

**USING PICTURE PROMPTS TO IMPROVE STUDENT'S
WRITING SKILL IN NARRATIVE TEXT**

(An Action Research at the tenth Graders of SMA Plus Al Amanah
Bojonegoro in the academic year of 2018/2019)

SKRIPSI

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IKIP PGRI BOJONEGORO
2019**

LEGITIMATION

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This is to certify that the sarjana's thesis
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the objectives of the study, significance of the study, and the definition of the key terms. In general, this chapter provides the framework or the ground thinking of this study to bridge the following chapter.

A. Background of the Study

Among the four skills of language taught in school, writing is difficult to be learned and taught. Writing is not only drawing some words on a piece of paper and formulating letter together, but also a combination of process and product. It needs a specialization to combine an idea and good product of writing. In producing good writing, writers should fulfill some rules. They should master the terms of vocabulary, choices of word, paragraph organization, and grammar. This process of writing also needs some competencies and skill.

As one of the language skills that is taught in Senior High School, writing narrative texts needs more attention because students get some difficulties in mastering narrative text. When the students write narrative text, they should have imagination to gain idea, a skill of writing, and should also master some vocabularies. They also need to understand the sensory detail of the object that they describe. Moreover, they need motivation to keep them writing the Narrative texts.

Because students focused on comprehending reading, they got less practice in writing. They are not accustomed to write. As we know writing is a matter of practice. When students have enough practice they will get the ability to write. It influence the students in writing skill, they have less motivation in writing. They set aside the writing. It is proven when students were given homework to write, some students only copied from the internet. Some others only wrote few sentences and others not do the homework. It means that students are not interested in writing.

Based on the problems above, the writer focused on the strategy in the way of teaching and learning process that can make the condition in the classroom as effective as possible. Therefore, some teachers usually use picture to help students in writing, especially writing narrative texts. Pictures provide them the information they see, tell about specific topic and help the students in writing. The result of the data showed on an action research the Use of Picture Prompts to Improve Students' Writing in Descriptive Texts (An Action Research at the Eighth Grade Students of SMPN 1 Bansari, Temanggung in the academic year of 2014/2015) are the students' writing improved in all writing aspects including grammar, vocabulary, mechanic and relevance. The average results after conducting the research improved; pre test (57.58), formative test (65.00), and post test (81.13). The use of picture is very powerful and has many advantages on engaging student's in task to flow Picture can stimulate students to understand the sensory detail of the object. Some picture can be used to help student in writing. They are flash picture, picture cards, motion picture and picture prompts..

In this case, the writer chose a state school, SMAN Plus al amanah to do an action research based on the consideration of the students' achievement. They always got low score in writing because in their class they only concerned on reading comprehension. Some students also have less motivation in learning English. There are less media and games in the class, so they are not interested in learn English. Therefore, this research was done to help the students to increase their ability in learning English especially in writing narrative texts for better achievement.

Based on the background, the reason for choosing this topic was that writing narrative text can be more interesting and enjoyable for students through picture prompts because pictures are interesting for students. Another reason was that because the writing score was still low compared to another skill. In this case, the use of picture prompt is suitable for the characteristics of Senior High School students, because in Indonesia English is started to be taught formally in Senior High school. Hopefully, they will be self-motivated if the writing narrative texts are accompanied with picture prompts.

B. Statement of the Problem

The problem in this research was: How can the use of Picture Prompts improve students' ability in writing narrative texts?

C. The Objective of the Research

The objective of the research is to find out the implementation of picture prompt in improving students' writing ability.

D. Significances of the Study

a. Theoretically

Theoretically, this study will provide us a kind of knowledge about a new technique in writing narrative text by using Picture Prompts.

b. Practically

Practically, this study will be useful for teachers in providing a new technique of writing narrative texts

c. Pedagogically

Pedagogically, the result will give us a knowledge that can be implemented in the classroom for the benefit of the students' development in writing learning process.

E. The Definition of Key Terms

a. Prompts can be defined as instructions, clues or questions that will guide to do something.

- b. Picture prompts is a combination of picture and prompts which contains some guided questions, vocabularies, and information so that it will guide the students to create texts and stimulate thought of students.
- c. Writing narrative text is an activity of writing to create a type of text that explains a story and entertains the readers

CHAPTER II

REVIEW OF RELATED LITERATURE

The main concern of this classroom action research is to see the use of picture prompt to improve students' ability in writing narrative text to the tenth graders of Senior high school. Theoretical Review, Review of related research, theoretical framework and action hypothesis of recent studies are provided in this section.

A. Theoretical Review

In this part, the writer gives explanation on related theory of this study. They are general concept of writing, components of writing, writing processes, curriculum of tenth graders of Senior high school, teaching writing, and general concept of narrative text, picture prompts, and action research.

1. The general concept of writing

Writing is speaking to others on paper or on a computer screen. Writing is also an action - a process of discovering and organizing ideas, putting them on paper and reshaping and revising them. Writing is partly a talent, but it mostly a skill, and like any skill, it improves with practice (Meyers, 2005: 2). Writing is a combination of process and product (Sokolik, 2003: 98). According to Olson (2003; 5), the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The writer's ideas shared through the media until the idea received and understood by the readers' mind.

So, writing is a way that students can use to communicate their ideas through words which are compiled in comprehensive sentences with other people, readers. To make an understandable writing product which is able to communicate their ideas to the readers, they need to do many practices.

2. Components of Writing

Carroline (2006:98) mentioned that writing is not only drawing some words on a piece of paper and formulating letter together. Writing is about meaning. If you just write letter and it does not have meaning it is not classified as writing. The meaning that shared by the writer must understand by the readers.

According to Hammer (2001:154), in writing, a process that what we write is often heavily influenced by the constraints of genres. Then these elements have to be present on learning activities. Each genre in writing brings different purpose, and also has different structure. Writing is a combination of process and product which means before producing a product of writing; students need a long process that is the stages of planning until producing the final version.

Writing needs some components to make it as a good writing and has meaning. Components of writing are very important to make our writing good and easy to understand by the audience. There are five components of writing by Harmer:

(1) Organization

It contains reasonable sentences that support the topic of the writing. Organization is needed to understand the meaning of text. If the idea and sentences are well organized it can be understood by the reader.

(2) Content

Content refers to the sentences that flow easily and is not too hard to understand. Reasonable sentences or ideas that are arranged into a good story refer to meant by the content. The content also includes the idea of the writer. It means that what writer is going to convey ideas to the reader.

(3) Grammar

Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has meaning. Some students got the problem with grammar. This is because some of them are still confused what verbs that should be used in the sentence. They cannot differentiate between the verbs that should be applied according to the times. Another problem is the using of 'to be' in English, so because of those mistakes sometimes their writing can not be understood by others.

(4) Punctuation

Punctuation or spellings are important in writing. It is needed to make their writing sounds reasonable to be read. We need to put capital letter, commas, and point in our writing. We should pay attention dealing with punctuation or spelling. This ability needs careful practice.

(5) Style

Style deals with the precise vocabulary usage and the use of parallel structure. Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by the students. Without that, they cannot do many kinds of English tasks. The lack of vocabulary means the failure in the

communication. So in the writing, students must have enough vocabulary to make it succeed. Based on that explanation, in making a good writing we should follow those rules. The rules and component of writing is important to make the reader know our writing, so our writing has meaning.

In this study the writer will follow the rules and components of writing in assessing students' writing. Students should follow those rules and components of writing, so their writing will have meaning and the readers will understand the writing.

3. Writing Process

Someone needs to know the process of writing, and consider some ways of making a good written if they want to write something and they want to make a perfect piece of writing. Not all writers use the same way in writing, but experienced writers can point to particular elements that generally occur in the act of writing, even though these elements may be combined in different ways. Writing is a way to produce language, writing means speaking to other people on a paper or on a computer screen

Similar to Harmer (2004; 4-5) says that the writing process has four main elements. The first one is planning, experienced writers plan what they are going to write. The second one is drafting, we can refer to the first version of a piece of writing as a draft. The third one is editing (reflecting and revising), once writers have produced a draft they then usually, read through what they have written to see where it works and where it doesn't. The last one is final version, once writers

have edited their draft, making the changes they consider to be necessary, they produce their final version.

4. Teaching writing

One of the roles of the teacher in teaching writing is as a facilitator. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing a text. Dana Ferris (1997) in Brown stated a technique for giving good guidance that makes the teacher more effective in teaching writing. A teacher should request specific information and then make a summary comment on grammar; more substantive student revision ensued. Besides that, the teacher also can use some approaches to help students to focus on their product of writing, so they can make a good writing. Here is some duty of the teacher in teaching writing as follows:

- (1) Focus on process writing that leads to the final written product
- (2) Help students to understand their composing product
- (3) Help them to build a repertory of strategies for prewriting, drafting, and rewriting
- (4) Help students have time to write and rewrite
- (5) Place central importance on the process of revision
- (6) Let students discover what they want to write
- (7) Give student feedback throughout the composing process, it is not just on the final product

- (8) Encourage feedback from both the instructor and peer Include individual conference between teacher and students during the process of composing.

5. Narrative text

Meyers (2005), states that narrative is telling a story and a good narration should has exciting content. Because of narrative is one of the most powerful ways to communicating with others, it let the reader to respond and understand some events in text. The action details and the dialogue put the readers in the scene and make it happen for them. The narrative text tell about the some places situation on the story, the readers can know the story and follow what the actor or actriss' feel on that situation,

According to Anderson (1997), narrative is type of text that explains a story and entertains the readers. Someone tells a narrative text in order to entertain, stimulate emotion or teach. It purposes to the readers can follow the story. That is why; a narrative has a social function to amuse, entertain, and deal with actual or various experiences in different ways. Generic structure is divided into five element, they are:

a. Orientation

(introduction) It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

b. Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes the story more interesting because the character is prevented to reach his or her wants. It is in the middle of the story.

c. Resolution

It tells the reader (students) how the problem was solved. It is also called solving the problem. In a satisfying narrative, we will give the resolution of the problem.

d. Re-orientation

It tells what the story has told or tells again to the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

e. Evaluation

This part can be joined in the orientation part. It contains the narrative beginning. Evaluation tells about the time and place of the event being storied. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students (readers) find more than one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in the scheme. (Sulistyo, 2013:172)

6. Definition of Media

Media is one of teacher-aid in language learning activity. Media can be used to show some information to audience. Gagne (1970) asserts as stated in Sadiman, Media is some component in students' environment which can stimulate students thinking. This media can help students and student to help them in teaching and learning activity. National Education Association stated that media is a form of communication it can be visual or audiovisual. This media tries to deliver message and stimulate students' thinking. So the media is really needed in teaching and learning activity.

7. Picture prompt

Picture Prompt, a method of dual coding, asks students to explain an image or set of images. By using a combination of verbal, written, and visual modes, we encode information in more than one way, increasing the like lihood that important information is remembered later.

The prompt really help students who have less ability in writing. It consists of some guided questions. The prompts help students to stimulate their thinking and idea. The combination of picture and prompts will help students in understanding the material especially in narrative texts. It is expected that the students are motivated in the teaching and learning process accompanied by interesting pictures with prompt. One way to incorporate dual coding is to visually represent material by using or creating images such as infographics, timelines or cartoon strips and asking students to respond to these images. The provided visuals should be meaningful and help direct attention to important information.

8. Why Use Writing Picture Prompts?

As teachers, we want all of our students to be able to express themselves creatively and cogently. Writing is not only necessary for communicating in daily life; it is also frequently the means through which we digest new information in all subject areas. Leading educators have been discussing the importance of writing skills for years. In fact, many state and national standardized tests now include segments that require students to write paragraphs and essays. The use of picture is very powerful and has many advantages on engaging student's in task to flow. Picture can stimulate students to understand the sensory detail of the object. Some picture can be used to help student in writing. They are flash picture, picture cards, motion picture and picture prompts.

How can we make sure students get the practice and inspiration they need as emergent writers? One teacher-tested solution is to use exciting writing prompts. These prompts also connected to your curriculum. There is such a rich variety of topics, you are bound to find one to connect perfectly with a given day's lesson.

9. Action Research

Based on Elliot, action research is a study of social situation with a view to improve quality action within it. Ebbutt (1985: 156) in Cohen (2007) regards action research as a systematic study that combines action and reflection with the intention of improving practice. The use of action research is to give judgment and validity to the theory or hypotheses whether it is true or not.

The purpose of the action research is to solve classroom problems through the application of the scientific method. Based on Gay (1981:10) the primary goal

of action research is the solution of the given problem. This means that this action research is a research to solve a problem in the classroom when in a classroom there are a lot of problems.

Kemmis and Mc Taggard in Cohen (2007) mentioned that action research is a form of *collective* self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. Kemmis and McTaggart (2000:595) stated that action research involves a self-reflective spirals as follows:

- (1) Planning a change
- (2) Acting and observing the process and consequences of the change
- (3) Reflecting on these processes and consequences and then re-planning
- (4) acting and observing,
- (5) reflecting

The study will follow those steps of action research. Based on that statement, the writer use an action research design to students of Senior high school in SMA Plus Al Amanah to know the use of picture prompt to improve students ability in writing narrative text. The writer uses action research to find out some problems and solve them. At last, the result is analyzed and reflected to revise the next plan and action, to obtain a better result.

B. Review of Related Research

In writing and conducting this study, there are many references needed. Previous studies which similar to this study can be:

The use of picture prompts to improve students' writing in descriptive texts (An Action Research at the Eighth Grade Students of SMPN 1 Bansari, Temanggung in the academic year of 2014/2015). Final Project. English Department. Faculty of Languages and Arts. Semarang State University. By Istiqomah Khoirul at 2015. This research is about the use of picture prompts to improve students' writing in descriptive texts at the eighth grade students of SMP N 1 Bansari, Temanggung in the academic year of 2014/2015. An action research was conducted to find out in what ways picture prompts could improve students' writing in descriptive texts. The subject of this research was 31 students of eighth grade students since they got problem in mastering descriptive texts. The writer used some writing tests, field notes, and questionnaires in collecting the data. In this research the writer conducted two cycles consisted of cycle one and cycle 2. In cycle one, there were a pre test, three meetings for treatment, and a formative test. In cycle two, there were three meetings for treatment and a post test. The result of the data showed a significant improvement of the students' writing. The students' writing improved in all writing aspects including grammar, vocabulary, mechanic and relevance. The average results after conducting the research improved; pre test (57.58), formative test (65.00), and post test (81.13).

The use of *picture word inductive model* (pwim) strategy to improve students' writing skill of recount text (an action research of the eighth graders of junior high school 2 semarang in the academic year of 2014/2015). By Lina Sofia

Andriani at 2015. The results of this research showed an improvement of the students' writing recount text tests. The students' average score in pre-test was 64.40, in cycle 1 test was 75.63, and in post-test was 82.37. Each aspects (organization, content, grammar, punctuation, and style and quality of expression) of students' writing skill improved, too. The result of the observation sheet showed that after teaching and learning by using PWIM strategy, the students became more attentive, active, happier, and attracted in joining the classroom than before they got the treatment. The analysis of the questionnaire showed that the students gave positive responses towards the use of PWIM strategy in teaching and learning English generally, writing recount text particularly. Based on the overall results of the analysis, it can be concluded that the use of PWIM strategy in teaching writing recount text gives contribution to the improvement of the students' writing skill of recount text in the terms of learning behaviour and mastery.

The use of write-around strategy to improve Students' writing skill of descriptive text (A Classroom Action Research at the Eighth Grade Students of SMP N 39 Semarang in the Academic year of 2015/2016). By Tahti Munnisa at 2015. In this research used classroom action research consisted of two cycles. In cycle one, there were a pre test, two meetings for treatment, and a formative test. In cycle two, there were two meetings for treatment and a post test. The result of the data showed an improvement of the students' writing. The students' writing improved in all writing aspects including grammar, content, vocabulary, and spelling. The average results after conducting the research improved; pre test (60.32), formative test (68.39), and post test (80.16).

C. Theoretical Framework

Teaching writing is not easy job for English teachers especially teaching narrative texts. When teaching writing, teacher must follow the rules and element of writing. Thus, teacher must choose the suitable media for the process of teaching and learning. Picture prompt is assumed to have good contribution to improve students' ability in writing narrative texts. Picture has relationship with narrative texts. This can help students to gain idea and help to imagine to what they will write.

Seeing the potency of the picture and need of improvement in way teachers explain the writing lesson, the writer decide to conduct a classroom action research to use picture prompt as an alternative medium for teaching narrative text, the purpose is to improve the teaching learning process.

The writer will do the action research by doing planning, action, observation, and reflection. The quality of the subject will be checked by giving a pretest, then treatment. The treatment used one cycle. before giving the treatment the student will get a pre test. In cycle , the students will be given a formative test. Then, will be given a post test. The writer going to observe the improvement of the students and how useful picture prompt is to improve students' ability. To know about the increase of using picture prompt, the researcher compared the students' score from the preliminary test until the post test.

D. Action Hypothesis

The writer used picture prompt to increase the student's writing skill. The action hypothesis of the study are picture prompt can improve the students'

writing skill on the scoring aspect of writing including organization, content, grammar, mechanic, and style.

The students score can be improve, if the researcher gave the good treatment on the students. The treatment including explained and practiced to defined and used the picture prompt and how to write the narrative text.

CHAPTER III

RESEARCH METHODOLOGY

Chapter III discusses the research methods used in the study. There are some sections in this chapter: research approach, the present and the rules of researcher, setting of the research, research subject, technique of collecting data and research procedure.

A. Research Approach

Research is a formal and systematic application to study a problem. This study needs a systematic method called research design. Harmer (2004:344) states that, “action research is a series of procedures teachers can engage in either because they wish to evaluate the success and or appropriacy of certain activities and procedures”. This research design is used to predict and examine the problem of the study. The students’ score on the preliminary test, cycle test, and post test used to indicate that the action research has successfully overcome the research problem. In this study, the writer used classroom action research in order to solve some problems in the classroom through application of scientific method. Based on Burn (1993: 24) the major focus of action research is in the particular social and groups, It is only for particular classroom. The goal of action research as stated in Gay (1981:10) is to solve classroom problem through the application of scientific method and it is local problem and conducted in local setting. The action research is conducted to give solution of particular problem. Teacher will take a lot of part in this action research.

1. Cycle 1

(a) Planning

The cycle begins with a series of planning actions in order to get optimal result. It was an activity in which a researcher needs to prepare before doing an action research. In doing this step, the writer prepare a lesson plan and picture prompts to teach narrative texts. The writer continue to prepare the materials such as pre-test, first questionnaire, formative test, and field notes as the research instruments.

(b) Acting

In this section, the writer implemented the plan, which was made in the previous phase in the field of research. The first thing the writer do in this stage is conducting pre-test to check students' current ability in writing. In this stage, before delivering some material to the students the writer give them a building knowledge . The writer will give them warming up before do pretest. The writer give clue to help the students understand the prompts.

After that the writer will show them about some picture prompt. The writer tried to gain students' attention by showing those pictures. The writer gave some pictures to students and asked them to explain what it is in the picture. The asked them to try to write the narrative text about what they see in the picture. Then, the writer will explain what narrative text is. It covers the purpose, structure, and language features of narrative. The writer gave them an example of narrative text based on the given picture prompt. The writer put it into slides and give some parts of it as examples of generic structure and language features.

(c) Observing

In this step, the observe all the events or activities that happen during the study. Observation is needed to plan a further strategy or to revise the treatment in the next cycle. The writer observe the classroom atmosphere to know student's enthusiasm, response, and ability in doing exercise are observed. Field notes is used to guide the writer in judging students' behavior in receiving the materials and interacting in the teaching learning activities

(d) Reflecting

It was a section in which the writer tried to inspect the students' progress in writing. The writer will analyze some problems that have not been solved. In short, the purpose of reflecting is to revise the plan for the next cycle.

B. The present and the Role of the Researcher

During the investigation, the role of the writer was a teacher and data collector. The writer was also the data analyst that would analyze the result of the students' score, and participations.

C. Setting of the research

This action research was conducted in class X IIS 2 of State Senior High School Plus Al Amanah in the academic year of 2018/2019. There were four main activities in this action research. They were pre-test, cycle 1 and post-test. This action research began by explaining the writer purpose for coming to X IIS 2 classroom as the subject of the writer. The writer explained the students that there would be held an action research about the use of Picture Prompt in writing

narrative text. The writer told that the research would be conducted in four meetings. They were pre-test, cycle 1, and post-test. The activities schedule of this research can be seen as follows:

Table 3.c Schedule of the Study

Date	Activity			
	Pre test	Meeting 1	Meeting 2	Post test
April 22 th , 2019	■			
April 23 th , 2019		■		
April 23 th , 2019			■	
April 24 th , 2019				■

This action research began by explaining the writer purpose for coming to IIS 2 classroom as the subject of the research. The writer came to the classroom and explained about the method of writing skill using the picture prompt. Firstly, the writer held the research of data on April 22th, 2019. On the date, pretest given to the students. The pretest conclude of the narrative with the title “Who Nose What This Is”. The students did the writing test by herself, to get the best score. The score would be held for analysis on the research. After all of the students finished the task. The task was collected by the writer. On the April 23th 2019 was the meeting 1 on the cycle 1. The writer explained about the narrative text on the meeting 1. The students did the test about cycle 1 test on the meeting 2. The meeting 2 on the cycle 1 held the test to get the students mark. After getting the students mark on the cycle 1 test, the writer analyzed the student mark to get the

average of the score. On the April 24th was the next meeting because the score at the cycle 1 was fulfilled of the qualification. On the date the writer collected the post test to analyzed. All of the score that collected would analyzed to get the conclusion.

D. Research Subject

The subjects of the study were class X IIS 2 of SMA Al Amanah in the academic year of 2018/2019. The writer took class X IIS 2 as the sample well as the subject of the study.

E. Source of data

They were two kinds of the data collect in this research are qualitative and quantitative data. In this research, qualitative data was the result of observation concerning the researcher planned; the assessment processed which include the activities of both teacher and students, and evaluation. Quantitative data was related to the students' score in writing test.

The sources of data of this study were test, the students' questionnaires, field notes, and documentation. Field notes was the description of what was been heard, seen, experienced and thought in the course of collected and reflected on the data.

F. Research Procedure

The success of classroom action research is identified by significant change in every cycle . the criteria of the success can be seen at the advancement of percentage in every data obtained both qualitative and quantitative data. Qualification of success in every data obtained is as follows :

1. Qualitative Data

Criteria of the success of the leaning is defide by using observation sheet filled in by writer as observer as well as questionnaire sheet filled in by students as respondent. To get data about english teacher's activity, the observer (english teacher of SMA Plus al amanah Bojonegoro) would observe the practical (the writer) in the classroom.

The assessment of english teacher's performance of teaching writing narrative text by using picture prompt as media is from the result of the writer's observation towards the teacher. It is good overall if english teacher get good category in every aspect of observation over the writer evaluation. Meanwhile, for the tenth graders study activity ; it is clasified active if average score can gain 75%-85% with good criteria.

For questionnaire result, the students show good perception or estimation toward the learning conducted by English teacher in teaching writing narrative text by the use of picture prompt as media if the whole class can gain 75%-85% with good criteria.

For percentage calculation both questionnaire and observation of the student's study activity as follows :

$$NP = \frac{R}{SM} \times 100$$

NP = Wanted

2. Quantitative Data

Criteria of success of study result in improving the students' writing skill of narrative text by using *picture prompt* as media was defined by looking at the advancement of percentage of the respondents

who are complete the learning. Namely percentage of the respondents who completed their defined score in cycle I more than pre-test, and percentage of the respondents' score that completed in post test that is more than cycle I. The improvement of writing skill of narrative is successful or complete if the respondents (the tenth graders) get score exceeds KKM score on competency standard of writing, namely 70.

Percentage calculation of the students who complete the study as follows information.

$$NP = \frac{R}{SM} \times 100$$

NP = wanted or expected percentage value

R = Raw score obtained by the student

SM = ideal maximum score (Purwanto, 2010:102)

It is said complete, if the eighth graders can fulfill the criteria of the study completeness of whole class, namely $\geq 75\%$ of students whose score are same or more than KKM score. By other words, Picture Prompt as media can improve the students' skill in writing narrative text in SMA Al-Amanah Bojonegoro in academic year of 2018/2019.

G. Tehnique of Data analysis, Evaluation and Reflexion

Analyzing data in this research based on reflection on every cycle. The write provided several kinds of technique to facilitate the process of data analysis, such as

1. Data Analysis of Observation Result

In collecting observation data, the writer provide a forms of observation toward the students.

a. Observation format for the students

Data of observation result of the students' activity in the learning process. Data gained by doing observation like table below:

Table 3.2 observation format of students study

No.	Indicators	Score				Total Score
		4	3	2	1	
1.						
2.						
3.						
Etc.						
Percentage (%)						

From the table above, then data is analyzed by referring to able of percentage qualification that has been a few modified by the writer as follows :

Table 3.3 percentage qualification of observation result of the students study activity

Range of Percentage	Qualification
86% - 100%	Very good
76% - 85%	Good
60% - 75%	Adequate
55% - 59%	Less
≤54%	Very bad

(Purwanto, 2010:103)

2. Data Analysis of Questionnaire Result

Data of questionnaire result obtained from questionnaire sheet that is filled in by the students by the following format.

Table 3.4 questionnaire sheet result

No.	statement	5	4	3	2	1
1.						
2.						
3.						
Etc.						

Noted :

1 = Strongly Agree

2 = Agree

3 = Uncertain

4 = Disagree

5 = Strongly Disagree

From table above, then the data analysed by referring to able of percentage qualification that has been a few modified by the writer as follows :

Range of Percentage	Qualification
86% - 100%	Very good
76% - 85%	Good
60% - 75%	Adequate
55% - 59%	Less
≤54%	Very bad

(Purwanto, 2010:103)

3. Data Analysis of Test Result

In the test, the students were doing writing test used picture prompt in learning narrative text in the end of learning cycle 1. Meanwhile, for the result of pretest the writer compared it with the score result of the first cycle.

In the test the students were doing a formative test of writing narrative text in essay form in every end of learning the first cycle. The method of the assessment in referring to scoring system as follows :

Table Analytic assessment of writing assignment with five points scale (1,2,3,4,5), Fu Jen 2003 – 2004

Freshman – 1

	20-18/ A Excellent to Good	17-15/ B Good to Adequate	14-12/ C Adequate to Fair	11-6/ D and Fail Unacceptable	5-1/ Below D/ not college-level work
I. Organization Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete.	Adequate title, introduction and conclusion; body of easy is acceptable but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Comments (or examples)					
II. Logical development of ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

Comments (or examples)					
III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
Comments (or examples)					
IV. Punctuation, spelling, and mechanics c	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence-final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
Comments (or examples)					
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety
General Comments					