by using pictures. They could be easier to imagine the story that is
told. The use of pictures in teaching narrative text is more effective than without pictures.

**B. Suggestion**

Based on the research, the writer proposes some suggestions as follows:

1. The English teacher should make brainstorming for the students to switch on their brain and encourage them to have spirit in studying English.

2. The English teacher should be more creative to make the classroom atmosphere alive. Especially in teaching some literature texts, namely narrative text.

3. The Teacher should lead the students' imagination to bring narrative text as a text which tells story, so it needs more imagination in order to that students can enjoy learning and not feeling bored. For instance, pictures.

4. Provide more English story books as resources for students. Students will get more ideas information from the book (that) they have read. The more they read the books the more they will be in habit of reading.

5. The English teacher should get the students to use or open the dictionary intensively, just not brought it to the classroom.

6. The English teacher should encourage students to be in good spirit in learning English especially. She/he ensures the students that English is not as difficult that they thought before.

7. While the exercises were done by the students, the English teacher is supposed to walk around the class and check the students work as it progresses. The English teacher will catch many errors and have them corrected at the most opportune time while they are being made. But individual help is the best kind.
BIBLIOGRAPHY


Hartono, Rudi. *Genres of Text*, Semarang: English Department, Faculty Language and Art, 2005


___________

    Building Narrative Text with Complication, Sunday April 27th 2008
RENCANA PELAKSANAAN PEMBELAJARAN I & II

(Experiment Class)

Mata Pelajaran : Bahasa Inggris
Studi Pendidikan : SMP
Kelas/Semester : VIII/II
Tema : Narrative Text
Waktu : 2xpertemuan atau 4x35 menit
Aspect/skill : Reading

I. STANDAR KOMPETENSI
Memahami makna dalam esei pendek sederhana berbentuk recount, narrative, dan anecdote untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR
• Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
• Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dalam ingkungan sekitar dalam teks berbentuk narrative

III. INDIKATOR
1. Membaca nyaring dan bermakna teks esei pendek sederhana berbentuk narrative
2. Mengidentifikasi berbagai makna, gagasan utama, gagasan pendukung pada teks narrative
3. Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative

IV. MATERI POKOK DAN URAIAN MATERI
➢ Teks Narrative
  Read the story and look at the pictures bellow based on the story!
  (hand out)
The birth of Frogs

How frogs come into the world? Here is a story about frogs. Once upon time, there were two beautiful sisters, Jippi and Indra, were taking a bath in a pool in the forest. Suddenly, a crocodile called Willar came to the pool to drink.

When he saw the girls, he wanted to catch one of them for his wife. He said to them “how beautiful you are! It’s really my proud if one of you becomes my wife” Then, he jumped and caught Indra. Jippi was very afraid and ran away for help.

Willar, the crocodile, brought Indra home. His house was cave. Indra became his wife. Indra was ill-treated for her life. Indra wanted to go out from Wilar’s shackle. She always thought hard. One day, When Wilar was out of food, he shut the cave with big stones. Indra moved the stones with her long hair and went out.

She met her sister again. But when she was out her stomach was big and many eggs come out her stomach. Finally, the people stroke the eggs and many frogs came out of the eggs.
Answer the following questions!

1. What were Indra and Jipi doing in a pool in the forest?
2. Who is caught and become wife by Willar?
3. Where did Willar live?
4. How did Indra move the big stone?
5. Did Indra met her sister again?
6. What happened with Indra’s stomach when she was out of cave?

➢ Ciri Kebahasaan teks narrative
- Focus on Specific Participant: Cinderella, Indra, Jippi
- Use past Tense
- Use of Temporal Conjunction: once upon time, finally, then
- Use of action verb: caught, shut, stroke
- Use of mental verbs: a verb that refers to mental states or activities, emotions, attitudes etc. ex, I know, I think I mean, I want, etc
- Using saying verb: he said, he says

➢ Lahkah retorika teks narrative
  Orientation : tells about who, when, where
  Complication : problems happen to the character
  Resolution : Solution to the problems

V. SUMBER DAN MEDIA PEMBELAJARAN
  5.1. Sumber Pembelajaran: Effective English for Grade VIII of Junior High School
      Developing Competence in English for Junior High School year VIII
5.2. Media : Hand out
Text book
Pictures series
White board
Marker

VI. METODE DAN STRATEGI PEMBELAJARAN
6.1 Metode: komunikatif
6.2 Strategy: Multiways communication
6.3 Pendekatan: Komunikatif dan Contextual Teaching Learning (CTL)

VII. RENCANA PEMBELAJARAN

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Pendahuluan</td>
<td></td>
</tr>
<tr>
<td>7.1.1</td>
<td>salam dan tegur sapa</td>
<td></td>
</tr>
<tr>
<td>7.1.2</td>
<td>Guru mengabsen siswa</td>
<td>10 menit</td>
</tr>
<tr>
<td>7.1.3</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Kegiatan Pokok</td>
<td>45 menit</td>
</tr>
<tr>
<td>7.2.1</td>
<td>Guru memberikan teks cerita yang berbentuk narrative</td>
<td></td>
</tr>
<tr>
<td>7.2.2</td>
<td>Guru membacakan teks dan siswa mendengarkan</td>
<td></td>
</tr>
<tr>
<td>7.2.3</td>
<td>Guru membaca teks secara berklompok kemudian guru menunjuk beberapa siswa untuk membaca secara individu</td>
<td></td>
</tr>
<tr>
<td>7.2.4</td>
<td>Guru mengoreksi pronounciation siswa yang kurang benar dan membetulkannya kemudian siswa mengikuti pemberitanannya secara bersama-sama</td>
<td></td>
</tr>
<tr>
<td>7.2.5</td>
<td>Guru mengirin siswa untuk mengamati gambar dan mendiskusikan bersama tentang isi gambar tersebut</td>
<td></td>
</tr>
<tr>
<td>7.2.6</td>
<td>Guru mengiring siswa untuk mencari gagasan utama dan pedukung pada teks narrative tersebut</td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>Penutup</td>
<td></td>
</tr>
<tr>
<td>7.3.1</td>
<td>Guru memberikan ringkasan tentang cirri kebahasaan dan langkah retorika narrative teks</td>
<td>15 menit</td>
</tr>
<tr>
<td>7.3.2</td>
<td>Guru memberikan beberapa pertanyaan untuk mengetahui kemampuan siswa tentang narrative teks</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Kegiatan</td>
<td>Waktu</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>7.1</td>
<td>Pendahuluan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.1.1 salam dan tegur sapa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.1.2 Guru mengabsen siswa</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>7.1.3 Brainstorming</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Kegiatan Pokok</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.2.1 Guru memberikan teks cerita yang berbentuk narrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.2.2 Guru menjelaskan cirri kebahasaan dan langkah retorika teks narrative</td>
<td>45 menit</td>
</tr>
<tr>
<td></td>
<td>7.2.3 Guru mengiring siswa untuk memahami teks yang telah diberikan dan mencari ciri kebahasaan yang telah dibahas.</td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>Penutup</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.3.1 Guru memberikan ringkasan tentang cirri kebahasaan dan langkah retorika narrative teks</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>7.3.2 Guru memberikan beberapa pertanyaan untuk mengetahui kemampuan siswa tentang narrative teks</td>
<td></td>
</tr>
</tbody>
</table>

VIII. PENILAIAN

8.1 Penilaian proses
Dilakukan pada saat proses kegiatan belajar mengajar tentang teks naratif

8.2 Penilaian Hasil
Diambil dari jawaban siswa tentang pertanyaan yang diberikan oleh guru

8.3 Instrumen
Soal-soal
RENCANA PELAKSANAAN PEMBELAJARAN III

Mata Pelajaran : Bahasa Inggris
Status Pendidikan : SMP
Kelas/Semester : VIII/II
Tema : Narrative Text
Waktu : 1xpertemuan atau 2x35 menit
Aspect/skill : Writing

I. STANDAR KOMPETENS
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount, narrative, dan anecdote untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR
Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk narrative.

III. INDIKATOR
1. Menyusun kalimat acak dan menuliskannya
2. Menyalin teks narrative
3. Menulis kalimat sederhana dalam bentuk simple past
Look at the pictures and arrange the events below based on the story! (hand out)

The Wolf and the Crane

1. A bone stuck the wolf’s throat.
2. He tried and tried to get it out, but he could not.
3. He was about to cry when suddenly thought of the crane.
4. He soon found her near a pond and greeted her in a soft and melodious sound.
5. The crane helped him but he forgot to fulfill his promise to give her a reward if she was able to get a bone out from his throat.
6. The wolf tried as hard as he could to make the crane help him.
7. Finally, the crane got nothing.
8. So, he instantly went and looked for the crane.
9. The wolf greeted the crane.
10. The crane wanted to fly away because she was very much afraid of the wolf.

a. One day, a wolf was having dinner. As usual, he was very greedy.
b. He was about to cry when suddenly thought of the crane.
c. He soon found her near a pond and greeted her in a soft and melodious sound.
d. The wolf tried as hard as he could to make the crane help him.
e. Finally, the crane got nothing.
f. The crane wanted to fly away because she was very much afraid of the wolf.
g. She helped him but he forgot to fulfill his promise to give her a reward if she was able to get a bone out from his throat.
h. The wolf tried as hard as he could to make the crane help him.
i. One day, a wolf was having dinner. As usual, he was very greedy.

The wolf forgot the promise and ran.

The crane helped the wolf.

The wolf forgot the promise and ran.
VIII. PENILAIAN

8.1 Penilaian proses
Dilakukan pada saat proses kegiatan belajar mengajar tentang teks naratif

8.2 Penilaian Hasil
Diambil dari jawaban siswa tentang pertanyaan yang telah diberikan
Oleh guru

8.3 Instrumen
Soal-soal
RENCANA PELAKSANAAN PEMBELAJARAN I & II

(Control Class)

Mata Pelajaran : Bahasa Inggris
Status Pend‘dikan : SMP
Kelas/Semester : VIIIIII
Tema : Narrative Text
Waktu : 2xpertemuan atau 4x35 menit
Aspect/skill : Reading

I. STANDAR KOMPETENSI
Memahami makna dalam esei pendek sederhana berbentuk recount, narrative, dan anecdote untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR
• Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan , tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
• Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dalam ingkungan sekitar dalam teks berbentuk narrative

III. INDIKATOR
1. Membaca nyaring dan bermakna teks esei pendek sederhana berbentuk narrative
2. Mengidentifikasi berbagai makna, gagasan utama, gagasan pendukung pada teks narrative
3. Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative

IV. MATERI POKOK DAN URAIAN MATERI
➢ Teks Narrative
   Read the story and look at the pictures bellow based on the story!
   (hand out)
The birth of Frogs

How frogs come into the world? Here is a story about frogs. Once upon time, there were two beautiful sisters, Jippi and Indra, were taking a bath in a pool in the forest. Suddenly, a crocodile called Willar came to the pool to drink.

When he saw the girls, he wanted to catch one of them for his wife. He said to them “how beautiful you are! It’s really my proud if one of you becomes my wife” Then, he jumped and caught Indra. Jippi was very afraid and ran away for help.

Willar, the crocodile, brought Indra home. His house was cave. Indra became his wife. Indra was ill-treated for her life. Indra wanted to go out from Willar’s shackle. She always thought hard. One day, When Willar was out of food, he shut the cave with big stones. Indra moved the stones with her long hair and went out.

She met her sister again. But when she was out her stomach was big and many eggs come out her stomach. Finally, the people stroke the eggs and many frogs came out of the eggs.

Glossary Words

Caught (v2): Menangkap Ill-treated: trsiksa Shut: menutup Cave: goa

Shackle: belenggu Sroke: memukul Thought(v2): berfikir Proud:kebanggaan

Answer the following questions!
1. What were Indra and Jipi doing in a pool in the forest?
2. Who is caught and become wife by Willar?
3. Where did Willar live?
4. How did Indra move the big stone?
5. Did Indra met her sister again?
6. What happened with Indra’s stomach when she was out of cave?
Ciri Kebahasaan teks narrative

- Focus on Specific Participant: Cinderella, Indra, Jippi
- Use past Tense
- Use of Temporal Conjunction: once upon time, finally, then
- Use of action verb: caught, shut, stroke
- Use of mental verbs: a verb that refers to mental states or activities, emotions, attitudes etc. ex, I know, I think I mean, I want, etc
- Using saying verb: he said, he says

Lahkah retorika teks narrative

Orientation: tells about who, when, where
Complication: problems happen to the character
Resolution: Solution to the problems

V. SUMBER DAN MEDIA PEMBELAJARAN

5.1 Sumber Pembelajaran: Effective English for Grade VIII of Junior High School Developing Competence in English for Junior High School year VIII

5.2 Media: Hand out Text book Pictures series White board Marker

VI. METODE DAN STRATEGI PEMBELAJARAN

6.1 Metode: komunikatif
6.2 Strategy: Multiways communication
6.3 Pendekatan: Komunikatif dan Contectual Teaching Learning
VII. RENCANA PEMBELAJARAN

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Pendahuluan</td>
<td></td>
</tr>
<tr>
<td>7.1.1</td>
<td>salam dan tegur sapa</td>
<td>10 menit</td>
</tr>
<tr>
<td>7.1.2</td>
<td>Guru mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td>7.1.3</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Kegiatan Pokok</td>
<td></td>
</tr>
<tr>
<td>7.2.1</td>
<td>Guru memberikan teks cerita yang berbentuk narrative</td>
<td></td>
</tr>
<tr>
<td>7.2.2</td>
<td>Guru membacakan teks dan siswa mendengarkan</td>
<td>45 menit</td>
</tr>
<tr>
<td>7.2.3</td>
<td>Guru membaca teks secara berkelompok kemudian guru menunjuk beberapa siswa untuk membaca secara individu</td>
<td></td>
</tr>
<tr>
<td>7.2.4</td>
<td>Guru mengoreksi pronounciation siswa yang kurang benar dan membetulkannya kemudian siswa mengikuti pembetulkannya secara bersama-sama</td>
<td></td>
</tr>
<tr>
<td>7.2.5</td>
<td>Guru mengiring siswa untuk mendiskusikan bersama tentang isi cerita tersebut dengan melihat glossary words dalam index card</td>
<td></td>
</tr>
<tr>
<td>7.2.6</td>
<td>Guru mengiring siswa untuk mencari gagasan utama dan pedukung pada teks narrative tersebut</td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>Penutup</td>
<td></td>
</tr>
<tr>
<td>7.3.1</td>
<td>Guru memberikan ringkasan tentang cirri kebahasaan dan langkah retorika narrative teks</td>
<td>15 menit</td>
</tr>
<tr>
<td>7.3.2</td>
<td>Guru memberikan beberapa pertanyaan untuk mengetahui kemampuan siswa tentang narrative teks</td>
<td></td>
</tr>
</tbody>
</table>
7.1 Pendahuluan
7.1.1 salam dan tegur sapa
7.1.2 Guru mengabsen siswa
7.1.3 Brainstorming

7.2 Kegiatan Pokok
7.2.1 Guru memberikan teks cerita yang berbentuk narrative
7.2.2 Guru menjelaskan cirri kebahasaan dan langkah retorika teks narrative
7.2.3 Guru mengiring siswa untuk memahami teks yang telah diberikan dan mencari cirri kebahasaan yang telah dibahas.

7.3 Penutup
7.3.1 Guru memberikan ringkasan tentang cirri kebahasaan dan langkah retorika narrative teks
7.3.2 Guru memberikan beberapa pertanyaan untuk mengetahui kemampuan siswa tentang narrative teks

VIII. PENILAIAN
8.1 Penilaian proses
Dilakukan pada saat proses kegiatan belajar mengajar tentang teks naratif

8.2 Penilaian Hasil
Diambil dari jawaban siswa tentang pertanyaan yang diberikan oleh guru

8.3 Instrumen
Soal-soal
RENCANA PELAKSANAAN PEMBELAJARAN III

Mata Pelajaran : Bahasa Inggris
Status Pendidikan : SMP
Kelas/Semester : 7/III/II
Tema : Narrative Text
Waktu : 1xpertemuan atau 2x35 menit
Aspect/skill : Writing

I. STANDAR KOMPETENSI
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount, narrative, dan anecdote untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR
Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk narrative

III. INDIKATOR
a. Menyusun kalimat acak dan menulisannya
b. Menyalin teks narrative
c. Menulis kalimat sederhana dalam bentuk simple past

IV. MATERI POKOK DAN URAIAN MATERI

Arrange the following events below into a good the story! (Hand out)

a. One day, a wolf was having dinner. As usual, he was very greedy

b. So, he instantly went and looked for the crane
VI. METODE DAN STRATEGI PEMBELAJARAN
6.1 Metode: komunikatif
6.2 Strategy: Multiways communication
6.3 Pendekatan: Komunikatif

VII. RENCANA PEMBELAJARAN

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Pendahuluan</td>
<td></td>
</tr>
<tr>
<td>7.1.1</td>
<td>salam dan tegur sapa</td>
<td></td>
</tr>
<tr>
<td>7.1.2</td>
<td>Guru mengabsen siswa</td>
<td>10 menit</td>
</tr>
<tr>
<td>7.1.3</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Kegiatan Pokok</td>
<td></td>
</tr>
<tr>
<td>7.2.1</td>
<td>Guru mereview cirri kebahasaan &amp; langkah retorika teks narrative</td>
<td></td>
</tr>
<tr>
<td>7.2.2</td>
<td>siswa menyusun kalimat acak dan menuliskannya sesuai dengan gambar yang di lihat</td>
<td>45 menit</td>
</tr>
<tr>
<td>7.2.3</td>
<td>Siswa mengamati teks tersebut dan berdiskusi bersama tentang cirri kebahasaan &amp; retorika narrative text</td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>Penutup</td>
<td></td>
</tr>
<tr>
<td>7.3.1</td>
<td>Guru memberikan ringkasan tentang cirri kebahasaan dan langkah retorika narrative teks</td>
<td>15 menit</td>
</tr>
<tr>
<td>7.3.2</td>
<td>Guru memberikan beberapa pertanyaan untuk mengetahui kemampuan siswa tentang narrative teks</td>
<td></td>
</tr>
</tbody>
</table>

VIII. PENILAIAN

8.1 Penilaian proses
Dilakukan pada saat proses kegiatan belajar mengajar tentang teks naratif

8.2 Penilaian Hasil
Diamdari jawaban siswa tentang pertanyaan yang telah diberikan oleh guru

8.3 Instrumen
Soal-soal
Question Sheet of Experiment and Control Class
A. Arrange the following events into a good story and write it down!

A Crow and a Wolf

1. Then, she took one of the meats and brought it far away from the village.
2. One day, a Crow was very hungry. She flew and went away to look for food in the jungle.
3. Far away, she looked at some pieces of meat. They are being dried out of the house yard.
4. He closed to the Crow and persuaded her while saying, "Oh...Mrs. Crow, you look so beautiful today, and would you like to sing a song?"
5. Finally, she regretted and she could not get anything to eat.
6. The meat fell down and it was taken by the wolf directly.
7. She arrived and took a rest while perching on the branch of the tree.
8. She opened her mouth and said to him: "Thank you for your praise, Mr. Wolf. I would like to give you a beautiful song."
9. He brought it and ran away from the Crow
10. Suddenly, there was a wolf came and closed to the Crow.
The Boy Who Cried “Wolf”

One day, a shepherd boy was looking after his sheep on a hill. He felt bored being alone on a hill. Then, he thought of a way to make some fun.

While the villagers were busy working, they heard a boy shouting, “Help! Help! Help! A wolf is attacking my sheep!”

“That sounds from the shepherd boy. He is in trouble. Let’s go and help him.” Said the villagers and rushed towards the hill. They were very surprised when they did not see any wolves on the hill.

“Where’s the wolf?” they asked. The boy fell back and started to laughing. The villagers realized that the boy had played a trick. They were angry and went back to the work.

The next day, the villagers heard the shepherd boy shouting for the help again. They rushed and towards the hill. And again the boy laughed at them.

On the third day, a wolf really came and attacked the sheep. “Help! Help! A wolf is attacking my sheep!” shouted the boy at the top of his voice. But nobody bothered him this time. The villagers thought that the boy was trying to fool them again. The boy watched sadly as the wolf killed all his sheep.

Words Glossary:

Shepherd boy: pengembala
thought (v2): berfikir
rushed (v2): menyerbu
attacking: sedang menyerang
trouble: bahaya/masalah
bothered: mencemaskan
A Crow and a wolf

One day, a crow was very hungry. She flew away and went away to look for food in the jungle. Far away, she looked at some pieces of meat. They are being dried out of the house yard. Then, she took one of the meats and brought it far away from the village.

She arrived and took a rest while perching on the branch of the tree. Suddenly, there was a wolf came and closed to the Crow. He closed to the Crow and persuaded her while saying, “Oh...Mrs. Crow, you look so beautiful today, and would you like to sing a song?”. She opened her mouth and said to him: “Thank you for your praise, Mr. Wolf. I would like to give you a beautiful song.”

The meat fell down and it was taken by the wolf directly. He brought it and ran away from the Crow. Finally, she regretted and she could not get anything to eat.

Sunday, April 27, 2008

**Building Narrative Text with Complication**

In simple word, narrative text has generic structure as orientation, complication and resolution. This complication is the heart structure of narrative text. The complication will determine whether the text "lives" or not. If the narrative text consider as the "live" text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly narrative text appears as story text. In literary term, the complication structure is called conflict. Basically, conflict is divided into three kinds. In any writing, each type will not take place with its own type. Each often combines to other type in building the story.

Physical conflict, or in other word as elemental conflict, is description of man's struggle to his physical word. It represents man versus nature force, difficulty and danger. How man survives from flood, exploding mount is clear example of physical conflict.

Social conflict is the second type. It will show the struggle of man against his society. It is description of struggle between man and man. Cinderella wants to go to party but her step mother and sisters do not permit her. She eagerly to have the opportunity to meet the prince but her step mother and sister try to block this opportunity and take it for them selves. It is a perfect picture of social conflict.

Internal or psychological conflict is a conflict which happens inside the participant. A man struggles against him self, his conscience, his guilty. He wants to steal money in the other hand he knows that stealing is not good. The fight of stealing money against having good deed is a psychological conflict.

The struggle among these conflicts includes verbal and physical attempts. Narrative text will be perfectly composed by these kinds of conflict. Some time it will apply one type but it often combines these three kinds of conflict.

Posted by HUSNUL at 3:27 PM 0 comments [Links to this post]
Labels: Narrative, Writing Tool

Thursday, April 10, 2008

**Between Recount and Narrative**

Something which happened in the past is the main resource to compose both recount and narrative text. In writer's point of view, the thing is an experience. It can be what the writer has done, hear, read, and felt. Composing recount and narrative is retelling the experiences of the past event to be a present event.

What does recount differ from narrative?
The easiest way to catch the difference is analyzing the generic structure. Recount text presents the past experiences in order of time or place; what happened on Sunday, then on Monday, the on Tuesday. In simple way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. On the other hand, narrative introduces crises and how to solve them. Narrative text always appear as a hard portrait of participant's past experience. It
What is Narrative?

Narrative Text

Definition of Narrative

Narrat’ve is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

Generic Structure of Narrative

A narrative text consists of the following structure:

1. Orientation: Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution: Showing the way of participant to solve the crises, better or worse

Language Features of Narrative

- Using processes verbs
- Using temporal conjunction
- Using Simple Past Tense

TEXT TYPES; a complete overview

Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as GENRES.

NARRATIVE
Purpose: To amuse/entertain the readers and to tell a story

Generic Structure:
1. Orientation
2. Evaluation
3. Complication
4. Resolution
5. Reorientation

Dominant Language Features:
1. Using Past Tense
Ciputat, 3 Juni 2008

Ida yth,

Yk Ketua Jurusan Pendidikan Bahasa Inggris
Syarif Hidayatullah Jakarta

Tempat

Wamualaikum Wr. Wb

... sejahtera dan silahturahmi saya sampaikan kepada Bapak, semoga dalam lindungan Allah dan diridhoi langkah dan aktivitas yang Bapak jalani sehari-hari. Amin.

bungan dengan akan berakhirnya masa study saya, maka yang bertanda tangan di bawah ini:

1 : Dista Devitasari
: 104014000289
Itas : Ilmu Tarbiyah dan Keguruan
an : Pendidikan Bahasa Inggris / VIII A

aksud mengajukan judul skripsi sebagai salah satu syarat menyelesaikan program S-1 (strata) Syarif Hidayatullah Jakarta. Adapun judul yang saya ajukan adalah:

HE EFFECTIVENESS OF USING PICTURES ON STUDENTS’ UNDERSTANDING THE SEQUENCE IN NARRATIVE TEXT" (An Experimental Study at Second Grade Students of SMP Nusantara Ciputat)

ma ini saya lampirkan satu berkas proposal skripsi yang terdiri dari:

Outline
Abstract
Preliminary Bibliography

...mikanlah surat pengajuan ini saya sampaikan. Atas pertimbangan dan perhatiannya saya an terima kasih.

Wamualaikum Wr. Wb

Pemohon

Dista Devitasari
(NIM.104014000289)
Kepada Yth. 
Drs. Sunardi Kartowisastro, Dipl.Ed 
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan 
UII Syarif Hidayatullah 
Jakarta.

Assalamu’alaihum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi Pembimbing III (materi/teknis) penulisan skripsi mahasiswa:

Nama : Dista Devitasari
NIM : 104014000289
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Judul Skripsi : The effectiveness of using pictures on students' understanding the sequence in narrative text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

[Signature]

Dekan

[Name]

[Title]
SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/F.1/KM.01.3/345/2008
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 21 Oktober 2008

Kepada Yth.

Kepsek SMP Nusantara
Ciputat - Tangerang

Di

Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Dista Devitasari
NIM : 104014000289
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Judul Skripsi : The effectiveness of using pictures on students' Understanding the sequence in narrative text.

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian di tempat yang dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

[Signature]

Dekan

Pembantu Dekan Bidang Akademik

Mahasiswa yang bersangkutan

Tembusan
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN  
Nomor: 505 / SMP-NP / PD / I / 2009

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Nusantara Plus, Ciputat Tangerang dengan ini menerangkan bahwa:

Nama: Dista Devitasari  
NIM: 104014000289  
Jurusan: Pendidikan Bahasa Inggris  
Fakultas: Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta  
Judul Skripsi: “The Effectiveness of Using Pictures on Students’ Understanding the Sequence in Narrative Text”


Demikian surat keterangan ini kami buat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

Ciputat, 12 Januari 2009  
Kepala Sekolah SMP Nusantara Plus,  

Ceeen Setiawan, MA