

ABSTRACT

This research discussed about the difference of result between students' writing narrative text using picture series and team game tournament (TGT) and using handout or conventional teaching, and the students' response toward the use of team game tournament (TGT) and picture series in writing narrative text. This research used quantitative approach with the experimental method. The research design which the researcher used was true experimental with pretest posttest control groups. The population was the students of class X MAN 2 Semarang. The samples were the students class X IPA 1, and X IPA 2 with the amount of 76 students. The researcher used random sampling, X IPA 1 as the experimental group, and X IPA 2 as the control group. The researcher also conducted try out to get the validity, difficulty level and distinguishing capacity. The research instruments used were test and questionnaire. The result of the test was $t_{\text{arithmetic}}$ greater than t_{table} ($2,5010 > 1,665$), so the hypothesis was accepted. It means that there was significant difference in writing narrative text achievement between students who were taught writing using picture series and team game tournament (TGT) and those who were taught by using handout or conventional method. Meanwhile, the results of questionnaire was 82.56% students response very good in the use of picture series media and cooperative learning team game tournament (TGT) in the experimental class. It was meant that the students' response was very good toward the use of picture series and team game tournament (TGT) in writing narrative text. Then, the researcher suggests that the teacher could use picture series and team game tournament (TGT) in teaching writing to improve students' creativities in writing English especially narrative text.

Keywords : picture series, team game tournament, writing narrative text