THE USE OF PICTURE SERIES
IN THE TEACHING OF WRITING NARRATIVE TEXTS
TO XE STUDENTS OF SMA BOPKRI 2 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By

Silviana Piar
Student Number: 101214114

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Defended before the Board of Examiners on December 8th, 2014 and Declared Acceptable

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Yogyakarta, December 8th, 2014
Faculty of Teachers Training and Education
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Rohandi, Ph.D.
DEDICATION PAGE

“Life is a series of natural and spontaneous changes. Don't resist them - that only creates sorrow. Let reality be reality. Let things flow naturally forward in whatever way they like.”
_Lao Tzu_

“It does not matter how slowly you go as long as you do not stop.”
_Confucius_

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”
_Aristotle_

“Employ your time in improving yourself by other men's writings, so that you shall gain easily what others have labored hard for.”
_Socrates_

_This thesis is dedicated to my beloved family, who are my inspirations and motivations._
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain of the work or parts of the other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, December 8th, 2014

The writer

[Signature]

Silviana Piar
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LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Silviana Piar
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Pada tanggal: 8 Desember 2014

Yang menyatakan,

Silviana Piar
**ABSTRACT**


Writing is a skill which leads someone to explain his opinion or knowledge in written form. In senior high school level, especially in X grade, students are expected to be able to write a simple narrative text. However, obtaining ideas to construct a simple narrative text becomes a difficulty faced by students of XE grade in *SMA BOPKRI 2* Yogyakarta.

The researcher found that students of XE class had a problem in finding and organizing ideas when they are working on narrative text. Due to the problem faced by the students, this research was conducted to help the students to enhance their writing’s skill, especially in constructing a narrative text. The researcher offered the use of picture series after considering the advantages provided by picture series in teaching writing. The research question was to what extent did picture series enhance the writing skill of students of XE of *SMA BOPKRI 2* Yogyakarta in narrative texts?

In order to find the answer of the research question, the researcher used the concept of classroom action research by Kemmis and McTaggart (1988). The implementation of the classroom action research used the instructional media which was picture series. The researcher also implemented the genre-based approach by Feez and Joyce (1998) to assist the learning process during the research. There were two cycles in this research, each of them consisted of four stages. The stages are planning, acting, observing and reflecting. The researcher conducted the second cycle after reflecting on the data collected from the first cycle.

The results of data analysis of the research showed that the use of picture series has enhanced the writing skill of XE students of *SMA BOPKRI 2* Yogyakarta, especially in narrative text. It could be seen from the numbers of the students who passed the passing grade from the preliminary, cycle one and cycle two. The use of picture series also enriched students’ vocabulary. The use of picture series motivated students become more creative in writing a narrative text. The research has provided the researcher an opportunity to apply the picture series as the instructional media and to implement the genre-based approach during the research. It becomes a precious experience for the researcher to enhance the writing skill of the students.

**Keywords:** classroom action research, genre-based approach, narrative text, picture series, teaching writing, writing skill

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
ABSTRAK


Menulis merupakan ketrampilan yang mengajarkan seseorang untuk menuangkan opini serta pengetahuannya dalam bentuk tulisan. Pada jenjang SMA, khususnya di kelas X, para siswa diharapkan mampu menulis sebuah teks naratif sederhana. Akan tetapi, mendapatkan ide untuk menyusun sebuah teks naratif sederhana menjadi permasalahan yang dihadapi oleh siswa kelas XE di SMA BOPKRI 2 Yogyakarta.

Peneliti menemukan bahwa beberapa siswa di kelas XE mengalami kesulitan untuk menemukan ide pada saat mereka membuat teks naratif. Oleh karena itu, penelitian ini dilakukan dengan tujuan untuk membantu siswa dalam meningkatkan ketrampilan menulis mereka, khususnya dalam menulis sebuah teks naratif. Peneliti mengusulkan penggunaan picture series setelah mempertimbangkan manfaatnya dalam pengajaran menulis. Rumusan masalah yang terdapat di dalam penelitian ini adalah sampai sejauh mana penggunaan pictureseries dalam meningkatkan ketrampilan menulis siswa kelas XE di SMA BOPKRI 2 Yogyakarta dalam teks-teks naratif?


Kata kunci: classroom action research, genre-based approach, narrative text, picture series, teaching writing, writing skill
ACKNOWLEDGEMENTS

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I am also grateful to my beloved parents, my father Pak Piar K. and my mother Bu Acau, who are never tired to support me during my study in Yogyakarta. I am very blessed for having them as my parents, who have supported me for whole my life, especially to study in Yogyakarta, in PBI of Sanata Dharma. My gratitude goes to my beloved brothers and sisters, Ferdinandus Piar, Christie Stephanie Piar, and Michael Piar for supporting and motivating me during my study.
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CHAPTER I
INTRODUCTION

This chapter presents the introduction of this research. The chapter contains the research background, the research problems, the problem limitation, the research objectives, the research benefits, and definition of terms.

A. Research Background

Writing is a skill that comes as the product of building information and knowledge. There are some skills that can be found as the part of language teaching. Many teachers in Senior high schools in Indonesia teach students to develop their English language. In mastering English, students are expected to improve their listening, speaking, reading and writing skills. Writing is a skill that leads the students to explain information or knowledge they have obtained in the written form. According to Raimes (1983), “There is no better way for students to grasp the essential value of writing as a form of communication than for them to produce the kind of practical writing that many people do in their everyday life” (p. 83). She adds that this practical writing has both a clear purpose and a specific audience (p.83). It means that through the writing practice, the students can obtain the value of writing as communication.

There are several topics that can be found as the English teaching materials in senior high school level. Narrative is a text which be taught for tenth grade students. Based on the observation in the classroom, the researcher found that the students have difficulties in stating their opinion about the topic. Tiedt (1989) agrees that writing is the most difficult of all the language skills. It could
be seen during the researcher’s observation that some students were confused because they were lack of imagination or ideas to construct sentences based on the particular topic. Raimes (1983) states that finding and communicating ideas is not encouraged by the typical textbook task of writing about a subject in the class or at home. Although the teaching materials in narrative topic mostly were interesting for the students, they still faced a problem in producing a simple narrative story for the topic. Therefore, the students need a teaching media to help them construct sentences.

During the observation time, the researcher found that most of the students’ assignments related to writing skill were finished at home. Then the researcher also found that most of the students’ work seemed to be obtained from online sources. It decreased students’ efforts in developing their skill. They just copied others’ works from online sources without knowing how to do it by themselves. Raimes (1983) concludes,” Student writers rarely see that their writing is a piece of reading for someone else-a piece that should be clear and interesting to the reader” (p.17).

Another problem was some students thought that writing a particular topic was a difficult task which required them to have ideas about the topic and also many vocabularies. Those difficulties led the students to use the online media which were easier to be accessed. In observing the students’ works, the researchers found that most of the students made mistakes in constructing ideas into simple past tense sentences because of the minimum knowledge of vocabularies.
Based on the problems above, the researcher tried to find a solution in order to minimize the problems. The researcher conducted a classroom action research to enhance the learning process of narrative text, especially in writing skill. The researcher believed that the classroom action research might help both of the researcher and the students during the learning process. In conducting the classroom action research, the researcher might see how the learning process occurred in a natural situation. Besides, the students also might develop their writing skill by following the learning activities.

The researcher offered a solution by using picture series as the teaching media to overcome the students’ difficulties in developing their writing skill. The researcher offered picture series after considering the advantages which were provided by the picture series. Students’ lack of motivation also became the researcher’s consideration in using the picture series because picture they could attract students’ attention. Raimes (1983) agrees that pictures provide a share experience for students in the class, a common base that leads to a variety of language activities. It means that through the use of picture series as the teaching media, the researcher can conduct many activities to explore students’ skills, especially for writing skill.

B. Research Problem

In this research, the researcher formulates one question as follows:

To what extent does the use of picture series enhance the writing skill of students of XE of SMA BOPKRI 2 Yogyakarta in narrative texts?
C. Problem Limitation

The research limitation is on the participants of the research, the topic of the learning process and its purpose. The participants of the research were the students of tenth grade in 2013/2014 academic year in SMA BOPKRI 2 Yogyakarta. There were twenty two students in XE class during the research. The text that would be learned during the research was narrative text. The researcher conducted the research based on the cycles in classroom action research method. The researcher used picture series as the teaching media during the learning process. The purpose of the research is to enhance student’s writing skill using picture series.

D. Research Objectives

The objective of the research is to enhance the students’ writing skill of XE of SMA BOPKRI 2 Yogyakarta. The research used picture series to enhance the students’ writing skill in constructing narrative text. During the research, the researcher observed to what extent picture series enhance the writing skill of students of XE of SMA BOPKRI 2 Yogyakarta in narrative text.

E. Research Benefits

There are some benefits that will be obtained by some parties, they are:
1. **The Students of XE of SMA BOPKRI 2 YOGYAKARTA**

   During the learning process, the students are expected to improve writing skill in producing a simple narrative text. The use of picture series will help them in constructing ideas.

2. **The English Teachers in SMA BOPKRI 2 Yogyakarta**

   The research is expected to help the English teachers in SMA BOPKRI 2 Yogyakarta to apply an instructional media in teaching writing narrative text. The teachers can use picture series as the teaching media to improve students’ writing skill in producing a simple narrative text.

3. **Future English Teachers**

   The future English teachers can enrich their knowledge about the instructional media. When they face the same problems, they can use picture series as the instructional media to enhance the writing skill of the students.

4. **Future Researchers**

   The future researchers who have the same topic in teaching writing can use the suggestion of the research in order to have a better solution towards a problem. The future researchers can conduct the same research using picture series, but in the different kind of text to enrich the researchers’ knowledge.

F. **Definition Of Terms**

   There are some terms used in this research that should be defined to avoid misinterpretation in meaning.
1. Writing

Hedge (2000) sees writing as a process of thinking and discovery; it is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It will involve several activities which lead the learners to developing their idea in written form. The teacher should be able to organize and select appropriate activities in order to help the students to improve their writing ability. Nunan (1989) states that writing is an activity in which the learner should be able to structure and integrate information into cohesive and coherent paragraphs and texts. Learners will be expected to organize the information they have obtained during the learning process and integrate it into a written form.

2. Narrative Text

According to Polkinghorne (1988), as cited by Kristiani (2012), "Narrative text is the fundamental scheme for linking individual human actions and events into interrelated aspects of an understandable composite" (p.7). Derewianka (1990) states that a narrative text is a recount with a twist. It aims to entertain, to gain and hold the reader’s interest in a story (p.40). It also seeks to teach or inform, to embody the writer’s reflections on experience, and – perhaps most important-to nourish and extend the reader’s imagination.

3. Classroom Action Research

The development in the education field nowadays distributes dynamic problems in a classroom of language teaching. Each class has different problems and teachers should understand the root of the problems. In order to improve the
quality of the learning process in teaching the students, the teachers are expected
to do a research. Classroom action research is way for the teachers to find the
problem and solve it in the learning process. McNiff and Whitehead (2002) states
that action research is a name given to a particular way of researching someone’s
learning (p. 15). It involves several things to do like gathering the data, generating
evidence from the data and making claims to knowledge from validated evidence
(p. 16). Burns (2009) agrees that the central idea of the action part of action
research is to intervene in a deliberate way in the problematic situation in order to
bring changes and, even better, improvements in practice (p.3). It means that by
conducting a classroom action research, the researcher is expected to learn and
solve the problems occurring in the learning process.

4. Pictures Series

The picture series in this study have the same meaning with picture sets,
picture sequences or picture stories. According to Rivai and Sudjana (1991: 12),
as cited by Sagita (2009), a picture in this study is an illustration of picture that
can be used as two dimensional representation of person, place or thing. Raimes
(1983) states that a picture is a media for teachers to bring the outside world into
the classroom in a vividly concrete way. She added that ESL writing teachers can
find valuable resources in pictures: drawings, photographs, posters, slides,
cartoons, magazines advertisements etc (p.27). Breitkreuz (1967) states “Picture
series normally depict logical or continuous actions, situations, and thoughts and
are arranged in a row coming one after another” (as cited in Nugroho, 2011, p.7).
It can be said that picture series are media to represent outside world into the
classroom and they are usually arranged in good sequences to show actions or situations.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of theoretical writings and researchers related to the study matter. There will be two majors sections, theoretical description and theoretical framework. The first section discusses all theories related to the research conducted by the researcher and the second section summarizes all the theories which intended to help the researcher in finding the answers of research questions.

A. Theoretical Description

In this section, the researcher discusses all theories related to the research. There are theories about writing skill, narrative text, picture series and classroom action research.

1. Writing Skill

There are two things to be discussed in this part. They are the nature of writing skill and teaching writing. The nature of writing skill part provides information about the definition of writing and things related to the writing skill. Then, teaching writing part describes the relation between understanding the nature of writing skill and teaching writing itself.
a. The Nature of Writing

Writing is a kind of linguistics behavior which presents the sounds of language through visual symbols (Patel & Jain, 2008). It is essential features of learning language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern (p.125). It means that when someone is learning language through writing, he or she is learning other things related to the language itself. In learning language, writing skill provides a chance to improve learners’ ability in understand vocabulary and spelling.

Some experts tried to dig deeper the nature of writing through learning the relationship between writing and other skills (Weigle, 2002). In this case, Weigle states that speaking (productive skill) and reading (visual skill) are the closest skill to writing skill. Weigle (2002, pp. 15-16) provides the list of characteristics between those skills which are cited from Brown (1994):

1) Permanence: oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes;
2) Production time: writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments if they are to maintain a conversation;
3) Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact and thus necessitates greater explicitness on the part of the writer;
4) Orthography, which carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc.);
5) Complexity: written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy;
6) Formality: because of the social and cultural uses to which writing to ordinarily put, writing tends to be more formal than speaking;
7) Vocabulary: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

From those differences, it can be seen that writing is not a skill that comes naturally. Teachers should pay to the nature of the writing in order to teach the skill successfully.

b. Teaching Writing

Teaching writing is one of many challenges that faced by English teachers. Coffin et al. (2003) state that students whose first language is not English often have significant difficulties with some aspects of English grammar that are distinct from the problems that native English speakers have (p.32). It means that during the learning process which related to writing skill, the English teachers will face English grammar problems. Hyland (2003) states, "As EFL/ESL writing teachers, our main activities involve conceptualizing, planning and delivering courses" (p. 1). He adds that conceptualizing L2 writing directs attention to writing as a product and encourages a focus on formal text units or grammatical features of texts (p.3).

According to Nation (2009, p. 93), there are several principles to be considered for teaching writing:

1) Meaning-focused input; learners should bring experience and knowledge to their writing.
2) Meaning-focused output; learners should do lots of writing and lots of different kinds of writing.
3) Language-focused learning; learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others’ writing.
4) Fluency development; learners should increase their writing speed so that they can write very simple material at a reasonable speed.
Based on some considerations above, English teachers need a good strategy to be able to teach writing skill during learning process. There are several approaches that can be used by teachers while conducting learning activity. The teachers are able to conduct learning activities using a genre-based approach in a time. This approach has strong relation to the narrative text, which became the material of the research. According to Feez and Joyce (1998), there are five stages in the genre-based approach, in which each stage is associated with different types of activities. They are:

1) Building The Context

In this stage, the students are introduced to the social context of an authentic model of the text-type being studied. Its process leads the students to explore the features of the general cultural context in which they text-type is used and the social purposes the text-type achieves. After that, the students explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner needs.

2) Modeling and Deconstructing the Text

This stage allows students to investigate the structural pattern and the language features of the model and to compare the model with other examples of the text type.

3) Joint Construction of the Text

The students begin to contribute to the construction of whole example of the text-type. The teacher gradually reduces the contribution to the text construction, as the students move closer to being able to control the text–type
independently. Joint construction activities include questioning and discussing whole class construction by the teacher, skeleton texts, jigsaw and information gap activities, small group construction of texts and self-assessment and peer assessment activities.

4) Independent Construction of the Text

The students start to work independently with the text. Their performances are used for achievement assessment. The activities which will be conducted in this stage depend on the skill that being learned. In writing skill, the students are asked to make some drafts and present the whole texts.

5) Linking to Related Texts

In this stage, the students investigate how they have learned in this teaching can be related to other text with the same or similar contexts and future or past cycles of teaching and learning.

In the genre-based approach, the role of genre in content writing instruction should emerge naturally from the material (Reppen, 2002). He adds “Through a focus on language use and the genre demands of different ways to organize the information, the students also mastered content materials while gaining a greater skill with various school-valued ways of writing” (p.323). This approach allows the researcher to relate the approach to the genre that will be learned during the research. By adapting this approach, the researcher is expected to be able to conduct a better learning process.
2. **Narrative Text**

This part presents a discussion of the narrative text. It provides some information about the definition, its purpose, grammatical features and basic structure of the narrative text.

a. **Definition and Purpose of Narrative**

There are several genres in writing, for example is the narrative text. Kammer and Diebold (1949) state that narrative is a form of talking or writing that has for its purpose the relating of a series of events. Knapp and Watkins (2005) add that:

Narrative does not have for example, a singular generic purpose as do some of the other genres. We cannot say that narrative is simply about entertaining a reading audience, although it generally always does so. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes (p. 220).

Based on explanation above, the narrative text is an important genre to be taught since it brings a powerful social role to change social opinions and attitudes.

b. **Grammatical Features**

According to Knapp and Watkins (2005), when sequencing events in time and space, narrating typically uses; action verbs, temporal connectives, and the simple past tense.

c. **Basic Structure of Narrative**

Knapp and Watkins (2005) argues that basically, in the most basic form of all types in genre, it is a requirement to orient or introduce the reader/listener to the people, time and place in the story (p. 222). In the narrative text, there are
three major parts; orientation, complication and resolution. The sequences of the structure in narrative are more complicated than in recount text since the recount text only consists of two parts; orientation and sequence of events. While in the other hand, narrative has a resolution stage which includes reflection on the problem and possible solutions (p. 224).

3. Picture Series

This part discusses the advantages of using picture series in writing and some examples of activities using picture series.

a. The Advantages of Picture Series

Raimes (1983) advises ESL writing teachers to use picture series as the instructional media because they provide:

- A shared experience in the classroom;
- A need for common language forms to use in the classroom;
- A variety of task;
- A focus of interest for students.

Heinich, Molenda, Russel, and Smaldino (2002) state that a visual media like sequencing picture cards can improve learners’ ability to visualize a narrative as a chronological sequence of events by arranging story cards in a proper sequence (p.116). They add that “Using realistic colors can heighten the degree of realism; this is one of the major instructional purpose that color serves” (p.118). It can be said that the more realistic a visual is, the closer it is to original (see Figure 2.1).
Raimes (1983) states, “Pairs of pictures or pictures in a sequence provide for a variety of guided and free writing exercises” (p.36). It also provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip (p.36). She added that a set of parallel pictures — pictures that show a similar scene or tell a similar story—provides material that offer guidance on vocabulary, sentence structure and organization yet lets the students write about new subject matter (p.36).

b. Examples of Activities Using Picture Series

Using picture series as the teaching media help English teachers provide a variety of activities to increase students’ writing skill. Wright (1989) suggests some examples of activities below using picture series to enhance the writing skill of the students during the learning process (pp. 37-39).

1) The students individually write a list of sentences about a picture sequence frame by frame. Then in small groups, they work on combining or linking the sentences to make continuous prose based on the picture sequence.

Figure 2.1 The Relation between Pictorial, Graphic and Verbal Symbols (Heinich et al. 2002)
2) The whole class works with the picture sequence, but with the pictures out of order. In small groups, the students discuss which order is correct for the pictures and why they arrange the pictures in a certain way. Then they write the story of pictures.

3) One group is given only two of the picture in sequence, while another group receives the other two. The groups discuss and write what they think the four-picture sequence shows. They exchange papers and read each other’s. Then they show each other their two pictures.

4. Classroom Action Research

There are several things discussed in this part. They are the previous classroom action research on the use of picture series, the aims of the CAR in this study, and model of classroom action research in this research.

a. Previous Classroom Action Research on the Use of Picture Series

Nugroho (2011) finds that the use of picture series has helped his students to find and develop ideas in writing recount text. During the research, he conducted two cycles and concluded that there were some improvements in the students’ score. The questionnaires and field notes which were taken from both cycles also showed improvements in students’ attitude toward the use of picture series during the learning process. He stated that by using good and clear picture series, it would help the students avoid ambiguity in interpreting the pictures (pp. 70-71). He suggested the future researchers to provide colorful picture series to raise students’ attention and interest. Based on these suggestions, the researcher in
this study implemented the use of picture series to enhance students’ writing in narrative text.

b. Aims of Classroom Action Research

Burns (2010) states that action research is an appealing way to look more closely at puzzling classroom issues or to delve into teaching dilemmas (p. 6). She adds that by doing action research, it can reinvigorate our teaching, lead to positive change, raise our awareness of the complexities of our work, and show us what drives our personal approaches to teaching (p.7). Pelton (2010) suggests that action research is best seen as a way to approach someone’s teaching in the classroom and school setting. It emphasizes the teacher’s role as a reflective practitioner who is continually observant, thoughtful, and willing to examine personal actions in the light of the best possible practice for the students (p.5). It means that the classroom action research is a tool for teachers to observe their teaching and improve particular skill in order to have a successful learning process.

c. Model of Classroom Action Research

Kemmis and McTaggart’s model of the action research process, as cited by McNiff and Whitehead (2002), shows a self-reflective spiral of planning, acting, observing, reflecting and re-planning as the basis for understanding how to take action to improve an educational situation as presented in Figure 2.2 (p.46).
Kemmis and McTaggart, as cited by Burns (2010, p.8), explain there are four steps in a cycle of research:

1) Identifying a problem or issue and developing a plan of action in order to bring about improvements in a specific area of the research context,

2) Implementing the plan carefully into action;

3) Observing the effects of the actions and documenting the context, actions and opinions during the research occurs,

4) Reflecting and evaluating everything based on the data gathered. Next cycle is able to be conducted if the first cycle’s evaluation does not show any improvement in the result.

Those steps will be conducted further to improve the result of action research. Understanding the steps deeper might give more possibilities in conducting the research successfully.
B. Theoretical Framework

In teaching language, especially English, the teachers face four kinds of skill. Writing is one of the skills which be considered as an important skill and also a difficult skill to be improved. Since it is an important and a difficult skill to be taught, some teachers might deal with difficulties in delivering the materials of writing skill. One of the materials that can be found in the syllabus of senior high school level is the narrative text.

Among various types of text, narrative texts are interesting materials which is considered attractive to the students. The narrative texts provide many kinds of stories that the students can find in their reality life. In contrast, based on the preliminary study, the students of SMA BOPKRI 2 Yogyakarta had some difficulties in writing a narrative text. Some students stated that it was difficult for them to construct some ideas of what they needed to write. It reflected on the results of their narrative texts. They added that it took longer times for them to finish the task of writing a narrative text if the teacher did not lead them.

Based on the problem above, the researcher offered picture series as the media to solve the problem. The researcher chose picture series after considering the previous classroom action research on the use of picture series and the advantages of this media. The Classroom Action Research (CAR) was chosen to be the method of implementing the use of picture series in the learning process. It consisted of four steps; planning, action, observing, and reflecting. These steps were based on Kemmis and McTaggart’s model.
During the implementation of picture series, the researcher used the genre-based approach. This approach required the researcher to go through five stages in which each stage has different kinds of activities. By combining the genre-based approach and the use of picture series, the students were expected to produce a simple narrative text.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the discussion of the methodology of the research. The discussion consists of research method, research setting, participants, instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Method

The research was conducted with an intention to find out to what extent the use of picture series in enhancing student’s writing skill in narrative texts. Therefore, the researcher conducted a Classroom Action Research (CAR) as the method of the research. Burns (1999) states that the major focus of action research is on concrete and practical issues of immediate concern to particular social groups or communities. As stated by Nunan (1992) and McKernan (1996), cited by Burns (1999), the action research is conducted in naturally occurring settings, primarily using methods common to qualitative research. It is intended to lead to improvement in the practice of some professional activity, like in language teaching (Ellis, 2012).

The researcher has conducted the observation of the classroom activity and the learning process during her teaching internship program. The researcher taught English in XE class. There were twenty two students in 2013/2014 academic year. There was an issue found that the students need an instructional
media that would enhance their writing skill. Therefore, the researcher needed to provide a strategy to combine the instructional media and a teaching approach that stimulate the students to practice more in writing and enhance their writing skill.

In conducting the research, the researcher referred to Kemmis and McTaggart’s model (1988), cited by Burns (2010). The classroom action research based on Kemmis and McTaggart’s model consists of four stages. They are planning, action, observation and reflection. The researcher used this model because it allowed the researcher to act and observe in a time. It meant that the researcher could observe the result of the action during the research occurred.

In the first stage of the research, the researcher found the problem faced by the student through the preliminary study. The picture series were offered as the solution to solve the problem. The researcher offered the picture series after studying the advantages of picture series which might help the students construct the ideas in producing narrative texts.

As stated before by the researcher, the action and observation stage were conducted at the same time. From the researcher’s point of view, conducting these steps at the same time would be more effective and efficient. While the researcher implemented the action in the classroom activity, the researcher might also observe the result of the action towards the students. Then, the researcher made some field notes based on what she observed during the implementation of the action.

The last step was reflecting the action. In this step, the researcher made a reflection to find what went well or not during the action. The reflection would be
used to prepare the researcher for the next cycle. It would also show the use of picture series in enhancing students’ skill in writing a narrative text. The criteria of success were determined by the result of data from instruments like the questionnaires, field notes, interview transcript and observation checklist. If those instruments showed students’ positive attitude toward the use of picture series, it meant that the use of picture series had contributed to the improvement of students’ writing and motivation. The scores which were obtained during the research were taken as the supporting evidence to strengthen the positive contribution of the picture series.

B. Research Setting

The research was conducted in SMABOPKRI2 Yogyakarta in XE class in the 2013/2014 academic year. It was conducted for two weeks on April 4, 2014 and on April 11, 2014.

C. Research Participants

The participants of the research were twenty two students of XE in the 2013/2014 academic year of SMA BOPKRI 2 Yogyakarta. Based on the observation which was done by the researcher, the students found some difficulties in writing narrative text. Some students argued that they got difficulties in finding the idea of what they should write.
D. Instruments and Data Gathering Technique

In conducting the research, the researcher used several research instruments. The instruments were expected to help both the researcher in conducting the research and the students in enhancing their writing skill. The researcher used students’ writing, questionnaires, interview guide, observation sheets, and field notes as the instruments during the research conducted.

1. Students’ Writing

In this research, the researcher used students’ writing drafts as the main source. Pelton (2010) states that students’ writing is one of the richest sources of qualitative data and also a potential data source (p. 30). There were three drafts made by the students. The first draft was made during the preliminary study, while the other two drafts were made in each cycle (see Appendix 10).

2. Questionnaire

According to Hopkins (1976), a questionnaire provides a way to get personal information from subjects that may not be readily obtainable in other ways. It provides several questions to know the feeling of the learners in easy way. There were two questionnaires which were distributed to all the students in the class in the last step of cycle one and cycle two (see Appendix 5). Both of the questionnaires were in the form of several statements and responses. The researcher expected both questionnaires would help her in exploring students’ attitude and feeling about the solution offered and the learning process.
3. Interview

An interview is an activity to ask someone in face-to-face situation. It is a classic way in research to conduct a conversation that explores the researcher’s focus area (Burns, 2010). There were five students to be interviewed in a certain time. They were asked for several questions, like open-ended question, to support the questionnaires that had been distributed in both cycles by the researcher. The interview section was conducted in a focus group discussion, where the students answered the questions which were provided by the researcher one by one. Then, the researcher made a transcript of the interview that would be analyzed as the result of interview section (see Appendix 7 and Appendix 8).

4. Observation Sheet

An observation sheet is one of important instruments that a researcher should have. Burns (2010) states,” Collecting data through observation is to do with ‘making familiar things strange’, or in other words, seeing things that are before our eyes in ways we haven’t consciously noticed before” (p.57). The intention of using observation sheets here was to let the researcher knew what she/he was doing for the whole learning process, how the students behaved and how the situation of the class was during the lesson.

To accompany the other data instruments, there was an observer who observed the classroom during the learning process. The observation was a peer observation since it was conducted by a colleague from the same major. She observed and made some notes for the researcher so that she knew the things that should be improved for the next cycle (see Appendix 4).
5. Field Notes

Most qualitative researchers write down their observations in the form of field notes, which are written descriptions of what the research observes in the field (Lodico, Spaulding, & Voegtle, 2006). It consisted of several important things that happened during the learning process, from the situations in the class to the students’ behavior in following the lesson (see Appendix 3).

In conducting this research, the researcher gathered several data in some cycles. This classroom action research consisted of two cycles, in which each cycle there were several steps to do. First, the researcher conducted a preliminary study to know the real difficulty faced by the students. Then the researcher offered a solution to overcome the problem which was picture series.

After that, the researcher planned several activities to do during research and applied the plan into the real action. Here, the researcher conducted two steps in one way because it helped the researcher to know directly the result of the action. The researcher observed the situation in the class and made field notes as the written information. Then the researcher distributed two types of questionnaire to the students and interviewed five students about the learning activity they did.

In the last step, the researcher used the data she obtained from the instruments to find things that worked well and did not work well. This step would be used to prepare the researcher for the next cycle. In the reflection of second cycle, the researcher would conclude to what extent picture series had helped the students in writing narrative texts.
E. Data Analysis Technique

The researcher analyzed all the data in the research to answer the research questions using triangulation. The data taken from the research were analyzed by triangulating them to get valid and reliable data results. The data results were discussed in the light of the theoretical description related to the study reviewed in the Chapter II.

The first data which would was obtained from the research were the drafts of students’ narrative writing. There were three drafts which were obtained from the preliminary study, cycle one and cycle two. All drafts were analyzed by using a rubric based on Hughes’ scoring profile which had been modified (Hughes, 1989). If there was any progress from the scores taken from drafts of preliminary study, cycle one, and cycle two, it meant that the use of picture series had enhanced the students’ writing skill in producing narrative texts.

Questionnaires and interview were other instruments analyzed by the researcher. The questionnaires used Likert Scale which had been modified by the researcher. This scale was used to determine students’ attitude towards the topic in easy way. Since Likert Scale was much like those for a multiple-choice examination, total score for scales were treated much as other test data(Hopkins, 1976). There were five responses for each statement and each response would show the attitude of the students towards the use of picture series. If there were many students agreed or strongly agreed toward a particular question, it meant that the students had showed positive attitude to the statement.
Then interview section was conducted by providing several open-ended questions to five students. The result of interview section was summarized into a written report. These two data were compared to each other in order to get the information of students’ attitude.

The last instruments were observation sheets and field notes. The observation sheets were obtained from the observation that conducted by a colleague of the researcher (peer observation). The observer observed the teacher’s teaching, students’ behavior and the situation of the class. Then she made notes which would be the data of the whole learning process. The field notes were obtained by the researcher during the research in the class. The field notes consisted of the situation in the class and the students’ behavior while following the learning activity. The field notes would be summarized in the form of description. If the field notes showed that the researcher had conducted the research based on lesson plan and the observation sheets, it meant that the implementation of picture series in the learning process was successfully conducted.

By triangulating all data, the researcher could conclude the results of research. If the scores taken from all three drafts showed an improvement and the results from other instruments showed students’ positive attitudes towards the picture series, the researcher could end the implementation of the use of picture series in the research.
F. Research Procedures

There were several steps done by the researcher in conducting the research. The researcher conducted the learning process based on the lesson plans (see Appendix 2). In her teaching internship program, the researcher found that the students had difficulties in writing narrative texts. Then, the researcher searched for experts’ opinion towards the difficulty that faced by the students. The solution that was offered by the research after reviewing students’ difficulty was using picture series as the instructional media.

Then the researcher began cycle one. The first step in cycle one was planning a learning activity in which the picture series was used as the instructional media. Here, the instructional media was expected to enhance students’ ability in writing narrative texts. Besides, the researcher also prepared some things related to the learning process, like lesson plans and materials for teaching. These planning were implemented to the learning process, which led the researcher to the next step. During the action, there was an observer who observed the learning process and made some field notes to complete the information for the researcher.

The last step was evaluating. The students were asked to submit their narrative text drafts. Then the researcher distributed the post-activity questionnaire to the students to know the perspective of students’ related to the use of picture series. There were also 5 students to be interviewed by the researcher. The questions were in the form of open-ended questions which would be the supporting data for the questionnaire. The researcher compiled all the data
and made a reflection to know the things that work well or not during the research occurred.

For the next cycle, the researcher made a better learning activity based on the reflection of cycle one. The steps which were conducted in cycle two were the same as the previous cycle. The reflection of the first cycle became so important in order to develop and improve the quality and successful of the next cycle. The next cycle was the time for the researcher to conduct the better learning activity and to prove the use of picture series in enhancing students’ ability in writing.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents the changes which were obtained from the cycle one to cycle two during the research. The researcher had done the preliminary study during her teaching training period to know the problem faced by the students of XE class. The whole process of the research is conducted using genre-based approach. This approach has five stages, in which each stage lead students to achieve a different purpose within the cycle of teaching and learning.

The role of picture series presented as the results of the research after the researcher implemented the actions and genre-based approach during the research. The results can be seen from the changes happened during the implementation of the genre-based approach and the result of the instruments that the research used during the research. The researchers explained the results by presenting the changes in five stages, from cycle one to cycle two. The stages were building the context, modeling and deconstructing the text, joint construction, independent construction of the text and the last is linking related texts.

A. Building the Context

In this stage, the students were expected to build the knowledge of the topic of the model text and knowledge of social activity in which this text is used. The researcher introduced the topic, genre, key vocabulary and brainstorming about topic. During the research, the researcher conducted the similar learning
steps from cycle one to cycle two. The researcher began the class by giving the students some questions about the topic to get the hook of students’ attention. The students were expected to share their thoughts about the topic.

In cycle one, the students shared their opinion about the definition of a narrative text and the social purpose of the text. Some students were still confused to distinguish the narrative text from recount text. Some of them explained to those who did not know the differences between a narrative text and a recount text. They stated that the narrative text mostly tells about imaginary or fiction story and the recount text retells about past experience and events. Other students added another opinion that the narrative text has different generic structure from the recount text. There were complications in the narrative text, while the recount text has sequence of events in its general structure. From this activity, it helped other students who did not know the differences between the narrative text and the recount text. The students who knew better about the narrative text were able to share their understanding by answering the researcher’s question about the narrative text.

Field notes from cycle one stated:

Some of the students seemed to get confused about the definition of the narrative text and how to distinguish it to recount text. In the other hand, those, who had understood and had wider knowledge about narrative text, share their thoughts about the definition and the social purpose of the text. It helped the other students to understand the text by listening to their friends’ opinion about the definition and the social purpose of the text. The researcher became the facilitator to place those opinions in the right place so that all the students obtained better understanding about the text.
Some of those who had less understanding about the narrative text, had acquired the wider knowledge by listening to the opinions shared by the students who understood the topic better and faster in cycle one. The activity has led the students who understood the topic more to share their knowledge to those who needed the explanation about the topic. The researcher had provided an activity which built knowledge of the topic of the model text and also the social context of an authentic model of the text-type being studied.

In cycle two, there was a significant change, which showed fewer students who were confused about the narrative text and the recount text. They were able to distinguish the differences and understood the social purpose of the narrative texts. It could be seen from the less number of students who questioned about the differences between both texts. This activity provided the researcher more time for another activity in cycle two because the students had learned the definition and the social purpose of the narrative text through the opinion of students who understood more and better about the text. From the field notes which were taken by the observer during the learning process, cycle two was conducted faster by the researcher than cycle one.

Field notes from cycle two stated:

Most of the students had understood the general knowledge of the narrative text. Their knowledge about the definition and the social purpose became better which made the learning process for the cycle two became faster. They were able to state their opinion about the text clearly, even some of them had asked the researcher to explain the general structure and language features of the text. It showed that there were changes that can be seen from the cycle one to cycle two which could be concluded as a better change.
The next activity was rearranging a jumble picture series. The researcher distributed the jumble picture series. The students were simply asked to re-order the jumble picture series into a well-ordered picture series. The students rearranged the jumble picture series by ordering the sequence of the activities in each picture. There was no significant changes happened in this activity except the time spent to rearrange the picture series in each cycle. The students rearranged the pictures series faster in cycle two than in cycle one but still in allocated time provided by the researcher. It represented the Heinich’s et al (2002) statement who says that sequencing pictures series can improve learners’ ability to visualize a narrative as a chronological sequence of events.

The researcher concluded that from cycle one to cycle two, the students had enriched their knowledge about narrative text and the use of picture series in the both cycle had helped the students increase their speed in rearrange the pictures into a good arrangement.

B. Modeling and Deconstructing the Text

The researcher began to explain the structural pattern and language features of the text. In cycle one, the researcher distributed jumble paragraphs to the students based on the well-ordered picture series that the students had arranged. Some students arranged the paragraphs faster and the other spent more time to arrange the paragraphs. Then, the students were asked to point out some paragraphs which represented the generic structure of the text. Based on the
questionnaire for pre activity which was distributed by the researcher, she obtained a result in Table 4.1.

**Table 4.1 Students’ Pre Activity Questionnaire Percentage Result**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I know the characteristics of Narrative text.</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>22.2%</td>
<td>33.3%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

Table 4.1 showed that 22.2% of the whole students stated that they strongly disagreed with the statement “I know the characteristics of narrative text” and the other 33.3% stated they disagreed about the statement. It proved why the class took longer times in pointing out the generic structures of well-ordered paragraphs. Table 4.1 showed that the students need more explanation about the generic structure of the text based on the model. After that, the activity was about the learning about the language features in the text model provided by the teacher.

In this cycle, some students answered some questions about language features hesitantly. The researcher provided some questions to help them recall their knowledge about the language features. Then the researcher mentioned some words to ask them what tense is used in the narrative text. They were able to answer the ‘simple past tense’ after listening to the researcher’s clues. The researcher gave them the next activity which to make some sentences based on the verbs used in the paragraphs. The researcher asked the students to make the sentence orally in front of the class so that the whole students were able to identify the sentence and to revise it if it was incorrect.
In this cycle, the researcher still had a big portion in leading the students to understand each structure of the narrative text, while in cycle two, the researcher spent less time in facilitating the students. More students were more aware about the generic structure and also the language feature of the text. This fact approved Nation’s argument (2009) that the students should know about the part of the writing process. It helped them spent less time in rearranging the jumble paragraphs into a well-ordered paragraph. From the interview section which was conducted by the researcher with four students, one of them stated:

_Kalo pake gambar ya lumayan gampang, Miss, jadinya kalo mau ngurutin paragrafnya. Kita bisa nyesuin paragrafnya dengan gambar yang udah kita susun._

Translated into English:

It became easier when we wanted to arrange the paragraphs. We were able to arrange the jumbled paragraphs based on the pictures series since each picture represented the whole story.

Each activity in learning process in the cycle two could be conducted faster because the students had understood the whole steps in constructing the narrative text by reviewing the model of the text. This activity was conducted as the part of modeling stage as stated by Feez and Joyce (1998). The students should be able to investigate the structural pattern and also the language features of the model. By being able to investigate the structure and the features of the model, the students might construct the narrative text easier.

The researcher noted that the students had memorized the learning steps since they attended the class in the cycle one. The researcher realized that the students showed less misbehavior like playing cellphone or chatting with others
because they were occupied by the activities provided by the researcher. The observer agreed that the activities which were conducted by the students should be able to attract their attention to the learning process so that they had no time to be idle. She also stated that pictures series had grabbed the students’ attention by its theme which was quite popular among teenagers. Another interviewed student added that:

*Gambar-gambar yang Miss kasih itu ceritanya udah banyak yang tahu, jadi ya gampang tahu urutannya. Tapi Miss pake cerita yang udah di adaptasi dan sedikit dirubah sama pembuat filmnya, jadi beberapa ceritanya punya beberapa bagian yang agak beda. Nah jadinya kalau pake gambar lebih gampang, tinggal sesuain kalimat-kalimat yang kita buat dengan tiap gambar.*

Translated into English:

The story used was the popular one, so that it would be easier to know the arrangement of the pictures. You used another version of the popular story which had some different scenes. But still, because we could depend on the picture, we were able to use the verbs from the activities in each picture to make the sentences.

The students stated that some story provided by the researcher had different scenes from the one they knew. When they were asked about the version of the story that they knew, they were able to tell the story well. Most of the students knew the old version of the story the researcher gave. The researcher wanted to know what kind of story would be made from the new version. By providing the other version of the story the students knew, the researcher expected that the students used their creativity better in producing the narrative text. This improvement was supported by Raimes (1983), who states that pictures bring outside world into the classroom in a vividly concrete way. The students did not have to go outside the class to imagine the setting of the story. The picture series
gave their impacts to the students by providing different scenes from the story the students knew.

Table 4.2 Students’ Post Activity Questionnaire Percentage Result

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The use of picture series increased my creativity in writing narrative text.</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.0%</td>
<td>18.2%</td>
<td>22.7%</td>
<td>36.4%</td>
<td>22.7%</td>
</tr>
</tbody>
</table>

From Table 4.2, it could be seen that some of the students received the impact of the picture series in increasing their creativity. More than 36% students agreed that the use of picture series had increased their creativity in writing narrative text. The picture series which were provided by the researcher had helped the students to use their creativity more in creating the other version of the story based on their knowledge through the picture series.

In cycle two, the students worked more independently in achieving the goal of the activity. The students had achieved the purpose of the activity which understood the general structure and the language features of the narrative text. They were able to identify the past tense and the linking verbs from the model text. The researcher had suggested the students to bring the list of irregular verbs. She had distributed the list during her teaching internship program. It was expected to help students decrease the time consumed during they worked on the past form of the verbs.

The observer added that the students used the dictionaries more than in cycle one. The students used the verbs they found in the activity in the picture
series and consulted the dictionary to know the English words. It meant that the use of picture series had increased the need of the students to consult their dictionary more. They were able to find the English words easily because they became used to use the dictionary. Table 4.3 provided the percentage of students who realized the use of picture series in enhancing their English vocabulary skill.

Table 4.3 Students’ Post Activity Questionnaire Percentage Result

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The use of picture series enhanced my English vocabularies.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>0.0%</td>
<td>0.0%</td>
<td>9.1%</td>
<td>54.5%</td>
<td>36.4%</td>
</tr>
</tbody>
</table>

From Table 4.3, more than 50% students agreed that the picture series had enhanced their English vocabularies. Most of the students had enhanced their knowledge in English vocabulary through the use of picture series. This fact was supported by Patel and Jain (2008), who state that through enhancing writing skill, it meant the students could also use the skill as the tools to enhance vocabulary, spelling and understand sentence pattern. In each picture which was provided by the researcher, the students found several verbs related to the activities in the picture. The Indonesian words they found related to the pictures might had several meanings in the English words. The students obtained several new words related to the picture during the translating section. It became a mean for the students to enrich their vocabulary skill during the use of picture series.

During the research, the students also practiced some activities which were related to the grammatical features of the texts. From cycle one to cycle two, the
students decreased the possible error for the grammatical features because the students became used to the simple past tense. More students became aware of what kind of errors they might create during constructing the narrative text based on the picture series. The researcher helped the students to increase their awareness in decreasing errors by asking some students to make some sentences using verbs from the activities in the picture series orally. By conducting this activity orally, the researcher expected the students to be faster in finding their errors by getting some feedbacks or comments from other students.

The researcher also checked the students’ pronunciation in this activity. This activity provided the researcher some time to review students’ knowledge of grammatical features and also the pronunciation of the words in a time. It proved that the activity encouraged a focus on formal text units or grammatical of texts (Hyland, 2003). The observer gave some comments about this activity that:

This activity did help the students to preview their knowledge in simple past tense and also how they used the verbs to create sentences. Besides, by conducting this activity orally, the researcher did not only give an opportunity to the students, who made errors in creating sentences to correct their sentences, but also to another students who were listening to this oral activity.

C. Joint Construction of the Text

The third stage of the genre-based approach was the joint construction of the text. In this stage, the students started to work on the main activity of writing narrative text. They were expected to contribute to the construction of whole example of the text-type. In cycle one, the researcher distributed another jumbled picture series to the class. The class was divided into four groups. There were two
groups consisting of five students in each group. The other two groups consisted of six students in each group. The groups were divided by the researcher randomly. Each group had several jumbled pictures to be arranged. In this cycle, the students spent a longer time than the time allocated by the researcher. The researcher noted that some students rearranged the jumbled pictures eagerly while the others started to have a chat or play with their cellphones. Then the researcher asked the whole class to work harder in their groups so that the activity could be done faster. Some of the students, who were busy with their own activities before, started to participate in arranging the pictures. The researcher wrote down this behavior of the students to know the situation happened during the learning process.

Based on the researcher’s field notes, the researcher had to pay attention to some problem during the learning process. The first problem was that some students might do unnecessary activities for the learning process, for example, chatting to another student or playing with their cellphones. The researcher stated that it happened because the students thought that their participation did not give any significant impacts to the activity of constructing the text. A student stated that:

Kalo pas dikasih tugas kelompok, kadang-kadang ada yang ga ikut bantu gitu Miss. Katanya mereka, toh kita-kita yang lain bakal tetap ngerjain walaupun mereka ga ikut bantu. Makanya jadi lama ngerjain tugas kelompoknya Miss. Padahal kalau mereka bantu, kan lumayan bisa bikin tugasnya cepat selesai, Miss.

Translated into English:

When we were working on a group’s assignment, some of our friends did not give any participation. They said that the assignment would still
be done although they did nothing in finishing the assignment because other students would finish it. That was the reason why it needed a longer time to finish. If they were willing to participate, the assignment actually could be done in a shorter time.

Based on the opinion of the student above, it showed that some students still had low eagerness to participate in the group assignments. In fact, the group assignments were given to facilitate the students in working together in groups. It was also expected to help students to share ideas to each other in the groups. It meant that this activity allowed students to obtain self-assessment and peer-assessment during the whole group activity. The researcher had considered these advantages to be acquired by the students during the group’s activities.

Other problem was that some students stated that the researcher’s instruction was not really clear about the group’s activity or assignment. It was also the reason why they did not participate in the group’s activity. The observer stated that:

Some students raised their hand and stated that the researcher’s instructions were not really clear and it made them did not participate in the group’s assignment. In my opinion, the researcher’s instructions were quite clear and could be understood easily. The reason why the students stated the instruction was not really clear because those, who complained about the unclear instructions, were too noisy and did not pay attention when the researcher explained the instruction.

The statement above indicated that the class was not in a ready mode to receive the material of the learning process. The researcher was inattentive to prepare the students to be ready to follow the learning process. The lack of awareness of the researcher towards the class situation might delay the learning goals of the activity. The observer also added that:
It depended on how the researcher managed her class actually. I thought it was just because the researcher was not quite strict in dealing with students, especially the male students. No matter how good the researcher gave the instruction for the learning activities, as long as she did not give a strict reinforcement to the male students, it would be harder to achieve the learning goal in the allocated time.

The observer noted that the researcher needed a better reinforcement to increase the curiosity of the male students to follow the groups’ assignments. In the term of treatment to the students, the researcher was expected to manage the class strictly. The longer the group’s assignment took time, the slower the learning goal would be achieved.

The researcher seemed to miss several things during her cycle one of the research. On the other hand, things went better in cycle two. The students showed more attraction in learning process. It proved that pictures series as the teaching media had provided a focus of interest for students during the learning process (Raimes, 1983). Most of the students were enthusiastically following the researcher explanation about the group’s activities in this cycle. When the researcher was ready to distribute the jumbled picture series, some students showed the willingness to help the researcher to distribute it. The students were also less noisy when the class was divided into several groups.

Based from the observation sheet obtained from the observer, the class became easier to be managed. There were fewer students who were busy with unrelated activity to the learning process. Most of them also brought printed dictionaries which made the situation of the class more conducive. In the previous cycle, some students who did not bring their dictionaries tend to make the class became noisy because they were busy lending and borrowing dictionaries to each
other. Some of them also shouted to borrow the dictionaries. The class could not be controlled so that it obstructed the process of learning activities.

The students showed better the participation in this cycle. It made them less noisy because each of them was busy in arranging and constructing the narrative text based on the picture series. According to an interviewed student:


Translated into English:

In the last meeting, the class became less noisy. In fact, in the first meeting, most of our friends were so noise. They were busy chatting to each other and playing cell-phone. For the activities where we were asked to translate the Indonesian words to English, some friends were shouting to each other to borrow dictionaries. But it got better in the last meeting. Since you had told us that each of us should bring our dictionaries so that it would not disturb the group’s activity, most of them bring their dictionaries and the class became under-controlled. They also showed more participation in constructing the narrative text because you told us that each of us should distribute some sentences to the pictures. It made us finished the group’s assignment faster than in the first meeting.

This statement showed that the students realized there were some significant changes from cycle one to cycle two. She also noticed that the better reinforcement and the strictness during the learning process contributed a better situation to the whole class. This participant of interview gave an example of how the researcher’s way of teaching and managing the students might gave an impact
to the whole class. A better way of managing the students gave a class with a high curiosity in following the learning process. It could be seen from the students who participated more in the group’s assignment. They became focused on their own assignment and decreased any possibility to do unnecessary and unrelated things to the learning process like chatting to others or playing cellphone.

Playing a cellphone was an old problem that had been faced by the researcher during her teaching training. The researcher found that some students who did not bring dictionaries depended on the electronic dictionaries which had been installed in their cellphone. In fact, during the translation section or when they wanted to translate some Indonesian words to English, they asked for permission for looking at their electronic dictionaries in their cellphone. Then they did not search for the words, instead they opened the social networking. It was the reason why the researcher urged the students to bring printed dictionaries so that they had less opportunity to play with their cellphone.

The researcher decreased the chance for the students to play with their cellphone and increased the ability of the students to find the words in the dictionary. As they became used to find words in the dictionary, the researcher expected the student would enrich their English vocabulary and also reduce the errors in the words spelling. The observer of the research stated that:

The researcher gave the students an opportunity to enrich their English vocabulary and minimalize creating errors in words spelling by using printed dictionaries. First, when the students used printed dictionaries, they were able to find some other words which had the similar meaning to the word they search for. For example, when they looked for ‘kesempatan’ in the dictionaries, they would find at least two words with the same meaning like ‘chance’ and ‘opportunity’. Second, when they found those words, they also learned how to spell the words correctly
without the researcher’s help. It meant, by using printed dictionaries, the researcher might prevent the possibility of some students who like to play cell-phones and also gave the students those advantages in a time.

The observer agreed with the researcher in prohibiting the students to use their cellphone to find electronic dictionaries. The use of cellphone during the learning process might disturb and even attract students’ attention. If the use of cellphone during learning process was allowed, the researcher could not make sure that the students did use the cellphone for the sake of the learning process. The researcher suggested the students to use printed dictionaries instead of electronic dictionaries in order to decrease all activities which were unrelated to the learning process.

In cycle two, the researcher gradually reduced her contribution to the text construction, as the students started to be able to work on the text-type independently. The students worked together in their group and the researcher only supervised them generally. Since the students had become easier to be managed and were able to work in groups independently, the researcher had more time to set her attention to the behavior of the whole class.

The researcher noticed that the use of picture series, especially in the form of jumbled pictures, had urged the students to work harder and more careful. They needed to work harder because the pictures were not well-arranged. The pictures were needed to be arranged so that the students could construct a narrative text based on it. To arrange the pictures and to construct a text from the picture could take longer time if they did not pay attention to the time. If there were many members’ of the group who used their time to chat to each other, they would not
finish the group’s assignment in the allocated time. Besides, they needed to be careful in arranging the pictures because the wrong-ordered of picture series would give wrong ideas to the narrative text they constructed.

In fact, in cycle two, the students showed an improvement in working in the group’s assignment. It could be seen from the scores of groups’ drafts taken in cycle one and cycle two (see Appendix 9). It showed that all of the groups had improved their scores from cycle one to cycle two. It meant that they were ready for the individual task which would be done individually and independently.

D. Independent Construction of the Text

After working together in the group’s assignment, the students started their real assignments in writing narrative texts individually. The researcher checked the improvement of the students’ ability in writing narrative text by considering students’ scores of individual task from cycle one and cycle two. Since the research’s purpose was to know the use of picture series in writing skill, the students were expected to write a draft and present the whole text. In this stage, students had been asked to write a draft of narrative text based on the jumbled pictures. The jumbled picture had been arranged by the whole class orally, so that everyone in class knew the arrangement or the sequence of the picture series.

In cycle one, after all groups finished the group’s assignment, they were given another jumbled picture. Here, the students were asked to rearrange the pictures in about 10 minutes then share the arrangement orally. Then, they mentioned several verbs related to the activities in each pictures. The students had
about 20 minutes to construct a narrative text. They might use the verbs they had mentioned before to write the text. During the process of constructing the narrative text individually, there were many students who seemed confused how to start writing. The researcher then led them so that they did not waste much time. An interviewed student stated that:

_Kan sebelumnya ngerjainnya bareng miss, jadi bisa ganti-gantian kasih ide pergambar. Nah kalo yang tugas perorangan kan harus kerjain sendiri, jadi agak susah, Miss. Trus kita juga bingung, mau memulainya gimana kalimatnya. Kita juga masih takut salah gitu nulisnya, kalau Miss nya ga bantuin. Makanya kita dikit-dikit manggil Miss nya supaya bantuin kita._

Translated into English:

In the previous assignment, we worked in a group so that we were able to share ideas to each picture. But in the individual assignment, we had to work individually and depend on ourselves which made it more difficult to do. Some of us were also confused how to start the story. We were afraid of making mistake, so we often called and asked you for helps.

The students felt confused and did not know what to do when they were assigned to work individually. The assignment seemed difficult to work on when they only could depend on themselves. The researcher noticed that most of the students started to write the first sentence of the story in about five minutes after the task was assigned. They were busy asking other friends, how they would start the first sentence of the story. It meant that they had wasted five minutes to finish their text. Most of them finished the assignment passed the allocated time. They submitted the assignment when the class almost ended.

The observer noted that some students were busy asking their friends about the English of some words because they did not bring their dictionaries.
Some of them also mentioned some words which were local language verbs. It made them find difficulties in translating those words into English. Besides, the observer did not consider it as a problem in the learning process because this situation helped students to enrich their vocabulary from their friends’ knowledge about the language. It allowed them to share what they knew about the translation of the local language to the English words and also the synonyms. The observer stated that:

Some students asked their friends about local language verbs. It seemed that they knew the verbs in their local language, but they did not know what the formal language. This kind of problem might be overcome by them since they were sharing their knowledge about the words to each other. The students who knew the words shared their knowledge so that all students had acquired some new verbs unconsciously.

According to the observer, the researcher needed to give the students some spaces where they could share their struggle in writing the narrative text. When the students asked their friends about some words, the researcher could decrease her role as the facilitator and allow the students to share their knowledge to others. The researcher only had to observe the students generally and gave them some help in a certain situation like when the time was running out and the students still had a lot to work on the draft.

In cycle two, most of the students were able to work independently. Each of them had showed that they had some improvement in writing the text. They only spent less than five minutes to rearrange the jumbled picture into the good order. When they were assigned to construct a text based on picture series, they seemed ready with their dictionaries and their list of irregular verbs. The researcher had told them they should bring those things because it would help
them a lot in writing the text. In the previous cycle, many students did not bring the list of irregular verbs so that they found difficulties in constructing the sentences based on the simple past tense which need verbs in the past form.

The students had learned from the previous cycle that they would be asked to work on an individual assignment. It was the reason why they started to participate in the group’s assignment in cycle two. The researcher explained to them if they had participated in the group’s assignment, it would be easier for them to write the narrative text individually. An interviewed student stated that:


Translated into English:

When we had to work on the assignment together, some of them did not help us to finish it. But now, they were willing to work together because they knew that we would have individual assignment. They were afraid they could not do better in the individual assignment if they did not participate in the group’s task. Actually, they might ask some friends to help them later, but it would waste much time and made them submitted the work late. In the last meeting, most of us brought our dictionaries and list of irregular verbs. I think it’s good because they asked less about the past form of the verbs.

The observer added that the students actually had been helped by the models of the text and jumble pictures given by the researcher. According to the genre-based approach, the modeling stage became the crucial stage because it was the time to introduce the students to the model of the text-type being studied. The
students had enriched their knowledge about the text-type in the form of jumble pictures which also helped them improve their speed in recognizing the sequences of the general structure of narrative text through picture series.

The observer agreed that pictures series had given the students several advantages in a time without they realized. First, picture series helped them to construct ideas based on the sequence of the pictures. Picture series became interesting tools which served learning materials because they did attract students’ attention. Picture series brought the real activity of the story into several pictures. They also provided a visual realistic which was closer to the original activity (Heinich et al, 2002). The students obtained some ideas from the activities which were described on the pictures.

**Table 4.4 Students’ Post Activity Questionnaire Percentage Result**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The use of picture series helped me to arrange ideas in writing Narrative text.</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>4.5%</td>
<td>4.5%</td>
<td>18.2%</td>
<td>54.5%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

Based on Table 4.4, around 54.5% of the students agreed that picture series had helped them to build ideas in writing the narrative text. Raimes (1983) argues that pictures series provide the subject matter for writing narrative and for speculating about the story beyond the pictures in the strips. The students realized the changes happened when the narrative text was taught using picture series. Picture series had enriched their initial knowledge about the story that they knew
before. They were able to arrange the complications happened in the story from the picture series.

Besides, as the students obtained ideas from the picture, it enhanced students’ English vocabulary. They would found several new words during observing the picture series. They consulted those words to the English dictionaries and might found some words which they had not known before.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The use of picture series enhanced my English vocabularies.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>0.0%</td>
<td>0.0%</td>
<td>9.1%</td>
<td>54.5%</td>
<td>36.4%</td>
</tr>
</tbody>
</table>

Based on Table 4.5, there were twelve students who stated they their English vocabulary had enhanced during the use of picture series. Raimes (1983) suggests the use of picture series as the teaching media because they offer guidance on vocabulary, sentence structure and organization yet lets the students write about new subject matter. Most of the students realized that the implementation of picture series had improved their writing skill by constructing the narrative easier, but also enriching their vocabulary of English words.

Other improvement that happened in cycle one to cycle two was the improvement of the students’ scores. Most of them acquired better scores in the cycle two (see Appendix 9). There were 69.18 % of the whole students in the class who had reached the passing grade in English lesson. It meant that more than half of the class obtained the improvement in their score from cycle one two
cycle two. They also became faster in constructing the narrative text individually. It also was supported by Table 4.6.

Table 4.6 Students’ Post Activity Questionnaire Percentage Result

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>The picture series helped me to write narrative text faster than before.</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>0.0%</td>
<td>4.5%</td>
<td>36.4%</td>
<td>40.9%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

From Table 4.6, it indicated that one of the principles by Nation (2009) had been achieved. The principle was the students had to increase their writing speed so that they can write very simple material at a reasonable speed. There were 40.9% students who agreed that picture series had help them increased their speed in writing narrative text. Based on the improvements of the scores and also the questionnaire which was done the students, both data proved that the use of picture series had increased the scores and also the speed in writing the text. Those data were obtained by combining the use of picture series as the teaching media and the genre-based approach during cycle one and cycle two.

E. Linking Related Texts

In this research, this stage was not conducted by the researcher. It was because the researcher only focused on the narrative text and the changes happened during the implementation of the use of the picture series in teaching writing narrative text. That was why the researcher did not conduct this stage during the research.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The chapter represents the conclusions and suggestions. The conclusions are obtained from the findings of the research which are based on the research question formulated in the first chapter. The suggestions are intended for English teachers and the future researchers.

A. Conclusions

Writing skill is an important part of learning process that should be enhanced. By enhancing writing skill, it helps students to construct ideas from what they see, listen, or read into a written form. In other hand, writing skill is not an easy issue to be improved. There are many things that should support the writing skill so that it will be enhanced by the time the students are acquiring knowledge from the learning process.

This research discusses the narrative text, which is one of texts taught in X grade in senior high school. The students in XE of SMA BOPKRI 2 Yogyakarta were expected to have better changes during the research, especially in writing skill. There were several problems faced by the students when they were constructing a narrative text. The researcher implemented the use of picture series during the research to overcome those problems.
The researcher conducted the classroom action research, which required the researcher to conduct several cycles. The researcher implemented the genre-based approach to the learning process and set the use of picture series as the media for teaching process. There were two cycles in this research. The students had to deal with several activities in each step which was designed to achieve different purposes of the teaching and learning process.

After analyzing the data taken from the research, the researcher concluded that the use of picture series had enhanced the students’ of XE ability in writing narrative text. The researcher analyzed the results from the interview transcript, questionnaires, field notes and observation sheets. Those instruments showed that the students had a positive attitude and feeling towards the use of picture series. The students agreed that picture series helped them write a better narrative text. They also stated that picture series motivated them to become more creative in producing a narrative text.

The scores which were taken from the preliminary study, cycle one, and the cycle also showed improvement. They showed that from the preliminary study draft, there were 13 students who failed to reach the passing grade of English score. There were only few of them, which were 7 students, who had passed. As the researcher implemented the use of picture series during the learning process, there were 14 students who had not passed the passing grade in the cycle one. There were 4 of them were absent at that time. The improvement can be seen from the cycle two. The students who could not reach the passing grade decreased. There were only 7 students who failed to reach the passing grade, which meant
there were more than half of the whole students in the class had reached the passing grade.

From the brief explanation about the draft scores from the preliminary study to the cycle two, it can be concluded that the use of picture series had enhanced students’ ability in writing the narrative text. It helped the students to obtain, construct and organize ideas based on the picture series. Besides, the observer agreed that picture series do not only enhance students’ ability in constructing ideas, but also to enrich their English vocabulary in its activities. The use of picture series had provided the students with many kinds of task which helped the students in many aspects during writing the narrative text. Moreover, it also increased students’ creativity by providing the outside world into the classroom in a concrete way.

B. Suggestions

In this section, the researcher suggests several recommendations for English teachers and the future researchers who intend to conduct research about the picture series and the teaching of narrative texts.

1. For English Teachers

It is suggested to English teachers who want to teach the narrative text to the students using picture series as the instructional media. It is because picture series provide a variety of task for students. Each task might help students to increase, not only their writing skill, but also their English vocabulary mastery. The picture series served several benefits which had been explained in the chapter
of the result and discussion of the research. However, during the implementation of picture series in the learning process, English teachers should provide an interesting, colorful and clear picture series to avoid students’ misinterpretation. The interesting and colorful picture series will help the English teacher to grab students’ attention during the learning process.

2. For Future Researchers

Future researchers who are willing to conduct research about the writing of narrative text might use the data of this research. The researchers are suggested to provide several interesting and colorful set of picture series to increase students’ interest in producing the narrative text. It is better for the researcher to be able to provide several tasks during the use of picture series so that the students may obtain several improvements in a time.
REFERENCES


APPENDIX 1

LETTERS OF PERMISSION
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 041/Polt/Kajar/JPBS III/2014
Hal : Permohonan ijin Penelitian

Kepada
Yth. Kepala Sekolah SMA BOPKRI 2 Yogyakarta
Jl. Jendral Sudirman No. 87
YOGYAKARTA 55223

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : SILVIANA PIAR
No. Mhs : 10 1214 114
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Semester : 8 (delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMA BOPKRI 2 Yogyakarta
Waktu : April – Mei 2014
Topik / Judul : The Use of Picture Series on Teaching Writing A Narrative Text to the XE Students of SMA Bopkri 2 Yogyakarta

Atas perhatian dan ijin yang diberikan, kami acapkan terima kasih.

Yogyakarta, 26 Maret 2014
u.b. Dekan,
Sekretaris Ketua Jurusan
Pendidikan Bahasa dan Seni

[Signature]
E. Kuswendaro, Ph.D.
NPP 1665

Tembusan Yth:
Dekan FKIP

Mrican, Tomoel Pos 29 Yogyakarta 55002 Telp. (0274) 513301, 515352 - Ext. 1413, Fax. (0274) 562383
website: www.usd.ac.id email: fkip@usd.ac.id
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 2

LESSON PLANS AND TEACHING MATERIALS
LESSON PLAN
(CYCLE ONE)

School : SMA BOPKRI 2 Yogyakarta
Subject : English
Class/Semester : X / 2
Skill Focus : Writing
Time Allotment : 2x 45 minutes

A. Competence Standard:
Expressing meaning in short written functional texts and simple essays in the form of recount, narrative, and procedure in the context of daily life.

B. Basic Competence:
Expressing meaning and rhetoric steps in written texts and simple essays using written language pattern accurately, fluently, and acceptably in daily life context in the form of narrative.

C. Indicators:
By the end of the meeting students are able to:
- Identify the definition and the communicative purpose of a narrative text
- Identify the generic structure of a narrative text
- Identify the language features in a narrative text
- Use past tense sentences in writing a narrative text correctly
- Write a good narrative text
D. Classroom Activities:

<table>
<thead>
<tr>
<th>Time</th>
<th>Researcher Activities</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pre Learning Activities</strong></td>
<td></td>
</tr>
<tr>
<td>2’</td>
<td>The researcher greets the students.</td>
<td>The students respond to the researcher’s greeting.</td>
</tr>
<tr>
<td>5’</td>
<td>The researcher asks the students about fairy tales they know.</td>
<td>The students mention some titles of fairy tales they know.</td>
</tr>
<tr>
<td>3’</td>
<td>The researcher asks the students to guess what kind of topic they are going to learn from the fairy tales.</td>
<td>The students guess what topic they are going to learn.</td>
</tr>
<tr>
<td></td>
<td><strong>Main Learning Activities</strong></td>
<td></td>
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<td>Then the researcher distributes jumbled paragraphs. The groups are asked to rearrange the paragraphs based on the picture series. After that, the researcher asks the students to mentions several verbs related to the activities in the picture series.</td>
<td>The groups have another assignment which is to rearrange jumbled paragraphs. Then, they are asked to mention several verbs related to the activities in the picture series. They can check the past form of the verbs from their list of irregular verbs.</td>
</tr>
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<td>20’</td>
<td>The researcher divides the class into four groups. Each group obtains a disordered series of pictures. The researcher asks them to arrange the pictures into a good arrangement. Then she asks some student of each group to mention some verbs based on the picture series.</td>
<td>The students go to each group to work on the jumble pictures. They have to arrange the pictures into a good order. After that, some students share some verbs they know based on the picture series.</td>
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<td>The researcher asks the students to make a narrative story based on the picture series by using the verbs they have mentioned. Each student in the groups is</td>
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<td>The researcher ends the class.</td>
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E. **Sources and Teaching Media**

Teacher module (instruction for the project, field notes, observation sheets, and questionnaires)
- Picture series
- Power point slides
- Whiteboard
- Broad marker
- Dictionaries

F. **Assessment**
From: both drafts of individual and group of the narrative text

Rubric:
The scoring criteria are based on Hughes’ scoring profile (Hughes’, 1989:101-102), which have been adapted as follows:

<table>
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<tr>
<th>No</th>
<th>Aspects</th>
<th>Score</th>
<th>Note</th>
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<tr>
<td>1</td>
<td>Grammar</td>
<td>5 → very good</td>
<td>Some errors of grammar or word order which do not, however, interfere with comprehension.</td>
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<td>4 → good</td>
<td>Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.</td>
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<td>3 → fair</td>
<td>Error of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 → poor</td>
<td>Error of grammar or word order very frequently; reader often has to rely on own interpretation.</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>5 → very good</td>
<td>Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.</td>
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<td>Fluency</td>
<td>5 → very good</td>
<td>Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.</td>
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<td>‘Patchy’, with some structures or vocabulary items noticeably inappropriate to general style.</td>
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<td>Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>3 ➔ fair</td>
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<td></td>
<td>2 ➔ poor</td>
<td>Little or no attempt at connectivity, though reader can deduce some organization. The orientation is not well-organized and some events are not written in correct order.</td>
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<tr>
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<td></td>
<td>1 ➔ very poor</td>
<td>Individual ideas may be clear, but very difficult to deduce connection between them. The orientation and events are not well-organized.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of organization so severe that communication is seriously impaired. There are no orientation and sequence of events.</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
# SCORE :=(Gram: _____ + Voc: _____ + Mecha: _____ + Flue _____ + 
Org: _____) X 4
Cycle 1
( Teaching Material )

1st Activity:
Rearrange these pictures below into a good picture series.
2nd Activity:

Rearrange these paragraphs below into a good story.

Hansel and Gretel

Once upon a time a very poor woodcutter lived in a tiny cottage in the forest with his two children, Hansel and Gretel. His second wife often ill-treated the children and was forever nagging the woodcutter. The wife ordered his husband to get rid of his children. She kept on trying to persuade her husband to abandon his children in the forest. Hansel, who, one evening, had overheard his parents' conversation, comforted Gretel.

"Don't worry! If they do leave us in the forest, we'll find the way home," he said. And slipping out of the house he filled his pockets with little white pebbles, then went back to bed. (Para 1)

All night long, the woodcutter's wife harped on and on at her husband till, at dawn, he led Hansel and Gretel away into the forest. But as they went into the depths of the trees, Hansel, who had not eaten his bread, and as he walked through the trees, he left a trail of crumbs behind him to mark the way and there on the mossy green ground. At a certain point, the two children found they really were alone: the woodcutter had plucked up enough courage to desert them, had mumbled an excuse and was gone. (Para 2)

Night fell but the woodcutter did not return. Gretel began to sob bitterly. Hansel too felt scared but he tried to hide his feelings and comfort his sister by telling about the crumbs of her bread. But the little boy had forgotten about the hungry birds that lived in the forest. Hansel tried to encourage his sister, but he too shivered when he glimpsed frightening shadows and evil eyes around them in the darkness. All night the two children huddled together for warmth at the foot of a large tree. (Para 3)

When dawn broke, they started to wander about the forest, seeking a path, but all hope soon faded. They were well and truly lost. On they walked and walked, till suddenly they came upon a strange cottage in the middle of a glade.

"This is chocolate!" gasped Hansel as he broke a lump of plaster from the wall. We'll stay here," Hansel declared, munching a bit of nougat. They were just about to try a piece of the biscuit door when it quietly swung open.

"Well, well!" said an old woman, peering out with a crafty look. "And haven't you children a sweet tooth?"

Unluckily for Hansel and Gretel, however, the sugar candy cottage belonged to an old witch, her trap for catching unwary victims. The two children had come to a really nasty place. (Para 4)
"You're nothing but skin and bones!" said the witch, locking Hansel into a cage. I shall fatten you up and eat you!

"You can do the housework," she told Gretel grimly, "then I'll make a meal of you too!" As luck would have it, the witch had very bad eyesight, and when Gretel smeared butter on her glasses, she could see even less. "Let me feel your finger!" said the witch to Hansel every day to check if he was getting any fatter. Now, Gretel had brought her brother a chicken bone, and when the witch went to touch his finger, Hansel held out the bone.

"You're still much too thin!" she complained. When will you become plump?" One day the witch grew tired of waiting. (Para 5)

"Light the oven," she told Gretel. "We're going to have a tasty roasted boy today!" A little later, hungry and impatient, she went on: "Run and see if the oven is hot enough." Gretel returned, whimpering: "I can't tell if it is hot enough or not." Angrily, the witch screamed at the little girl: "Useless child! All right, I'll see for myself." But when the witch bent down to peer inside the oven and check the heat, Gretel gave her a tremendous push and slammed the oven door shut. The witch had come to a fit and proper end. (Para 6)

Gretel ran to set her brother free and they made quite sure that the oven door was tightly shut behind the witch. Indeed, just to be on the safe side, they fastened it firmly with a large padlock. Then they stayed for several days to eat some more of the house, till they discovered amongst the witch's belongings, a huge chocolate egg. Inside lay a casket of gold coins. "The witch is now burnt to a cinder," said Hansel, "so we'll take this treasure with us." They filled a large basket with food and set off into the forest to search for the way home. (Para 7)

This time, luck was with them, and on the second day, they saw their father come out of the house towards them, weeping.

"Your stepmother is dead. Come home with me now, my dear children!" The two children hugged the woodcutter.

"Promise you'll never ever desert us again," said Gretel, throwing her arms round her father's neck. Hansel opened the casket.

"Look, Father! We're rich now . . . You'll never have to chop wood again." And they all lived happily together ever after. (Para 8)

Adapted from:
http://www.ivyjoy.com/fables/hansel.html
3rd Activity

In your group, rearrange these pictures below and make a story using the pictures.

Adapted from the Movie “Beauty and the Beast”
4th Activity

Individuals Assignment

Rearrange pictures below into a good order. Then, create your own story based the picture ordered.
LESSON PLAN
(CYCLE TWO)
School: SMA BOPKRI 2 Yogyakarta
Subject: English
Class/Semester: X / 2
Skill Focus: Writing
Time Allotment: 2x 45 minutes

G. Competence Standard:
Expressing meaning in short written functional texts and simple essays in the form of recount, narrative, and procedure in the context of daily life.

H. Basic Competence:
Expressing meaning and rhetoric steps in written texts and simple essays using written language pattern accurately, fluently, and acceptably in daily life context in the form of narrative.

I. Indicators:
By the end of the meeting students are able to:
- Identify the definition and the communicative purpose of a narrative text
- Identify the generic structure of a narrative text
- Identify the language features in a narrative text
- Use past tense sentences in writing a narrative text correctly
- Write a good narrative text
J. Classroom Activities:

<table>
<thead>
<tr>
<th>Time</th>
<th>Researcher Activities</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>Pre Learning Activities</strong></td>
<td></td>
</tr>
<tr>
<td>2’</td>
<td>The researcher greets the students.</td>
<td>The students respond to the researcher’s greeting</td>
</tr>
<tr>
<td>3’</td>
<td>The researcher review what they have learned in the previous meeting.</td>
<td>The students mention several keywords related to the previous meeting</td>
</tr>
<tr>
<td>5’</td>
<td>The researcher explains the learning goals of the meeting.</td>
<td>The students ask several question related to the learning goals of the meeting</td>
</tr>
<tr>
<td></td>
<td><strong>Main Learning Activities</strong></td>
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</tr>
<tr>
<td>10’</td>
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<td>jumbled pictures. They have to rearrange the pictures into good order.</td>
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<td>The groups have another assignment which is to rearrange jumbled paragraphs. Then, they are asked to mention several verbs related to the activities in the picture series. They can check the past form of the verbs from their list of irregular verbs.</td>
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<td></td>
<td>the paragraphs based on the picture series. After that, the researcher asks the</td>
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<td>students to mentions several verbs related to the activities in the picture series.</td>
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### Post Learning Activities

| 2’   | The researcher asks the students to submit the individual assignment.                 | The students submit the individual assignment.   |
| 8’   | The researcher reviews what the students have learned through the activities by giving oral questions. The researcher ends the class. | The students review what they have learned by answering the researcher’s questions. |

### K. Sources and Teaching Media

Teacher module (instruction for the project, field notes, observation sheets, and questionnaires)

- Picture series
- Power point slides
- Whiteboard
- Broad marker
- Dictionaries

### L. Assessment

From: both drafts of individual and group of the narrative text

Rubric:

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<td>1 → very poor</td>
<td>Errors of grammar or word order so severe as to make comprehension virtually impossible.</td>
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<td>2</td>
<td>Vocabulary</td>
<td>5 → very good</td>
<td>Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.</td>
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<td>fair</td>
<td></td>
<td>Little or no attempt at connectivity, though reader can deduce some organization. The orientation is not well-organized and some events are not written in correct order.</td>
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<td>Individual ideas may be clear, but very difficult to deduce connection between them. The orientation and events are not well-organized.</td>
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# SCORE :

=(Gram: _____ + Voc: _____ + Mecha: _____ + Flue _____ + Org: _____) X 4
Teaching Material

(Cycle Two)

1st Activity

Rearrange These Pictures Below into a Good Order.
Taken from:

2nd Activity:

Rearrange these paragraphs below into a good story.

JACK AND THE BEANSTALK

Once upon a time there lived a poor widow who had an only son named Jack. She was very poor, for times had been hard, and Jack was too young to work. Almost all the furniture of the little cottage had been sold to buy bread, until at last there was nothing left worth selling. Only the good cow, Milky White, remained, and she gave milk every morning, which they took to market and sold. But one sad day Milky White gave no milk, and then things looked bad indeed. So, he went to the market to sell it.

"I may as well ride as walk," said he, so instead of leading the cow by the halter, he jumped on her back, and so he went whistling along until he met a butcher.

"It's lucky I met you," said the butcher. "You may save yourself the trouble of going so far." With this, he put his hand in his pocket, and pulled out five curious-looking beans. The butcher wanted to bargain the Milky White with those five beans.

"Yes," he said, "beans, but they're the most wonderful beans that ever were known. If you plant them overnight, by the next morning they'll grow up and reach the sky. But to save you the trouble of going all the way to market, I don't mind exchanging them for that cow of yours."

"Done!" cried Jack, who was so delighted with the bargain that he ran all the way home to tell his mother how lucky he had been.

When he woke up the next morning, the room was almost dark; and Jack jumped out of bed and ran to the window to see what the matter was. The sun was shining brightly outside, but from the ground right up beside his window there was growing a great beanstalk, which stretched up and up as far as he could see, into the sky.

"I'll just see where it leads to," thought Jack, and with that he stepped out of the window on to the beanstalk, and began to climb upwards.

But oh! how disappointed the poor widow was.

"Off to bed with you!" she cried; and she was so angry that she threw the beans out of the window into the garden. So poor Jack went to bed without any supper, and cried himself to sleep.

He climbed up and up, till after a time his mother's cottage looked a mere speck below, but at last the stalk ended, and he found himself in a new and beautiful country. A little way off there was a great castle, with a broad road leading straight up to the front gate. But what most surprised Jack was to find a beautiful maiden suddenly standing beside him.

"Good morning, ma'am," said he, very politely.

"Good morning, Jack," said she; and Jack was more surprised than ever, for he could not imagine how she had learned his name. But he soon found that she knew a great deal more about him than his name; for she told him how, when he was quite a little baby, his father, a gallant knight, had been slain by the giant who lived in yonder castle, and how his mother, in order to save Jack, had been obliged to promise never to tell the secret.

"All that the giant has is yours," she said, and then disappeared quite as suddenly as she came.

"She must be a fairy," thought Jack.
But the harp at once called out:
"Master! Master!" and the giant woke up just in time to catch sight of Jack running out of the kitchen-door.
With a fearful roar, he seized his oak-tree club, and dashed after Jack, who held the harp tight, and ran faster than he had ever run before. Before he could pick himself up, Jack began to climb down the beanstalk, and when the giant arrived at the edge he was nearly half-way to the cottage.

The giant began to climb down too, but as soon as Jack saw him coming, he called out:
"Mother, bring me an axe!" and the widow hurried out with a chopper. Jack had no sooner reached the ground than he cut the bean-stalk right in two. Down came the giant with a terrible crash, and that, you may be sure, was the end of him.

What became of the giantess and the castle nobody knows. The little brown hen he brought from the giant’s castle laid so many golden eggs that Jack and his mother had now more money than they could spend. Jack and his mother grew very rich, and lived happy ever after.

Adapted from:
http://fairytales4u.com/story/jackand.htm
3rd Activity

In your group, rearrange these pictures below and make a story using the pictures.
Taken from: Tangled (The Rapunzel 2012)
4th Activity

Individuals Assignment

Rearrange pictures below into a good order. Then, create your own story based the picture ordered.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Taken from:

mashi.devianart.com
APPENDIX 3
FIELD NOTES
FIELD NOTES

(Cycle 1)

April 04, 2014

The observation was conducted in SMA BOPKRI 2 Yogyakarta at April 4, 2014 on Friday. The observation was held in class XE. The material for the observation was about narrative text in English subject. The class began at 7 a.m. and the teacher opened the class. At the first time, teacher greeted the students, introduced herself and also the observer. After the introduction, the teacher explained about her undergraduate thesis and the purpose of her teaching today. The teaching process today was the way to get the data for her undergraduate thesis. After that, the lesson was started.

The teacher started the lesson by showing some materials in slide-show. She explained about narrative text to the students. Some of the students seemed to get confused about the definition of the narrative text and how to distinguish it to recount text. In the other hand, those, who had understood and had wider knowledge about narrative text, share their thoughts about the definition and the social purpose of the text. It helped the other students to understand the text by listening to their friends’ opinion about the definition and the social purpose of the text. The researcher became the facilitator to place those opinions in the right place so that all the students obtained better understanding about the text. After that she distributed some jumbled pictures to the students and asked the students to arrange the picture. While students tried to arrange the pictures, the teacher asked some questions about the story. The teacher recalled the explanation about
narrative text such as generic structure, and how to identify the narrative text. By recalling the material, teacher gave the chance to the students to speak and find by themselves some general information about narrative text. Some students raised their hand and stated that the researcher’s instructions were not really clear and it made them did not participate in the group’s assignment. In my opinion, the researcher’s instructions were quite clear and could be understood easily. The reason why the students stated the instruction was not really clear because those, who complained about the unclear instructions, were too noisy and did not pay attention when the researcher explained the instruction.

In the middle of explanation some students talked about something else which not related to the narrative text. But, the teacher also tried to get the students’ attention by speaking loudly, doing eye contact with the whole class, using English and Indonesian to explain the material, and saying “Excuse me” when she needed the students’ attention. Moreover, although the students were very noisy in the class, they did the assignment from the teacher seriously. It depended on how the researcher managed her class actually. I thought it was just because the researcher was not quite strict in dealing with students, especially the male students. No matter how good the researcher gave the instruction for the learning activities, as long as she did not give a strict reinforcement to the male students, it would be harder to achieve the learning goal in the allocated time.

After finishing the explanation, the teacher asked the students to work in group and distributed jumbled pictures for each group. The teacher asked the students to observe the pictures, rearrange it and made a paragraph about the
pictures. Some students asked about the narrative text and English words for some difficult words. Although they worked in group when rearrange the picture, they should finished the text individually. While students worked in group, the teacher moved around to the class. She watched and accompanied every group in the class. She explained to every group and answered their question. After they finished their task, the teacher asked the students to submit their work. After that, the teacher closed the lesson.

The whole teaching activity today was interesting. It was interesting because the teacher made a good atmosphere to study. She explained the material clearly, he spoke loudly, and always asked question to the students. It made the students spoke in the class. The students answered the questions well enough and they made their assignment seriously. The students were very noisy talked about something else and made some joke. However, they also finished their assignment well.

Adreana Pritha

101214099

English Language Education
FIELD NOTES

(Cycle 2)

April 11, 2014

The observation was conducted in SMA BOPKRI 2 Yogyakarta at April 11, 2014. The observation was held in class XE. The material for the observation was about narrative text in English subject. The class began at 7 a.m. and the researcher opened the class. At the first time, researcher greeted the students, and then continues the last material about narrative text.

The researcher started the lesson by showing some materials in slide-show. She explained about narrative text to the students. After that she distributed some jumbled pictures to the students and asked the students to arrange the picture. While students tried to arrange the pictures, the researcher asked some questions about the story. The researcher recalled the explanation about narrative text such as generic structure, and how to identify the narrative text briefly. By recalling the material, researcher gave the chance to the students to speak and find by themselves some general information about narrative text.

The students looked so different from the last meeting. They tried to work harder and find difficult words by themselves. They brought their own dictionary and never checked their cellphones. Although some students still talk each other but they talked about the material which is given by the researcher. Most of the students had understood the general knowledge of the narrative text. Their knowledge about the definition and the social purpose became better which made
the learning process for the cycle two became faster. They were able to state their opinion about the text clearly, even some of them had asked the researcher to explain the general structure and language features of the text. It showed that there were changes that can be seen from the cycle one to cycle two which could be concluded as a better change.

Sometimes in the middle of explanation some students talked about something else which not related to the narrative text. But, the researcher also tried to grab the students’ attention by speaking loudly and asked them how to pronounce several words related to the text. This activity did help the students to preview their knowledge in simple past tense and also how they used the verbs to create sentences. Besides, by conducting this activity orally, the researcher did not only give an opportunity to the students, who made errors in creating sentences to correct their sentences, but also to another students who were listening to this oral activity

After finishing the explanation, the researcher distributed jumbled pictures for each of them. The researcher asked the students to observe the pictures, rearrange it and make a text about the pictures. Some students asked about the narrative text and English words for some difficult words and other students tried to find by themself. While students worked to arrange the picture series, the researcher moved around to the class. She watched and accompanied some students in the class. She explained to those who need explanations and answered their question. After they finished their task, the researcher asked the students to submit their work. After that, the researcher closed the lesson.
They worked faster than at the first meeting. Since they already knew about the narrative text, they work faster and did not complain about the task which is given. They did not ask about the generic structure anymore because they already knew about it. The also did not ask about the picture which is given by the researcher since they already practiced in the first meeting.

The whole teaching activity today was interesting. It was interesting because the researcher made a good atmosphere to study. She explained the material clearly, he spoke loudly, and always asked question to the students. It made the students spoke in the class. The students answered the questions well enough and they made their assignment seriously. In this second meeting, the students were not very noisy talked about something else. Moreover, they also finished their assignment well.

Adreana Pritha
101214099
English Language Education
APPENDIX 4

OBSERVATION SHEET

RESULTS
### Cycle 1 (April 4, 2014)
**Observation Checklist (The Students)**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are ready to follow the learning process.</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The students pay attention to the teachers’ instruction.</td>
<td></td>
<td>v</td>
</tr>
<tr>
<td>3</td>
<td>The students do the assignments given by the teacher seriously.</td>
<td></td>
<td>v</td>
</tr>
<tr>
<td>4</td>
<td>The students are very noisy during the lesson.</td>
<td></td>
<td>v</td>
</tr>
<tr>
<td>5</td>
<td>The students can cooperate with their friends while discussion.</td>
<td></td>
<td>v</td>
</tr>
<tr>
<td>6</td>
<td>The students feel bored during the lesson.</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The students often complain about the assignments given by the teacher.</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The students take a note during the lesson.</td>
<td></td>
<td>v</td>
</tr>
<tr>
<td>9</td>
<td>The students use dictionary to find difficult words.</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The students ask questions actively.</td>
<td>v</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
- Some students were lack of attention. They were busy talking to others or playing with their cellphones. The researcher needs to pay attention to those students more.
- Some students were still confused about the differences between narrative text and recount texts.
## Cycle 1 (April 4, 2014)
### Observation Checklist (The Teacher)

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher developed the media based on materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher provided interesting and clear picture series.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher gave feedbacks on students’ work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher used English during the learning process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher gave questions related to the narrative text orally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher facilitated students to work in groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher involves in students’ activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teacher was able to catch attention the whole students in the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The teacher gave students a time to write a reflection based on what they have learned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The teacher reviewed what they have learned.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
- The researcher was not strict to the students so that some students were noisy.
- The researcher had to catch the whole class’ attention before explaining the instruction of the teaching media (pictures series) so that no more students ask to repeat the explanation.
- Please make the teaching media (picture series) more clear and colorful so that it will grab students’ attention.
# Cycle 2 (April 11, 2014)
## Observation Checklist (The Students)

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
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<td>8</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>The students ask questions actively.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
- Most of students are not noisy anymore because they focus on their assignments.
- They bring their own dictionary and look for difficult words by the dictionaries.
- There are fewer students who ask some questions related to the narrative text. Maybe it is because they have understood more about the text so that they can work on the assignments without asking many questions.
# Cycle 2 (April 11, 2014)

**Observation Checklist (The Teacher)**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher developed the media based on materials.</td>
<td>v</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>4</td>
<td>The teacher used English during the learning process.</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>5</td>
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<td>v</td>
<td></td>
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<td>6</td>
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<td></td>
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<td>v</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The teacher reviewed what they have learned.</td>
<td>v</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
- The learning process in this cycle is better than the previous. The teacher had reflected on her first cycle of research so that she had improved the picture series to grab the students’ attention.
- The researcher does not ask the students to write a reflection. She just ask some students to reflect orally in front of the class about what they have learned.
APPENDIX 5
THE QUESTIONNAIRE RAW DATA
## Pre Activity Questionnaire
### Cycle One
#### Taken on April 4, 2014

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
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<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>I like English course.</td>
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<td>2</td>
<td>9</td>
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<td>11.1%</td>
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<td>I like to read stories in English.</td>
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<tr>
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<td>22.2%</td>
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<td>11.1%</td>
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<tr>
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<td>I like to write stories in English.</td>
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<td>4</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
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<td></td>
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<td>22.2%</td>
<td>11.1%</td>
<td>27.8%</td>
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</tr>
<tr>
<td>4</td>
<td>I know the characteristics of Narrative text.</td>
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<td>6</td>
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<td>2</td>
<td>4</td>
</tr>
<tr>
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<td>11.1%</td>
<td>22.2%</td>
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<td>5</td>
<td>I find difficulties in writing Narrative text.</td>
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<td>7</td>
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<td>I need a media to overcome my difficulties in writing Narrative text.</td>
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<td>3</td>
<td>2</td>
<td>7</td>
<td>4</td>
</tr>
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<td></td>
<td>11.1%</td>
<td>16.7%</td>
<td>11.1%</td>
<td>38.9%</td>
<td>22.2%</td>
</tr>
<tr>
<td>7</td>
<td>The use of picture series can help me to arrange ideas in writing Narrative text.</td>
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<td>0</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
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<td>27.8%</td>
<td>38.9%</td>
<td>22.2%</td>
</tr>
<tr>
<td>8</td>
<td>The use of picture series can enhance my English vocabularies.</td>
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<td>1</td>
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<td>8</td>
<td>5</td>
</tr>
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<td>22.2%</td>
<td>44.4%</td>
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</tr>
<tr>
<td>9</td>
<td>The use of picture series can motivate me to write.</td>
<td></td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td></td>
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<td>22.2%</td>
<td>11.1%</td>
<td>38.9%</td>
<td>27.8%</td>
</tr>
<tr>
<td>10</td>
<td>The use of picture series can increase my creativity in writing narrative text.</td>
<td></td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
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</tbody>
</table>
# Post Activity Questionnaire

## Cycle Two

**Taken on April 11, 2014**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The use of picture series helped me to arrange ideas in writing Narrative text.</td>
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<td>12</td>
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<tr>
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<td>18.18%</td>
</tr>
<tr>
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<td>The use of picture series enhanced my English vocabularies.</td>
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</tr>
<tr>
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<td>In percentage</td>
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<td>54.5%</td>
<td>36.4%</td>
</tr>
<tr>
<td>3</td>
<td>The use of picture series motivated me to write.</td>
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<td>9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>In percentage</td>
<td>22.7%</td>
<td>18.2%</td>
<td>40.9%</td>
<td>9.1%</td>
<td>9.1%</td>
</tr>
<tr>
<td>4</td>
<td>The use of picture series increased my creativity in writing narrative text.</td>
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<td>22.7%</td>
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<td>22.7%</td>
<td>31.8%</td>
<td>22.7%</td>
</tr>
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<td>2</td>
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APPENDIX 6
SAMPLES OF STUDENT’S QUESTIONNAIRES
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<td>Strongly Disagree</td>
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<tr>
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<td>I like to read stories in English.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I like to write stories in English.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I know the characteristics of Narrative text.</td>
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<tr>
<td>5</td>
<td>I find difficulties in writing Narrative text.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I need a media to overcome my difficulties in writing Narrative text.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The use of picture series can help me to arrange ideas in writing Narrative text</td>
<td></td>
</tr>
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<td>8</td>
<td>The use of picture series can enhance my English vocabularies.</td>
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<td>9</td>
<td>The use of picture series can motivate me to write.</td>
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<tr>
<td>10</td>
<td>The use of picture series can increase my creativity in writing narrative text</td>
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Taken: April 4, 2014
### Questionnaire (Post Activity)

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<tbody>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>The use of picture series enhanced my English vocabularies.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The use of picture series motivated me to write.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The use of picture series increased my creativity in writing narrative text.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The pictures provided by the teacher were clear.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The picture series helped me to arrange the events in a correct sequence.</td>
<td></td>
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<tr>
<td>7</td>
<td>The picture series helped me to write narrative text faster than before.</td>
<td></td>
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<td>The teacher provided model of narrative text.</td>
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<td>9</td>
<td>The teacher gave clear instructions of how to use the picture series.</td>
<td></td>
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<td>10</td>
<td>The teacher chose correct picture series based on the material.</td>
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</tbody>
</table>

**Taken:** April 11, 2014
APPENDIX 7
INTERVIEW GUIDE
Interview Guide

1. What are the difficulties that you found in writing a narrative text?
2. What is your opinion about the use of picture series in writing a narrative text?
3. Does the use of picture series as the teaching media in writing a narrative text improve your writing skill? Explain!
4. What is the reason if the use of picture series cannot help you? Explain!
5. What things should be improved in the technique used by the teacher while teaching writing a narrative text using picture series?
APPENDIX 8
INTERVIEW TRANSCRIPT
Indonesian Interview Transcript

Kesulitan apa yang kalian temui pada saat menulis sebuah naratif teks?
- Saya bingung kosakatanya. Mungkin karena kosakatanya saya dikit, jadi ga banyak yang bisa ditulis, Miss.
- Susah ngembangin ceritanya, Miss. Trus kita juga belum tau banyak kata-kata bahasa Inggris, jadi yang dipake kata-katanya itu doing.
- Kalau saya, Miss. Saya sering salah kalau nulis kata-katanya. Ntar kurang satu huruf lah, trus di kamus juga kata-kata yang mau saya pake untuk nulis teksnya kadang-kadang ga da, Miss. Maklum miss, kamusnya kan kamus standar anak SMA.
- Bingung nyusun kata-katanya.
- Takut grammarnya salah, Miss. Kadang-kadang suka lupa kalau nulis naratif teks itu pakenya simple past tense. Sering kebolak-balik make antara si past tense atau simpe past tense.

Kalian tahu picture series? Apa pendapat kalian mengenai picture series?
- Picture series itu yang gambaranya berurutan ya, Miss? Kalau menurut saya, picture series itu lebih bagus gambar yang Cuma satu doing. Lebih menarik juga soalnya karena gambaranya banyak. Bisa bantu untuk ngembangin ide pas bikin teks naratif.
- Bisa bantu untuk ngembangin cerita, Miss. Kan bisa diliat dari apa yang dilakukan di setiap gambaranya. Kita tinggal nulis dan ngembangin dari tiap gambaranya, Miss.
- Bagus sih, Miss. Tapi susah juga kalau misalnya kita ga tau ceritanya sama sekali.
- Gambar-gambar yang Miss kasih itu ceritanya udah banyak yang tahu, jadi ya gampang tahu urutannya. Tapi Miss pake cerita yang udah di adaptasi dan sedikit dirubah sama pembuat filmnya, jadi beberapa ceritanya punya beberapa bagian yang agak beda. Nah jadinya kalau pake gambar lebih gampang, tinggal sesuaian kalimat-kalimat yang kita buat dengan tiap gambar.

Apakah penggunaan picture series bisa membantu untuk meningkatkan kemampuan menulis?
- Bisa, walaupun sedikit aja
- Bisa, karena dipandu oleh gambar berurutannya
- Lumayan bisa miss, kalau dibandingin sama gambar yang satu doang. Ini kan gambaranya berurutan dan nunjukin apa yang lagi dilakukan sama si pemain dalam ceritanya, Miss.
- Kalo pake gambar ya lumayan gampang, Miss, jadinya kalo mau ngurutin paragrafinya. Kita bisa nyesuaian paragrafinya dengan gambar yang udah kita susun.

Kalau tidak cukup mampu untuk meningkatkan kemampuan menulis, apa alasannya?
- Karena gambaranya ga jelas, baru pertama kali dilihat
- Gambaranya terlalu kecil, pecah-pecah
Kalo pas dikasih tugas kelompok, kadang-kadang ada yang ga ikut bantu gitu Miss. Katanya mereka, toh kita-kita yang lain bakal tetap ngerjain walaupun mereka ga ikut bantu. Makanya jadi lama ngerjain tugas kelompoknya Miss. Padahal kalau mereka bantu, kan lumayan bisa bikin tugasnya cepat selesai, Miss. Gambarannya kurang merepresentasikan filmnya karena gambarannya terlalu sedikit.

- Mungkin lebih jelas kalau ditampilkan di LCD

**Hal-hal yang perlu ditingkatkan pada saat mengajar menggunakan picture series (tekniknya)?**
- Harusnya sebelum mengajar, jelaskan dlu menggunakan LCD.
- Menerangkan garis besar cerita tersebut. Trus miss juga harus ingatin teman-teman supaya rajin bawa kamus sama kertas irregular verbs itu miss, biar ga pinjam-pinjaman terus merekanya.
- Menjelaskan secara perlahan agar siswa dapat mengerti instruksi penulisan narrative teks
- Memberi gambaran cerita secara umum, Miss.
English Interview Transcript
What kind of problem did you all face when you worked on narrative text?
- I think I have difficulty in finding the vocabulary. Maybe it’s because I’m still lack of English vocabulary so that nothing much I can write for the narrative text.
- I got stuck when I wanted to find ideas for writing the text. I think it’s also because I didn’t know many English words.
- It’s difficult for me to write the correct words. Sometimes I write misspelled words and I couldn’t find several words in my dictionary. Maybe, because my dictionary is the standard version for senior high school students.
- I am confused of how to arrange good words for the text.
- I’m afraid I will make grammatical errors. Sometimes I forget that the narrative text uses simple past tense. I often make errors in using the simple past tense or simple present.

You have used picture series when you learned about narrative text. What do you think about the use of picture series?
- I think it’s good because the pictures are more than one picture only. It’s quite interesting because it has several pictures. It can help me to construct ideas.
- It helps us to arrange ideas. We can see the activities based on the pictures. We only have to arrange ideas from each picture.
- It’s interesting. But I think it would be difficult if we don’t know the story at all.
- After having lesson using the picture series, I think it helped us a lot. The story from the pictures you gave was quite famous. You used the adaptation version and there were several differences from the one we knew. Picture series helped us to create the story because we could use verbs related to each picture.

Do you think the use of picture series can help you to increase your writing skill? Explain, please.
- Yes, I think it can increase my writing ability, although it is a little bit only.
- Yes, because it led us by its sequence of pictures.
- It helped us a lot if we compared it to the use of single picture. The picture series has several sequences of pictures and it represented what the character was doing.
- It made us easier to construct the text. When we wanted to arrange paragraphs, we could do it based on the sequence of the pictures.

If you think it cannot help you to increase your writing skill, what are the reasons?
- The pictures were unclear and it was the first time we saw it.
- The picture were too small and unclear.
- I think it was difficult if it was for the group’s assignment. When we were working on a group’s assignment, some of our friends did not give any participation. They said that the assignment would still be done although they did nothing in finishing the assignment because other students would finish it. That
was the reason why it needed a longer time to finish. If they were willing to participate, the assignment actually could be done in a shorter time.
- The pictures weren’t enough to represent the story.
- It need to be displayed in LCD

Can you explain several things that should be improved during the learning used picture series? (Technically)
- The teacher should explain the story using LCD before using the picture series.
- The teacher should explain the main idea of the story. The students should be reminded to bring their own dictionaries and the list of irregular verbs so that they will not make noise by borrowing to others.
- The teacher should explain the instruction of how to write the narrative texts slowly.
- I think the last meeting was better than in the first meeting. In the last meeting, the class became less noise. In fact, in the first meeting, most of our friends were so noise. They were busy chatting to each other and playing cell-phone. For the activities where we were asked to translate the Indonesian words to English, some friends were shouting to each other to borrow dictionaries. But it got better in the last meeting. Since you had told us that each of us should bring our dictionaries so that it would not disturb the group’s activity, most of them bring their dictionaries and the class became under-controlled. They also showed more participation in constructing the narrative text because you told us that each of us should distribute some sentences to the pictures. It made us finished the group’s assignment faster than in the first meeting.
APPENDIX 9
STUDENTS’ TEST SCORES
IN PRELIMINARY STUDY,
CYCLE ONE
AND CYCLE TWO
## Individual Students’ Test Scores in Preliminary Study, Cycle One and Cycle Two

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<th>Note</th>
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Diagram of the Students' Progress in Writing Narrative Text (Individual Task)

**The Students' Progress in Writing Narrative Text (Individual Task)**

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**The Groups' Score Taken from Narrative Text Drafts**

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</tr>
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</tr>
<tr>
<td>Jupiter</td>
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<td>2</td>
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</table>
APPENDIX 10
SAMPLES OF STUDENTS’ DRAFTS WRITTEN IN CYCLE ONE AND CYCLE TWO
Students’ Draft from Cycle One

One day there’s a funny monkey and his friend, a little green turtle. Monkey loved to sit in at the top of the branch of the tree, while the turtle was on the ground.

The next day, Monkey said to the turtle, “Hey, pal. Would you be to helped me? I saw something interesting on the other side. But can’t swimming across the river. Can you help me?” The turtle agreed and said, “Okay! I’ll help you.”

Both of them started to across the river. The turtle swimming and let the monkey sit or stood at the top of him. It took a long time to arrived because the river was so long wide.

Finally, they arrived on the other side. They saw a simple house at there. The turtle asked, “So, what’s the interesting part that you told me before we got here?”

“This is the interesting part,” the Monkey screamed and climbed a banana tree. The turtle asked, “What? You want to steal those bananas?”

“Relax nothing’s gonna happen,” said the Monkey. “Up for you, Little Monkey. If the owner of the banana’s those caught you, it’s not my responsibility,” the turtle was said while swimming back into the river.

“I’m out!” The monkey didn’t care. He still kept the banana.

A few moments later, there’s an old man come. He saw the monkey and dislike him because the monkey stole his banana.

The old man slowly walked, approached the monkey. And then he threw a stone to the monkey. “What a clever monkey!” the old man screamed while the monkey fell of the ground and escaped.

$$18 \times 9 = 162$$
Students’ Draft from Cycle Two

One upon a time, there lived a beautiful girl called Cinderella. She lived in a house with her step mother and two step sisters. But the step mother and step sisters really hated Cinderella. Cinderella was being a servant.

One day there was an invitation from castle to join a ball. But Cinderella was not allowed to join a ball by her step mother. In another side she didn’t have a good dress.

Suddenly there was a fairy godmother who wanted to help Cinderella to make over. Not only that, the fairy gave her a beautiful gown and a horse drawn carriage. But the fairy warn the Cinderella to back home before 11.55 clock. Because the spell would be gone.

Cinderella arrived in the castle and dance with the prince. And they fell in loved. Without her realizing, the clock showed at 11.55. She surprised and decided to back home, but the prince chased Cinderella because he want Cinderella leave him.
While Cinderella ran she lost her one of the glass shoes.

The prince looking for Cinderella and held the contest to find Cinderella. And finally the prince found Cinderella and they got married and they lived happily ever after.

\[
\begin{align*}
G &= 9 \\
V &= 9 \\
M &= 9 \\
F &= 9 \\
O &= 9 \\
\text{Ad Deo} &= 80
\end{align*}
\]