

**Using Prediction from a Picture Series in Teaching Writing a Narrative Text to Junior  
High School Students**

**PAPER**

**Submitted as Partial Fulfillment  
of the Requirement to Obtain the Degree of Strata One (S1)**



**by**

**Yurni  
2008/10022**

**Advisor :  
Rusdi Noor Rosa, S.S., M.Hum**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF PADANG  
2011**

## **HALAMAN PERSETUJUAN MAKALAH**

### **Using Prediction from a Picture Series in Teaching a Writing Narrative Text to Junior High School Students**

Nama : Yurni  
NIM/BP : 10022/2008  
Program Studi : Pendidikan Bahasa Dan Sastra Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa Sastra dan Seni

Padang, Februari 2011

Diketahui oleh  
Ketua Jurusan

Disetujui oleh  
Dosen Pembimbing

Dr.Kusni,M.Pd  
NIP. 196209091988031004

Rusdi Noor Rosa,M.Hum  
NIP.

## **HALAMAN PENGESAHAN LULUS UJIAN MAKALAH**

Dinyatakan Lulus Setelah Dipertahankan Di Depan Tim Penguji Makalah  
Fakultas Bahasa Sastra dan Seni  
Universitas Negeri Padang

### **Using Prediction from a Picture Series in Teaching a Writing Narrative Text to Junior High School Students**

Nama : Yurni  
NIM/BP : 10022/2008  
Program Studi : Pendidikan Bahasa Dan Sastra Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa Sastra dan Seni

Padang, Februari 2011

Tim Penguji

	Nama	Tanda Tangan
1. Ketua	: Rusdi Noor Rosa,M.Hum	1. (_____)
2. Anggota	: Sitti Fatimah, S.S, M.Ed	2. (_____)
3. Anggota	: Drs. Amri Isyam,M.Pd	3. (_____)

## ABSTRAK

**Yurni. 2011 : Menggunakan Prediksi dari Gambar Seri untuk mengajarkan *Writing* teks narrative pada Siswa SMP.** Paper jurusan Bahasa Inggris

*Writing* adalah salah satu skill yang diajarkan pada siswa SMP. Dalam pembelajaran *writing* khususnya pada teks narrative siswa mendapatkan beberapa permasalahan yang membuat mereka mengalami kesulitan dalam menulis bagian dari teks narrative khususnya bagian resolusi atau akhir dari teks. Gambar berseri yang mengilustrasikan jalan cerita dapat membantu siswa dalam menulis bagian dari teks yang tidak mereka kuasai. Dengan adanya beberapa prediksi tentang akhir dari cerita sangat membantu siswa dalam menulis bagian akhir dari teks karena siswa dibantu dalam menyusun dan merangkai ide mereka sehingga terciptalah sebuah teks narrative yang baik.

## ACKNOWLEDGEMENT

Praised be to Allah that this paper has been completed. The writer presents this paper to fulfill one of the requirements to obtain the S1 degree in English Department at the faculty of Languages and Arts at State University of Padang. The writer has chosen **“Using Prediction from a Picture Series in Teaching a Writing Narrative Text to Junior High School Students”** as a title of her paper.

The writer would like to express her gratitude to Rusdi Noor Rosa,S.S, M.Hum, her advisor who has given guidance, advice and suggestions in the completion of this paper. A sincere gratitude also goes to all lectures that involved in her paper examination, Sitti Fatimah,S.S,M.Ed, Drs.Amri Isyam,M.Pd for the improving suggestions and comments.

Her appreciation also goes to the head of English Department; Dr.Kusni,Mpd, the secretary of English Department; Dra.An Fauzia R.Syafei,M.A and all of the lecturers and staffs for their kindness and assistances.

The writer also expresses her special gratitude to her beloved husband and children for their concerns and encouragements in carrying on this paper. Then, she also expresses her special thanks to all of the friends who have supported her in completing this paper.

Finally, she admits making same mistakes in her writing. She accepts some criticism and suggestion for the perfecting of this paper. She also hopes that this paper is useful for the readers.

Padang, 2011

Writer

## TABLE OF CONTENTS

<b>HALAMAN PENGESAHAN MAKALAH .....</b>	<b>i</b>
<b>HALAMAN PENGESAHAN LULUS UJIAN MAKALAH .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>iii</b>
<b>ABSTRAK .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>CHAPTER 1 INTRODUCTION</b>	
1.1 Background of the Problem.....	1
1.2 Formulation of the Problem .....	4
1.3 The Purpose of the Paper .....	5
<b>CHAPTER 2 REVIEW OF RELATED LITERATURE</b>	
2.1 Concept of Writing .....	6
2.2 TeachingWriting .....	8
2.3 Narrative Text .....	10
2.4 Prediction Picture .....	12
2.5 Picture Series .....	13
<b>CHAPTER 3 TEACHING IMPLEMENTATION</b>	
3.1 Teacher's Preparation .....	15
3.2 Teacher's Role .....	16
3.3 Teaching Implementation .....	18
3.3.1 First Meeting .....	18
3.3.1.1 Pre-Writing Activity .....	18

3.3.1.2	Whilst-Writing Activity .....	19
3.3.1.3	Post-Listening Activity .....	21
3.3.2	Second Meeting .....	21
3.3.2.1	Pre-Writing .....	21
3.3.2.2	Whilst-Writing .....	22
3.3.2.3	Post-Writing .....	26
3.4	The Advantages of Using Prediction from Picture Series in Teaching a Narrative Text to Junior High School Students .....	28
<b>CHAPTER 4 CONCLUSION AND SUGGESTIONS</b>		
4.1	Conclusion .....	29
4.2	Suggestion .....	29
<b>BIBLIOGRAPHY</b> .....		30
<b>APPENDIX</b>		

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Problem

In Indonesia's education system, English has been included as one of compulsory subject that students have to follow based on the curriculum. KTSP, a school-based curriculum, is the latest curriculum that is used by all school nowadays. Based on this curriculum, students have to be able to understand the four aspects of English. One of the aspects is writing. Writing is an important aspect in understanding English because most of the materials in students' daily life are in written form. Students also spend most of their time by writing. As Hammer (1984: 139) states that writing is one of the ways in communication. Students usually deal with writing activity in their daily activities. Several activities in communication, especially in the classroom, are done with writing. It makes students should have good ability in writing. As it is stated in junior high school's curriculum, KTSP, students should be able to communicate in written form to communicate in their daily life in order to solve their problem. The purpose of this curriculum is to make students have competency in writing and to make students are able to create several texts in English. So to reach these students should have capability in writing.

(KTSP / *Kurikulum Tingkat Satuan Pendidikan*) is a school-based curriculum which stresses on Genre Based Approach. In this curriculum, the students study about five genres. They are narrative, report, procedure, recount, and descriptive. The students should understand these five genres in four skills.



Especially in writing the students should be able to write in English. They should have a good ability in writing all genres.

Contrary with the situation above, most of the students have less ability in writing especially in writing narrative text. Students' ability in writing cannot be developed well by themselves. Students only can make some parts of narrative text. Then they get difficulty in writing the entire text. This condition makes student achievement in writing still below than minimum score. The minimum score for writing narrative text in Junior high school is 70.

Students seem getting out of idea in creating good narrative text. They only can write the two first part of narrative in the last part they lose their idea. They cannot expand more idea to write. As a result, they write about what the teacher says to them. Sometimes they only copy the teacher's example and then making few changes about that in writing a narrative text.

Furthermore, the teacher gets some problems in teaching writing narrative text to the students. One of the problems is in making students expand students' idea in writing narrative text. They lack of idea about the story. It seems that students cannot make the ending of the story. They can not create their own story because there are so many thing that they will write about the story in their mind. In fact, they cannot arrange it into good story based on the parts of narrative text.

Students, in this case, only can create the orientation and complication of the narrative text. In writing the resolution part of narrative text, students seems lose their idea. As a result their writing activity stops in this part. Students cannot continue the text well. This makes them have less ability in writing narrative text.

It has been known that most of narrative texts are in the form of folklore, legend and myths. Most of students do not know the story well. This make them lack of idea in writing the whole story based on the story it self. They tend to cheat from other friends when teacher gives writing task to them. In fact, they should be able to write individually.

In handling these problems, teacher has already done several efforts. First, teacher gives an extra take home task to the students. The students should make a short narrative text. This effort did not make any changes to the students' ability. Teacher found that almost all of the texts were not made by them. They ask somebody such as their parents, sister or brother to do that for them or they cheat each other. Next, the teacher asked the students to rewrite the story that they get in the classroom in previous lesson. They should make it in their own sentences. This effort was better that before but not all the students can create their new story. They still lack of creativity in writing. This condition happened because they can not arrange their idea well in writing narrative text. Beside that, they can not expand their idea in writing. This condition happens because most of the texts are known by the students. As a result they only focus on the text content without creating a new idea in writing the text.

In solving these problems teacher should have a new way in making students have better ability in writing. Teacher should find the suitable way for her students to make students can arrange their idea in writing. Using a picture can be good ways in making students have better ability in writing. Teacher can apply several pictures as a prediction for her students about the text. By using this

prediction picture students can generate their idea in writing so that they can have capability in writing. Furthermore their ability in writing can be improved when they can generate their ideas well.

Prediction is a decision to make or predict what will happen next in the story (Kirchner: 2009). Prediction can make students advance the idea in writing. As Kirchner (2009) writes that after having a prediction students will know the purpose in learning narrative text. It means that they know what is going to be written after they get a prediction about the story.

Then, Kirchner (2009) also states that by drawing a particular plot of the story will be helpful for students in prediction. It can be said that the prediction can in the form of picture. This picture can be a prediction of the entire story. Teacher can apply it to students. As a result, students can write the entire text easier.

Based on those explanations above, the writer would like to find the solution about the difficulty in writing narrative text. This paper will discuss about the problem and the problems solving in order to improve the junior high school students' ability in writing narrative text.

## **1.2 Formulation of the Problems**

Based on the explanation in the background, the problem of this paper is formulated as follow:

How is the prediction from a picture series involved in teaching writing a narrative text?

### **1.3 Significant of the Paper**

The purpose of this paper is to show how to teach writing narrative text for junior high school students by using prediction from picture series.