USING PICTURES SERIES TO INCREASE STUDENTS’ MOTIVATION IN WRITING NARRATIVE OF XI JPA 2 IN SMA N 1 KASIHAN

A SARJANA PENDIDIKAN THESIS

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

By

Damariska Oktaviani
Student Number: 101214083

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Date

November 19, 2014
A Sarjana Pendidikan Thesis on

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Defended before the Board of Examiners on December 9, 2014 and Declared Acceptable

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Yogyakarta, December 9, 2014
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.
For I know the thoughts that I think toward you, saith the Lord, thoughts of peace, and not of evil, to give you an expected end.

Jeremiah 29:11

I dedicated this thesis to Lord Jesus, my beloved family, my friends, and everyone who realizes the meaning of a process.
STATEMENTS OF WORK'S ORIGINALITY

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

Yogyakarta, December 9, 2014

The writer

Damariska Oktaviani

101214083
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Damariska Oktaviani
ABSTRACT


In this globalization era, master the English language is needed. It helps us to communicate with other people in many countries. Realizing the fact that learning English is very important, the curriculum for senior high school also teach English skills which includes listening, speaking, reading, and writing. In the process of English teaching learning activity, motivation has important roles. Motivation helps student receive more knowledge in second language acquisition. The researcher found the problem that the students of XI IPA 2 in SMA N 1 Kasihan were lack of motivation in writing activity. Based on theory of motivation, the researcher examined the problems from the students’ interest, effort, and persistence in the teaching learning process.

This research was intended to solve the problem of XI IPA 2 in SMA N 1 Kasihan. The researcher implemented pictures series to help the students to increase motivation in writing narrative. Pictures series offered events which were presented in each picture. Based on the picture series, the students could describe different situations that encourage them to write a story.

The researcher conducted classroom action research as a method to increase students’ motivation. It focused on the implementation of the pictures series and the teaching learning activities. The participants of this research were 30 students of XI IPA 2 in SMA N 1 Kasihan in the academic year 2013/2014. In this research, the researcher conducted two cycles. The first and second cycle consisted of plan, action and observation, and reflection. In the second cycle the researcher focused on improving the activities which were not successful. In this research, the researcher used instruments as data gathering before and during the implementation. Before the implementation, the researcher conducted reconnaissance and interviewed the English teacher. Instruments used during the implementation were questionnaires, observation checklists, and field notes.

The results of the research presented that the use of pictures series helped the students to increase their motivation in writing narrative. Furthermore, teacher also had important role in shaping students’ motivation. Through group activity, the students were more motivated in writing narrative.

Keywords: classroom action research, motivation, pictures series, writing narrative
ABSTRAK


Penelitian ini dimaksudkan untuk mengatasi masalah yang terjadi di kelas XI IPA 2 SMA N 1 Kasihan. Peneliti mengimplementasikan gambar berseri untuk membantu siswa dalam meningkatkan motivasi khususnya dalam pelajaran menulis. Gambar berseri menyajikan peristiwa yang ditampilkan melalui setiap potongan gambar. Melalui gambar berseri siswa dapat menggambarkan situasi yang berbeda yang mendorong mereka untuk menulis suatu cerita.


Hasil dari penelitian ini menunjukkan bahwa penggunaan gambar berseri membantu siswa meningkatkan motivasi dalam pembelajaran menulis. Guru juga memiliki peran dalam pembentukan motivasi siswa. Selain itu, melalui pembentukan kelompok, siswa lebih termotivasi siswa dalam menulis narrative.

Kata Kunci: classroom action research, motivation, pictures series, writing narrative
First of all, I give the greatest gratitude to Jesus Christ for being an amazing Father. He has guided me to finish my study in Sanata Dharma University. I realize that in finishing my study, I must face the hard process but I am so grateful that with God I could pass every step. He always gives me strength to rise up when I fall down.

I would not have been able to finish my thesis without the help and support by other people. I address my deepest gratitude to my thesis advisor, Drs. Pius Nurwidasa Prihatin, M.Ed., Ed.D., who has guided me patiently in finishing my thesis. I thank him for the suggestions, feedback, critical questions, and wise advice so that it makes better improvement in each process that I must do in finishing my thesis. I also express my gratitude to my academic advisor Drs. Barli Bram, M.Ed., Ph.D. who always reminds me and encourages me to finish my study soon. I would like to thank all of PBI lecturers, for sharing experience and wisdom during my study at PBI. I would like to thank PBI staffs, for the cooperation and assistance.

I would like to show my gratitude to Drs. H. Suwarja, M.Pd as the headmaster of SMA N 1 Kasihan, who gave me permission to conduct the research. I also address my special thank to Arsianti Widyantingsih, S.Pd., as the English teacher of XI IPA 2 for giving me a chance to conduct the research in her class and I also thank all of the students of XI IPA 2 for being the research participants.
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My cheerful gratitude also goes to my communities KOMPAREM GKJ Ngento-ento. I thank them for the support and prayer. I am so blessed for everything we have shared. The last but not least, I also would like to thank everyone whose names I cannot mention one by one, for the help and endless support. God bless us abundantly!

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CHAPTER I
INTRODUCTION

This study is aimed to increase students’ motivation in writing narrative of XI IPA 2 in SMA N 1 Kasihan. This chapter contains the background of the study, research problem, problem limitation, research objective, research benefits, and definition of terms. Therefore, the introduction describes the background information of the study.

1.1 Research Background

The education system in this country includes English language as the subject that the students have to learn from junior high school until senior high school. It is done because Indonesia realizes that learning English is necessary especially for senior high school students to prepare their future. It is also supported by Muslich (2007) based on curriculum 2006 or KTSP (Kurikulum Tingkat Satuan Pendidikan) the government states that the curriculum must include life skill to prepare the students entering the work field. It shows the importance of learning English in Senior High School. Referring to the curriculum, KTSP is the operational curriculum which is arranged and conducted based on the school’s own policy (Muslich, 2007). The developing of curriculum system in Indonesia, Minister of Education has implemented the newest curriculum namely curriculum 2013. Furthermore, curriculum 2013 for senior
high school is aimed to prepare the students having ability as humans and citizens to be faithful, productive, creative, and innovative people (The Regulations of Minister Education and Culture Number 69 / 2013). The regulation in curriculum 2013 also mentions that Indonesian students will face the external challenge in the following years. Knowing the fact that Indonesian students will face more challenge in the future, learning English is very important. In the process of learning, embed learning motivation is necessary. It can be started when all students have good motivation and interest in learning English.

The English language that the students have to learn in Senior High Schools includes four skills namely, listening, speaking, reading, and writing. Based on the researcher’s experience when conducting teaching internship program (PPL), writing is a skill that must be mastered by senior high school students. A research conducted by Nik, Hamzah, and Hasbollah (2014) state “writing is one of the most difficult skills for students to acquire” (p.1). In addition, Pearshall and Cunningham (1988) as cited by Nik, Hamzah, and Hasbollah (2014) state that writing is definitely “hard work”. It means that writing needs persistence and effort because it demands the students to produce a piece of writing.

Writing a genre text in the form of narrative is implemented in standard competence and basic competence of curriculum 2006. However, it is also still relevant in curriculum 2013. It is because the government includes the competence; analyzing the social function of narrative text in curriculum 2013 for
Senior High School grade XI. Furthermore, writing is one of the skills which is very useful in the students’ life.

Based on the experience in conducting teaching internship program (PPL) in XI IPA 2 SMA N 1 Kasihan, the researcher found that most of the students were lacking of motivation in writing narrative. The researcher also interviewed the English teacher. The result presented that most of the students in XI IPA 2 stated that writing was a boring activity so they did not have motivation in writing narrative.

The researcher also identified students’ motivation from the students’ attitude when they were asked to make a narrative story. The researcher asked some of the students. They said that, “Bosan Miss, kok nulis terus?” (It is so boring, why do we write?). Meanwhile, another student also adds, “Iya Miss, gak tau apa yang mau di tulis, dan bingung gimana bikin ceritanya.” (Miss, I do not know what to write and how to make a story). Based on the students’ attitude the researcher found that the students had minimum effort in facing the task.

According to Schunk, Pintrich, and Meece (2008) the characteristic of motivated student is having high effort especially in finishing a difficult task. The researcher found that they were not interested in writing activity that the researcher gave at that time. In every meeting during teaching writing, the researcher only gave activities in the form of the explanation of narrative text such as language features, types of narrative, and example of the narrative stories. Then, the researcher asked the students to make a story. These situations draft the students lacking of idea, so they could not develop the idea well. Rizki, Rukmini,
and Sutopo (2013) state that, “learning English which is monotonous and less interactive make students feel unable to master the English” (p.127), this situation lead the students lacking of motivation in writing.

In other hand, writing is an activity which shows how great the students’ knowledge in transferring their idea through sentences and it shows the way of thinking of the students in criticizing a case. According to Raimes (1983) writing helps the students to learn grammatical and sentence structure. The students are given chance to express what they have learned so that they can arrange new words or sentences into a good paragraph. Besides, Walvoord (1985) describes that, “writing is a useful tool for discovering and thinking” (p. 1). The students can learn how to put words into good order using their eyes and brain then developing it into a piece of writing.

Based on the interview with the English teacher in SMA N 1 Kasihan, the most important thing to begin learning activity is growing the students’ motivation. Motivation is needed to grow the students’ awareness. According to Dornyei (2001) motivation is based on the human’s purpose on getting something and how great people’s effort to reach it. In other words, if the person has purpose or interest in doing something they will be motivated on it. Pintrich (2003) and Schunk (1995) as cited by Schunk, Pintrich, and Meece (2008) state that, “a key point is that motivation bear a reciprocal relation to learning and performance; that is motivation influences learning and performance and what students do and learn influences their motivation” (p. 5). It means motivation supports the students in the teaching learning process.
In this research, the researcher employees pictures as learning media in the process of teaching learning activity. Sudjana and Riva’i (1992) as cited by Kustandi and Bambang (2013) suggest that one of the advantages of using learning media in the process of learning activity is attracting the students’ attention so it can increase the students’ motivation. In this research, the researcher implements pictures as learning media to increase students’ motivation in writing narrative of XI IPA 2 in SMA N 1 Kasihan. The research method that the researcher uses is classroom action research. As stated previously, writing in senior high school is one of English skills that the students have to master. As a result, having interesting writing activity can be the solution for the problem.

The researcher believes that using pictures will increase the students’ motivation in writing. According to Wright (1989) as cited by Schwartz (2000) describes that pictures give contribution to interest and motivate the students in a sense of the context of the language.

Therefore, the researcher believes that using pictures can be more interesting especially to solve the problem of students’ motivation in XI IPA 2 SMA N 1 Kasihan. In this research, the researcher implements pictures series. Pictures have important role in improving students’ motivation. Therefore, the researcher examines how pictures series are implemented to increase students’ motivation in writing narrative.
1.2 Research Problem

In this research, the researcher aims to find out the answer of the problem below:

How pictures series are implemented to increase students’ motivation in writing narrative of XI IPA 2 in SMA N 1 Kasihan?

1.3 Problem Limitation

This research was held in SMA N 1 Kasihan. The participants were the students of XI IPA 2 in academic year 2013-2014. In this research, the researcher conducted classroom action research which focused on classroom improvements. The focus of this research was the students’ motivation in writing a narrative text. In assessing students’ motivation, the researcher employed some indicators such as students’ interest, persistence, effort, the use of media, and teacher’s role. The uses of pictures series were implemented to increase students’ motivation in writing a narrative text.

1.4 Research Objective

This research is aimed to find out how pictures series are implemented to increase students’ motivation in writing narrative of XI IPA 2 in SMA N 1 Kasihan.
1.5 Research Benefits

This section identifies the benefits of conducting this research. The benefits of this research are categorized below:

1. Students

This research is expected to help the students of XI IPA 2 increase their motivation in writing. Through the pictures and learning activities that the researcher had been implemented, the students obtained interesting activities, so it would increase their motivation in writing lesson. The students also learn to develop the idea well through series of pictures.

2. The Researcher

The researcher is expected to be able to solve the problem that the researcher found when conducting teaching internship program. Besides, the researcher is expected to be able to be more creative in developing the lesson plan especially in the learning material and teaching activities. Therefore, through the teaching media and material the students are motivated in writing a narrative text.

3. The English Teachers in SMA N 1 Kasihan

This research is also expected to help English teachers to be able to have good media to increase the students’ motivation. The English teachers are also expected to be able to recognize the students’ behavior so the students are motivated to learn.
4. Future Researchers

This research can be a consideration for future researchers especially for those who will conduct classroom action research. Through this research, the future researchers are presented with information about the problems, the condition of the class, and the teaching method. They can learn from this research and make better improvement.

1.6 Definition of Terms

This section presents keywords or phrases specifically used in this research. It is aimed to clarify concepts and avoid misinterpretation.

1. Motivation in Language Learning

Motivation is derived from the Latin verb *movere* (to move). Schunk, Pintrich, and Meece (2008) describe that, “the idea of movement is reflected in such common sense ideas about motivation as something that gets us going, keeps us working and helps us complete the task” (p. 4). The terms of motivation in language learning requires a process rather than product. As the process, motivation is not observed directly but inferred from the actions.

According to Schunk, Pintrich, and Meece (2008) motivation is defined as “the process whereby goal-directed activity is instigated and sustained” (p. 4). Motivation involves the goal which encourages the students to act. In involving the goal, it needs a commitment and takes a step. The motivational processes are critically important to sustain the action.
2. Pictures Series

In general, picture is defined by Duffy & Waller (1985) as, “some hand-made or machine-made image that relates, however distantly, to the appearance or structure of real or imagined things” (p. 249). Besides, Molenda and James (1982) define pictures are photographic which represent people, place, and things.

In this research, the researcher implements pictures series as teaching media. According to Pherson (2014) pictures series are defined as, “a group of images related by some aspects held in common (example: a certain mood, subject matter, technique, function or purpose” (p.1). In this research, pictures series are used as media in the process of teaching learning activities. Therefore, the students are motivated in writing narrative.

3. Writing

Writing is an activity which involves students to produce a paragraph or texts (Sun, 2009). Meanwhile, Nunan (2003) describes that writing is finding the idea, thinking about how to express and arrange them into paragraphs. To produce a piece of writing, the writers should organize the clear sentences that easy to be read for the readers. In this research, the researcher applies writing narrative. It involves the students to produce a piece of narrative story.

4. Eleventh Graders

Senior high school is a grade that the students have to pass after they passed junior high school. Senior high school is divided into three grades, they are X grade, XI grade, and XII grade. After they pass in the X grade for one year, they will enter the XI grade, and after they pass for one year in XI grade they will enter
XII grade. In grade XI, the students have to choose the program studies based on their ability and willingness for example science program and social program (Ministry of Education and Culture, 2012). In this research, the eleventh graders IPA 2 of SMA N 1 Kasihan are the research participants.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theories related to the research. The researcher includes two major sections; the theoretical description and the theoretical framework. The theoretical description discusses the theories which support this research. The theoretical framework summarizes the theories which help the researcher to strengthen the research findings.

2.1 Theoretical Description

In this section, the researcher discusses the definition of pictures related to language leaning, pictures series, the importance of using pictures series in language learning, cooperative learning as a teaching approach, cooperative learning and the function of motivation in the process of teaching learning activity. The researcher also describes the role of motivation in the context of learning, the, the indicators of assessing students’ motivation, the characteristic of motivated students, and the teaching learning strategies which supports students’ motivation. In practicing writing, the researcher describes the writing approach and the genre of the text, then classroom action research as a method, the aims of classroom action research, the ethics conducting classroom action research and theoretical framework.
2.1.1 Definition of Pictures in General Related to English Language Learning

Using media in the process of learning activity is necessary for students. It will increase the students’ interest to learn (Bruner, 1965) as cited by Prayitno, (1989). The media that the researcher is going to describe to increase students’ motivation are pictures.

Duffy and Waller (1985) define picture as, “some hand-made or machine-made image that relates, however distantly, to the appearance or structure of real or imagined things” (p. 249). It is related to the real media which can be seen visually. In language learning pictures belong to visual literacy. It has been stated by Molenda and James (1982) that in visual literacy the learner trying to interpret the visual message accurately in order to they can write the meaning. In this term, the learners are given opportunity to express what they see visually. Based on the theories above, it can be summarized that pictures are media in part of language learning. Thus, by using picture in the process of learning language, the students will not only learn language but also improve their ability in interpreting visually.

2.1.1.1 Pictures Series

According to Pherson (2014) pictures series are defined as, “a group of images related by some aspects held in common (example: a certain mood, subject matter, technique, function or purpose” (p.1). Pictures series are consisted of several pictures as representatives of people, place, or thing which contains a story if linking each other. In using pictures series the students see different situations in each picture which encourage them to write a story.
2.1.1.2 The Importance of Using Pictures Series

In teaching learning process, especially increasing students’ motivation in senior high school, the teacher uses pictures as media to increase students’ motivation in writing. Pictures sets or pictures series offer many activities which are represented in each picture. In this type, the students recognize different situations that encourage them to write a story. This idea is supported by Kreidler (1960) which states, “A series of pictures can be used as cues for the retelling of a story.” According to Wright (1976, p. 74) as cited by Hutapea and Pulungan (2013) the advantage of uses series of pictures are to show one main event with a considerable details, to offer an attractive and stimulate framework for writing practice, to make the students respond favorable, to guide the students in using a certain language, and to remind the students of what to say.

Pictures series are used as a media in teaching writing since the pictures can motivate students in making composition. The pictures also offer an attractive and stimulate framework for writing. By using pictures series, it helps the students use a certain language. The pictures encourage them to remind what they are going to write.

Using pictures in the classroom help the students in the learning process. Schwartz (2000) believes that, “pictures are great incentive for language production and can be used in many ways in the classroom” (p. 1). In other words, pictures contribute to students’ interest, a sense of the context of the language and pictures can encourage the students in the learning process.
In addition, Kreidler (1960), states that pictures bring the real situation in the class (p.1). This idea is supported by Raimes (1983), “picture brings the outside world into the classroom in a vividly concrete way” (p. 27). When the students are taught in situational context in the class, it will be easier for them to relate it with the material that they learn. Raimes (1983) also states that the use of pictures in the classroom gives important role for students especially in writing, it is stated “in addition, a picture can be the basis for not just one task but many, ranging from fairly mechanical controlled compositions, sentence-combining exercise, or sequencing of the sentences…” (p. 27). The use of pictures helps the students to work with sentence-combining and develop the sentence.

Another advantage is that picture grasps the students’ attention (Raimes, 1983). The students focus on the teacher when the teacher gives something which is interesting. Therefore, using pictures can be a way to get the students’ focus. The importance of using pictures also can be known on how their response to the pictures. Munadi (2008) as cited by Sa’diyah (2014) state that, pictures can stimulate students’ imagination; it is emphasized through the statements below,

Pictures make easy for people to catch ideas or information conveyed in them clearly, more than if merely expressed verbally. When the students observe pictures, they are able to speak more, interact with the pictures and their friends, make good relationships among paradoxes and build new ideas (p. 167).

Harmer (2004) as cited by Sa’diyah (2014) supports that using pictures in writing lead the students to work with grammar and vocabulary. However, by using pictures also builds the students’ creativity and imagination. By using pictures, it helps students to develop the idea and expresses their thought into
writing. Based on the theories that have been stated, using pictures for language learning has important roles. Pictures help students to develop the idea what they are going to write. Furthermore, using pictures in language learning bring interesting activity for students so it increases the students’ motivation. In addition, Wright (1989) believes that pictures also contribute to give sense of the context of language, and using pictures also can be used to give stimulus in the context of language learning activity (as cited by Schwartz, 2000).

2.1.2 Cooperative Learning as a Method in Teaching Activity

In this section, the researcher discusses cooperative learning approach that researcher implemented in this research. This section reviews of cooperative learning as an approach in teaching activity. Roger (1992) as cited by Huda (2012) defines cooperative learning as,

a group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his own learning and is motivated to increase the learning of others (p. 29).

Cooperative learning is the learning strategy which emphasizes the group work or cooperative strategy to reach the goal. It is supported by Slavin (1995) which describes that, “cooperative learning refers to a variety of teaching method in which students work in small groups to help one another learn academic content” (p. 2). In this method, the teacher is expected to make cooperative groups in the class in order to the students can learn each other. Art and Newman (1990) as cited by Huda (2012) states that cooperative learning involves, “small group of learners working together as a team to solve a problem, complete a task,
or accomplish a common goal” (p. 32). When students learn each other collaboratively, it increases the students’ passion to learn (Isjoni, 2013). Using cooperative learning as a teaching method has some advantages. Sadker and Sadker (1997) as cited by Huda, 2012 describes the advantages of cooperative learning, those are:

(1) The students who learn using cooperative learning might get better achievement, (2) The students who participate in cooperative learning have more high self-esteem and high motivation to learn, (3) by using cooperative learning, (4) the students will be more care to their friends so it will build the positive dependence in learning process (p.66).

Cooperative learning helps the students to work together in the process of teaching learning activity. The students learn to work in group and cooperate with their friends by using cooperative learning. Furthermore, cooperative learning is also as a teaching method which motivates the students to learn in the process of learning activity.

2.1.3 Cooperative Learning Method and the Students’ Motivation

Cooperative Learning emphasizes working in a small group and asking the students to work or act together to achieve the learning goal (Johnson, 1994 as cited by Huda, 2012). In this method, each student in the group will be motivated to help each other to achieve the goal (Huda, 2012). Therefore, through cooperative learning each member in a group will be motivated to help each other to reach the goal. Besides, Sharan (1990) as cited by Isjoni (2013) also supports that, “by using cooperative learning the students will have high motivation
because of encouragement from their peers”. Cooperative learning is also believed as a strong strategy to motivate the students. It is stated by Minister Education (1997) as cited by Huda (2012) that, cooperative learning regards as a powerful tool to motivate learning. Besides, it has a positive effect on the classroom climate which leads the students to encourage greater achievement, to foster positive attitudes and higher self-esteem, to develop collaborative skills and to promote greater social support.

2.1.4 The Definition of Motivation in the Context of Learning

Motivation is related to concepts in human mind. Brown (2001) defines motivation as, “the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit” (p. 72). The students will be motivated when they know the goal that they have to reach. The goals can be divided into two different goal orientations. There are mastery and performance goal (Schunk, Pintrich, & Meece, 2008). A mastery goal orientation focuses on learning, self-improvement, trying to accomplish something challenge. This goal does not focus on high grade but the process of learning. However, a performance goal orientation focuses on competence and ability which show how great the students’ ability by showing the high grade. In other word, a performance goal focuses on getting the high grade and attempting to be the best than others (Schunk, Pintrich, and Meece, 2008).
Another definition about motivation is defined by Schunk, Pintrich, and Meece (2008) they state that, “motivation is the process whereby goal-directed activity is instigated and sustained” (p. 4). Motivation is a process rather than product. It needs a goal in the first step. In doing the process, motivational process also needs sustain action. In this case, the action is the students’ performance toward the subject that they learned, what they learned, when they learned, and how they learned (Schunk, 1995) as cited by (Schunk, Pintrich, & Meece, 2008).

Based on the definition it emphasizes that motivation is developing process which includes self - awareness, direction, and action to reach the goal.

### 2.1.4.1 The Function of Motivation in the Process of Teaching Learning Activity

Motivation in the process of teaching learning activity is very important. According to Paranto (1981) there are several functions of motivation in learning and teaching process:

1. Provide the optimal condition during the learning process,
2. encourage the spirit of the students to learn,
3. build up the students’ interest to learn,
4. attracting the students’ attention in order to the students focus on learning activity,
5. help the students in creating and finding the good behaviors so they can achieve the learning goals (pp.7-8).

In addition, by knowing the function of motivation in the teaching learning process, the students and the teacher are expected to build the optimal condition during the teaching and learning process. Embedding motivation also increases the students’ spirit to learn. It helps the students to focus on the learning activity so they can achieve the learning goals.
2.1.4.2 The role of Motivation in Language Learning

Motivation has important role in language learning (Vela & Vara, 2009). This claims supported by Karaoglu (2011) which also states that, “motivation plays a significant role in the process of learning a language”. Furthermore, motivation has a role in second language acquisition. Krashen as cited by Richards and Rodgers (2001) believe that motivation helps the students receive more knowledge in second language acquisition. He states that, “learners with high motivation generally do better” (p. 183). In other word, motivation and language learning is two aspects which is cannot be separated in determining success. In addition, most of the teachers believe that motivation has important role in determining students’ success in achieving the goal (Dornyei, 2001). It is supported by Brown (1994) as citied by Klein (2013) state that, “numerous studies have provided statistical evidence that indicates motivation is a predictor of language learning success” (p.73). Thus, it gives evidence that motivation has important role in a language learning success.

Schunk, Pintrich, and Meece (2008) believe “motivation can affect both new learning and the performance of previously learned skill, strategies, and behaviors” (p. 5). It means that the role of motivation in language learning can affect how the students determine the learning strategies which also affect their behavior. In addition, the important point between motivation and language learning is that motivation gives strong relation to learning and performance. In other word, the behavior related to what the students do and learn gives effect on their motivation (Pintrich & Schunk, 1995) as cited by (Schunk, 2008). The
example can be seen when the students are motivated to learn, they will join the teaching learning process enthusiastically and they believe that the activities will help them in learning process and they will prepare the material as well as possible. In contrast, the students who are unmotivated they tend to be inattentive during the teaching learning process and have unprepared material.

2.1.5 The Indicators of Assessing Students’ Motivation in Teaching Learning Process

The important role related to motivation in language learning is how to assess motivation. It is important since that this research concerns on improving students’ motivation. According to Schunk, Pintrich, and Meece (2008) there are four indicators which links to the students’ motivation; choice of tasks or interest, effort, and persistence. Keith as cited by Schunk, Pintrich, and Meece (2008) describe choice of task or interest brings the important role for students, “when the students have a choice, what they choose to do indicate where their motivation lays” (p. 11). Schunk, Pintrich, and Meece (2008) also support the relation of choice of task with motivation is, “selection of a task under free-choice conditions indicates motivation to perform the task” (p. 11). Therefore, the task that the students chose indicates their interest.

The second indicator is effort. Schunk, Pintrich, and Meece (2008) believe, “high effort especially on difficult task is indicative of motivation” (p.
12). It means the motivated students will have high effort on the task especially in the difficult task.

The third is persistence. Dornyei (2001) believes that persistence is related to how long they are willing to sustain the activity. It means that the high willingness they have, they are more motivated on that learning activity. Meanwhile, Schunk, Pintrich, and Meece (2008) believe the role of persistence in motivation as, “working for a longer time especially when one encounters obstacles is associated with higher motivation” (p. 12). Therefore, the persistence to work harder and work longer indicates as having motivation. The length of the time a person engage in the task and activity especially in difficult task, it shows the indicator of his or her motivation (Stipek, 1988).

In addition, Dornyei (2001) believes that the teacher has a role in shaping students’ motivation during the learning process by providing mentoring, guidance, nurturance, support, and limit setting. Furthermore, before the teaching learning activity is begun, the teacher must have preparation to create conducive classroom. Hawley and Hawley (1979) believe that the first step to build motivation in the classroom is establishing a positive learning climate. It will affect the students’ ability and willingness to learn. Hawley and Hawley (1979, pp. 31-57) describe five factors that help the teacher establish a positive learning climate:
1. Getting the students’ attention

In the beginning of teaching learning activity getting students’ attention is very important. When all the students have attention to the teacher’s explanation, the classroom will be more conducive. In addition, getting students’ attention is to make contact with students and channel their thought so they can work in the classroom. The keys to get students’ attention such as ask the class to perform some activity which helps them to recognize themselves, recognize each other, recognize environment and ask the class to perform some activity which helps them to improve the environment.

2. Inclusion- helping each student to feel that he or she is a part of the classroom group.

In this part the teacher’s role is help the students to overcome their sense of isolation so that they have a sense of acceptance and belongingness in the classroom. It made the students feel comfortable in the classroom. The teacher can conduct informal thing which helps students to overcome their isolation such as using students’ name, greeting, giving special attention, laughter.

3. Open communication-developing clear communication between the teacher and the students

Developing clear communication between teacher and students are expected in the process of teaching learning activity. The open communication between teacher and students can hinder misunderstanding and prevent discipline problems. To begin open communication with the students, the teacher can share personal information or experience about him or herself.
4. Support- Building Trust and Support for Risk Taking Among Students

In this part, the teacher’s role is building the students’ confidence and convenience that their efforts will be supported by others. It will help the students to build a supportive climate for learning. The activities that the teacher can do such as asking the students to get know someone better, providing games, asking the students to perform. The teacher gives support and guidance to the students for what they will do.

5. Responsibilities-defining responsibilities, establishing rules, and clarifying procedures for the conduct of the group

In this way, the teacher helps the students to accept the responsibilities and follow the rules. Building responsibility in the classroom is necessary since it allows the class to function effectively. The activity that the teacher can conduct is class meeting. In this activity the teacher and the students meet and talk about the rules that unworkable.

The students have willingness to study and get motivation to learn in the class by establishing positive learning climate. In creating positive learning climate, it needs support from the teacher and the students. The teacher conducted the condition of the class as comfort as possible.
2.1.6 The Characteristics of Motivated Students

There were some characteristics which indicate the motivated students. A research that had been conducted by Koulentes as cited by Mertler (2014) find out those characteristics are:

1. Readiness

The students, who are motivated, usually are ready in joining the lesson. It is because they have a need to learn. As supported by Uno (2007, p. 23) who believed that the indicators that the students are motivated, there is a motive and need to learn. The students who have readiness in the class will pay attention to the teacher and give respond if the teacher asks to them. In addition, the students who are ready will prepare the material so they are ready in receiving the lesson.

2. Involvement

The students who are motivated will involve their selves during the lesson. As Creager (2014) believed that in the learning process one of motivational devices to increase students’ motivation is giving opportunities to the students much more in the learning process. Therefore, the students who participate actively in the class could be indicated as motivated students.

3. Enthusiastic

The students who are motivated usually have more enthusiastic in facing the task that the teacher gives. It is shown with based on their behavior. When the students looked happy in receiving the task and looked enthusiastic in doing the task, generally they were motivated.
In addition, Sardiman (1986) also supports the characteristics of the students who have motivation. The first characteristic is they have persistence in facing the task. It means that they can work for longer time until they finished the task. Secondly, they do not give up when facing the difficult task. Sardiman (1986) argues that the teaching learning process will be successful if the students have persistence in facing the task and solving the problem that they may face. Their persistence can be showed when the students work on task. Usually, motivated students will be able to work for longer time. In contrast, the students who unmotivated do not have willingness to work in the length time. It supports by Stipek (1988) who states, “Students who give up easily when they encounter difficulty are presumably less motivated than the students who persevere” (p. 11). The last is the students are interested in the task that they have to finish. It means that the students show their interest in what they must do.

2.1.7 The Teaching Learning Strategies which Supporting Students’ Motivation

In this part, the researcher discusses the other strategies in increasing students’ motivation. In the classroom practitioners, the real area of interest is not the main factor of the motivational indicators. It needs the various techniques and strategies in improving students’ motivation. Dornyei (2001) argues that, “the purpose of motivational strategies consciously to generate and enhance student motivation, as well as maintain ongoing motivated behavior and protect it from
distracting and / or competing action tendencies” (pp. 116-117). That is, such strategies are implemented in the teaching learning process. There were some strategies which can be employed during the learning activities. According to Dornyei (2001) these motivational conditions are:

a. Appropriate teacher behaviors and a good relationship with the students

The teacher plays an important role in the classroom. To maintain the students’ motivation, the teacher should keep appropriate behavior and relationship with the students. It involves finding the opportunities talk to the students in a personal level. Besides, another factor of motivationally successful teaching is enthusiasms. Dornyei (2001) claims that, “enthusiastic teachers convey a great sense of commitment to and excitement about the subject matter content, not only in words but also by body language” (p. 121). It can be concluded that the teacher with appropriate behavior has strong commitment and excitement when teach the students. Besides, the teacher showed his or her enthusiastic through polite behavior and good relationship with the students.

b. A pleasant and supportive classroom atmosphere

In the learning process, involving a good classroom climate is one of motivational strategies. This condition encourages the students to express their opinions without feeling ridicule or embarrassment. Therefore, it needs support from teacher and the students.

c. A cohesive learner group with appropriate group norms.

The forming of the group is also a strategy in increasing motivation among the students. Dornyei (2001) believes that, “the group characteristics have
important motivational bearing and central to these characteristics is the level of cohesiveness among the class members” (p. 122). In forming cohesive and effective group the teacher should pay attention to group norms. The group norms contain rules that govern the members of the group. Teacher should enforce and establish the norms in order to the rules are obeyed.

In addition, the numbers of the group members also have a role in determining the effectiveness of the group discussion. The numbers of the group depends on the task that the teacher gives. When the teacher gives a task that needs more cooperation and tension the large group is better. However, when the task needs more cohesion and interaction the small group is needed (Jaques, 1991). According to Davis (1993) the group member that consisted of four until five members have better function in a group discussion. They have more chance to participate in the discussion. Therefore, for the group discussion in a classroom the group that consisted of four until five members will be more effective.

Another strategy is giving a positive reinforcement to the students. It is the practice of rewarding to the students’ effort or achievement which strengthens in improving students’ motivation (Prayitno, 1989). Giving reinforcement can be verbal or nonverbal. Prayitno (1989) argues that the verbal reinforcement can be shown by saying, “good job”, “great”, or “excellent” to the students. Meanwhile, nonverbal reinforcement can be shown by giving written comments on the students’ work. Page (1958) as cited by Prayitno (1989) had conducted research that the written comments which given by teacher is motivated the students in the learning process.
2.1.8 Writing Approach

In order to produce a good writing, the teacher must have a good strategy in teaching writing. One of the approaches in teaching writing is genre based approach. Hyland (2003) argues that genre based approach focuses on the products of writing by examining various texts. In this research the researcher used narrative as the genre of the text. The teaching and learning activities in the genre based approach consist of several stages. Feez (1998) describes the stages are:

1. Building the context

In this stage the students are introduced the social context of the text- type, explore features of the general cultural context and the social purpose of the text being studied. The teacher’s role provides the example of the text. Furthermore, the students are asked to build their knowledge of the topic of the model text and knowledge of the social activity the text is used (Feez, 1998).

2. Modeling and Deconstructing the text

According to Feez (1998) in this stage the students investigate the structural pattern and the language features of the text. In addition, the students compare the model of the text with the other types.

3. Joint construction of the text

In this stage the students begin to contribute to the construction of whole examples of the text type. The teacher reduces the contribution to the text construction (Feez, 1998). The activities in joint construction include discussing the text-type, completing the blank story, teacher questioning, etc. In this stage
involves negotiation between teacher and students. It means that both teacher and students need to have shared in understanding of the context, so it is not dominated by the teacher.

4. Independent construction of the text

Feez (1998) describes that in this stage the students are worked independently with the text. In the writing activity the students are demanded to make a text or story based on the text that had been taught. Then, the students present the story in front of the class.

5. Linking to related text

The last stage the students investigate what they have learned then compare with other texts in the same or similar contexts. The students also researching how a key language features used in the text being studied is used in other text-types (Feez, 1998).

In building successful teaching learning process, it needs a good cooperation among students and teacher. In the genre based approach, the students are not forced to imitate the teacher. However, it gives the opportunity to them to learn at a level beyond (Feez, 1998).

2.1.9 Definition of Narrative

According to McCarty (2014) narrative is defined as retelling the story which happened in the past, it could be oral or written. Narrative is a story which characterized by sequencing of events. They are the introducing of the characters,
the beginning of the problem and how the problem starts into climax, the problem is solved and the ending of the story (Priyana, Riandi, & Anita, 2008, p. 94)

According to Sudarwati and Grace (2007) the purpose of narrative is, “to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution”. The story was happened in the past and dealing with the introducing the characters, the problem happened until the climax and how the problem is solved.

2.1.9.1 Generic Structure of Narrative

Text organization of narrative consisted of three main parts. Sudarwati and Grace (2007) describe those parts are orientation, complication, and resolution. Orientation tells about where and when the story happened, introducing the characters or the participants of the story. Besides, complication tells the beginning of the problem until the climax happens. It also involves the main character of the story. Meanwhile, resolution tells when the problems are solved it shows happy ending or sad ending in the end of the story.

2.1.10 Definition of Classroom Action Research

In this research, the researcher used Classroom Action Research. The origin of classroom action research was started from Kurt Lewin (1890-1947) as cited by (Mills, 2011). Adelman (1993, p.8) states that,

Kurt Lewin (1890-1974) is often credited with coining the term action research around 1934. After practical experiences in the early 1940s, he
came to view action research as a process that, “gives credence to the development of powers of reflective thought, discussion, decision, and action by ordinary people participating in collective research on ‘private troubles’ that they have in common (as cited by Mills, 2011, p.5).

After conducting his research, Kurt Lewin describes that action research involves the powers of reflective thought, discussion, decision, and action. Kurt Lewin, (1890-1947) as cited by (Mills, 2011) in the origin action research said that in conducting action research practices, practitioners from the real social should be involved in solving the problems that occurred.

The Kurt Lewin model becomes the reference for others model because Kurt Lewin is the first person who introduced action research (Kusumah & Dwitagama, 2010). Then, the theory of Kurt Lewin is developed by Kemmis and McTaggart. The model from Kemmis and McTaggart is quite similar with Kurt Lewin’s model. It is consisted of four steps, but Kemmis combines the action and observation as a part which cannot be separated. Therefore, when action is implemented the observation must be implemented in the same time (Kemmis & McTaggart, 1990:14 as cited by Kusumah & Dwitagama, 2010).

According to Lodico, Dean, and Katherine (2006) action research is defined as,

Action research, as its name implies, is a type of research oriented to enacting immediate changes in an educational setting. It has potential to produce change quickly because the research is carried out by educators in their own work settings (p. 288).

Action research leads the educators looking at the issues or problem which happens in the class and how the problem is solved by involving the educators to solve it. Kurt Lewin (1948) as cited by Lodico, Dean, and Katherine (2006) claim that educators especially the teacher, should be involved in the practical process.
It is because the educators know more the problem in the class so they can improve it using the right method. Meanwhile, Mills (2011) supports that,

Action research is any systematic inquiry conducted by teacher, researcher, principals, counselors, or other stakeholders in the teaching / learning environment to gather information about how their particulars school operate, how they teach, and how well their students learn (p. 5).

Furthermore, Kemmis and Taggart (1988) believe that conducting action research is a reflective process in the social context to increase the way of thinking and justice by educators. Action research emphasizes the self- reflection which undertaken by participants. They could be teachers, students, principals, and other community members in order to improve their own social or educational practices (Kemmis & McTaggart, 1988).

Starting from a decade ago, the action research got the attention from teachers, administrators, and policy makers. They believe that through the action research, the research was more organized and the result was more informative with the direct application (Mertler, 2014). In addition, classroom research leads the educators looking at the issues or problems which is happened in the class and found the solution. It is supported by Hopkins (2008) which describes that action research engages in a process of improvement and reform.

2.1.10.1 The Aims of Classroom Action Research

As a research which is conducted by teachers, researchers who concern on education field, or other community members, classroom action research has some aims. Mills (2011) describes that the goal of conducting classroom action research are, “gaining insight, developing reflective practice, effecting positive
changes in the school environment (and on educational practice in general), and improving students outcomes and the lives of those involved” (p. 5). It can be summarized that classroom action research is aimed to improve and increase the learning quality and help the teacher to solve the problem which is occurred in school (Muslich, 2009).

2.1.10.2 The Characteristics of Classroom Action Research

There are some characteristics of classroom action research which become the fundamental in conducting this research. Lodico, Dean, and Katherine (2006) describe the first characteristic that the action research is conducted in the practitioner’s own educational setting and the practitioner takes active part in the research. The setting could be in the classroom or school which ensures that the research is based on the reality of everyday educational practices. Second characteristic, based on Lodico, Dean, and Katherine (2006), classroom action research involves collaboration with other educators and persons in the educational process. It allows the teachers, students, other educators or practitioners who assist the researcher in conducting the research (Kemmis & McTaggart, 1988). Kemmis and Mc Taggart (1988) believe that by collaborating with teacher, students, or other educators the researcher are assisted in making critical analysis of the situation.

The third characteristic is this research focus on taking action to change and improve educational practices (Lodico, Dean, and Katherine, 2006). It refers to the action research goal which emphasizes the improvement in the class
(Muslich, 2009). In addition, Kusnandar (2008) also supports that classroom action research is always based on particular treatment to improve the learning process. Therefore, classroom action research is figured as a process to increase the quality of teaching learning process and quality of education in general. The fourth characteristic is stated by Mertler (2009) who states that,

Action research is not conclusive; the result of action research are neither right nor wrong but rather tentative solutions that are based on observations and other data collection and that require monitoring and evaluation in order to identify strengths and limitation (p.19).

Based on what Mertler (2009) believes that in conducting classroom action research, the results of the research are neither right nor wrong. However, the result is tentative solution based on the data collection and the reflection from the practitioner itself. Therefore, the result of the research is an evaluation in order to identify the strength and limitation.

2.1.10.3 The Ethics in Conducting Classroom Action Research

In conducting classroom action research, dealing with research ethics is a vital (McBridge & Schostak, 2014). It is because conducting action research involving human as the subjects. As Mills (2011) states that, “all researchers must be aware of and attend to the ethical considerations related to their studies” (p. 25). In addition, McBridge and Schostak (2014) also support that the ethical principle must be considered, “in order to maintain a positive ethos the rights of all the community have to be respected” (p. 4). The thing that the research must engage in action research is the researchers have to negotiate access (McBridge & Schostak, 2014). It means that the researchers have to ask colleagues and others if
they agree to be researched. Therefore, the researcher involves teacher, students, or schools it needs inform consent to ensure that they give permission. As Mills (2011) states that, “informed consent ensures that the research participants enter the research of their free will and with an understanding of the study and any possible dangers that may arise” (p. 30).

Another ethic principle in conducting classroom action research is freedom from harm. It is focused not exposing student involves issues to risks (Mills, 2011). Mills believed that, “it involves issues of confidentiality (to protect the students from embarrassment or ridicule) and issues related to personal privacy” (p. 30). It is also related to the researcher when collecting data. The ethics when collecting data must be confidential especially if the data is privacy (McBridge and Schostak, 2014). Mills (2011) describes that, “the confidentially principles must be involved to protect the privacy participant. The confidentiality is when the researcher knows the identities of participants but promises not to release them to anyone else” (p. 31). Therefore, the researcher must be careful and be wise in keeping the participants’ privacy.

The last ethic principle is anonymity. It means that the researcher does not know the name or the identity of the participants (Mills, 2011). As Burn (1999) supports, “ensure that anonymity is maintained by eliminating any kinds of material or information that could lead others to identify the subject or subjects involved” (p. 71). Therefore, in collecting privacy data, removing the name or other identity is used to maintain the anonymity (Mills, 2011).
2.2 Theoretical Framework

The problem that occurred in class XI IPA 2 is the students’ lack of motivation in writing. It is because the teaching activity is monotonous and the students have difficulties in developing the idea. They spend much time to think what they are going to write. Based on the problems, having interesting learning activity will help the students increase their motivation.

According to Schunk, Pintrich, and Meece (2008) motivation is defined as “the process whereby goal-directed activity is instigated and sustained” (p. 4). Besides, Dornyei (2001) emphasizes that motivation has important role in achieving students’ goal and determining the students’ success. It means that motivation as the key factor in contributing learning success. The researcher also uses several indicators to assess students’ motivation. Those are students’ interest, students’ persistence, students’ effort. In these assessments, the researcher focuses on students’ mastery goal. In the learning process, motivation can be built by using some techniques or media in order to increase the students’ motivation. In increasing students’ motivation especially in writing a narrative text, the researcher implements pictures series as media to attract the students’ attention.

Pictures can bring the real situation in the class (Kreidler, 1960). It makes the students learn in real situation. Besides, pictures also lead the students’ imagination to develop the idea (Sa’diyah, 2014). Since the researcher uses picture series, the pictures offer group of images which presented a story in each series. Therefore, it encourages the students to write the story (Kreidler, 1960)
The researcher uses cooperative learning method to teach the students in XI IPA 2. Slavin (1995) describes, “cooperative learning refers to a variety of teaching method in which students work in small groups to help one another learn academic content” (p. 2). This method is concerned on creating small group of learners which allow them to work together and complete the task (Artz & Newman, 1990) as cited by (Huda, 2012). Cooperative learning also increases the students’ motivation in learning activity. Sharan (1990) as cited by Isjoni (2013) supports, “By using cooperative learning the students will have high motivation because of encouragement from their peers” (p. 35). The students have motivation in the learning process and the learning objectives will be accomplished.

In teaching writing, the researcher applies genre based approach. It focuses on the products of writing by examining a text. The researcher applies this approach to ensure that the students wrote a narrative story with a complete generic structure. In addition, the teacher ensures that the students understand a narrative through a text that the teacher showed. Genre based approach is consisted of five main stages. Those are building the context, modeling and deconstructing, join construction of the text, independent construction of the text, and linking to related text (Feez, 1998). However, in this research implementation, the researcher does not use the last stage, namely linking to related text. It is because the researcher does not ask the students to compare the narrative text with other types. The researcher focuses on building the students’ motivation to produce a narrative text. In conducting this research, the researcher increases the students’ motivation by inferring from the actions during the
teaching learning process. The use of pictures series are implemented to increase students’ motivation in writing narrative.

In conclusion, by using pictures series which are implemented through each cycle, the researcher expects that the students’ motivation in writing a narrative text increases. In addition, the students obtain better quality of learning and the teacher can make improvement from the teaching learning process. The learning process also leads the students to make self-improvements and progress.
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the method of the research and analysis. It consists of six parts. The first part the researcher discusses about the research method in this study. The next part, discusses the research setting. Meanwhile, the third and fourth part discuss about research participant, instrument and data gathering technique. The fifth part discusses about the data analysis techniques and the last part discusses the research procedures.

3.1 Research Method

This researcher used classroom action research to examine students’ motivation in writing narrative. Mills (2011) describes classroom action research as, “any systematic inquiry conducted by teacher, researcher, principals, counselors, or other stakeholders in the teaching or learning environment to gather information about how their particular school operate, how they teach, and how well their students learn” (p. 5). The practitioner was expected to give practice improvement by conducting action research (Koshy, 2010). McNiff and Whitehead (2009) also support that in conducting action the researcher should practice to improve something. It was included several steps of data collection, reflection, and action. It was because in action research the practitioner deal with the problem directly, so it needed data collection related to the problem, reflection on the data, and action to improve the problem. Action research also emphasized the researcher to reflect on their own practice. The result that the researcher
obtained from action research should solve the class problem to get better quality (Mertler, 2014). Therefore, the purpose of classroom action research was emphasized on the action and reflection on a case in a class or school, so the research solves the problem which was occurred in the research practice (Hopkin, 2008). The researcher employed classroom action research in this research to identify and take action to remedy the problem which occurred in the research practice (Lodico, Dean, and Katherine 2006). The problem occurred in SMA N 1 Kasihan Bantul, class XI IPA 2. It was lacking of motivation in writing narrative. Besides, the teaching learning activities were monotonous and the students had difficulty in developing idea in writing narrative.

In examining this research, the methodology that the researcher used was classroom action research. The reason in using that method had been stated by Stenhouse (1983) as cited by McNiff and Whitehead (2009), “action research lends a new dimension, because it is about process of improvement, and making claims that something has improved” (p. 11). In conducting the research, the researcher implemented the model from Kemmis and McTaggart. It was spiral action consisted of plan, observe and act, and reflect (Kemmis & McTaggart, 1988 as cited by McNiff & Whitehead, 2002). Kemmis and McTaggart (1988) as cited by Kusumah and Dwitagama (2010) believe that the action and observation were activities which could not be separated since that those were implemented in the same time. The researcher prepared lesson plan, material and learning activity which had been implemented during the research. In addition, the researcher also made field notes on the students’ performances. The researcher employed peers
observer and English teacher to observe the process of implementation. The model of action research was presented in Figure 3.1.

![Figure 3.1 The ‘action research spiral’ based on Kemmis and McTaggart 1988 (MCNiff & Whitehead, 2002)](image)

The Figure 3.1 above was the figure of action research model by Kemmis and McTaggart. Basically classroom action research was implemented to solve the problem which happened in the class (Hopkin, 2008). Based on the Kemmis and McTaggart (1988) the steps of classroom action research were consisted of two cycles. The first cycle including plan, act, observe, and reflect. The second cycle was improvement from the first cycle which was consisted of plan, action, observation, and reflection.
1. First cycle

a. Plan

In this step, the researcher identified the problems and developed a plan in order to bring improvements in the research context (Burns, 2010). It was also supported by Kusumah and Dwitagama (2010) who state that, “in the planning step the researcher determined teaching strategy, media, and learning material” (p. 39). In this step, the researcher determined carefully the media and learning material which accordance to standard competence, basic competence and students’ need. Therefore, the researcher prepared a lesson plan and teaching media as a part of planning. In designing a lesson plan, the researcher and English teacher emphasized on the writing narrative. The media that researcher used to increase students’ motivation namely pictures series. As Wright (1989) as cited by Schwartz (2000) state that using pictures in language learning brought interesting activity for student which increased their motivation.

Meanwhile, the researcher determined the kinds of data gathering to strengthen the findings. As Mills (2011) believes that after the plan complete, the researcher determined information that the researcher collected.

b. Action

Based on the model from Kemmis and McTaggart (1988), after making a plan, the next step was action. In this step, the researcher implemented the lesson plan. The implementation of action was a realization from the action that had been planned before (Kusumah & Dwitagama, 2010). In this part, the researcher taught the students based on the material designed.
c. Observation

Kemmis and McTaggart (1988) as cited by Kusumah and Dwitagama (2010) describe that the action and observation were parts which could not be separated, so the action and observation were conducted in the same time. The purpose of observation was to observe the students’ and teacher’s activities during the learning process in order to the researcher got the data about students’ motivation. As Mills (2011) supports that,

Teachers who undertake action research have countless opportunities to observe in their own classrooms. They observe as a normal component of their teaching, monitoring and adjusting instruction based on the verbal and nonverbal interactions in their classroom (p. 74).

Furthermore, Schunk, Pintrich, and Meece (2008) believe that direct observation was one of the methods to assess motivation. Therefore, through the observation, the researcher collected the data as guidelines to make reflection and gave evaluation in the process of implementation (Kusnandar, 2008). In the process of observation, the observers also could take a note about the strengths and weaknesses which had been done by teacher in the process of teaching learning activity. It became the guidelines in making a reflection (Sanjaya, 2009).

d. Reflection

After designing a plan, conducting observation, and action, the last step that the researcher conducted was reflection. In this part, the researcher reflected what had been done during the implementation. Mertler (2004) argues that reflection was an important part in classroom action research. In reflection the researcher evaluated what had been successful and what had to be improved.
According to Kusumah and Dwitagama (2010) reflection had been done after the action and observation were implemented. In addition, analyzing the data became the part of this reflection. As Lodico, Dean, and Katherine (2006) state that, “in the process of reflection the researchers reflect on what they were learning throughout the process of data collection” (p. 292). The result of the reflection became the guidelines to do the next cycle. Hence, the researcher improved the next cycle until the researcher reached better improvement and the problem could be solved.

2. Second cycle

In the second cycle the researcher conducted the same steps as the first cycle. As Kemmis and McTaggart (1988) state that the second cycle was improvement from the first cycle. The steps including plan, observation, action, and reflection. However, in conducting the second cycle the researcher refers to the result of the in the first cycle. In the second cycle, the researcher focused on improving the steps and activities which were unsuccessful in the first cycle and need more improvements.

a. Plan

After the first cycle conducting, in the second cycle the researcher revised the lesson plan and teaching activities which need improvements. As Lodico, Dean, and Katherine (2006) describe that, “based on what they have learned in the analysis of the data, action researchers then decide what they need to do to improve their practice (p. 292). This includes modifications or
improvement of lesson plan and developments of a new program. Muslich (2009) also describes that planning of the second cycle to proceed the first cycle which need improvement so the researcher could conduct the next step.

b. Action

As Kemmis and McTaggart describe in the Figure 3.1, after the researcher made a new plan, the researcher conducted the action. The action was implemented based on the new lesson plan. The media that the researcher used was pictures series but in different stories. The action in the second cycle was implemented to solve the learning activity which was unsuccessful in the first cycle. The researcher conducted action based on the learning process which had been revised (Kusumah & Dwitagama, 2009).

c. Observation

The researcher observed the class during the planning was implemented. As the researcher stated in the first cycle, the aim of observation was to observe the students’ motivation during the implementation (Schunk, Pintrich, & Meece 2008). The observer observed the teaching learning process that had been improved from the first cycle. It became the process to gather information during the learning process.

d. Reflection

As the researcher had done in the first cycle, in the reflection the researcher reflect on the teaching learning activity and the result of data collection. As Lodico, Dean, and Katherine (2006) state, the researcher made evaluation on the teaching learning activity and the teaching media that had been
improved. The researcher also analyzed the observation results as data that indicated the students’ motivation in writing narrative. The researcher made evaluation during the implementation (Sanjaya, 2009).

3.2 Research Setting

This classroom action research was conducted in SMA N 1 Kasihan, Bantul class XI IPA 2 in the academic year 2013/2014. It was conducted on April 22 and May 8 2014, there were 2 cycles in this research. In each cycle consisted of plan, action, observation, and reflection.

3.3 Research Participants

The participants of this research were eleven graders of IPA 2 of SMA N 1 Kasihan, the researcher, the English teacher, and the peer observer. Actually, there were 32 students consisting of 24 girls and 8 boys but the students who participate in the first cycle only 30 students. It was because 2 students got sick, so they did not come to the class. In the second cycle, the students who participated were 30 students. Besides, the participants of the observation were the English teacher and observer from English education study program who also conducted classroom action research.
3.4. Research Instruments and Data Gathering Technique

The researcher employed some instruments to get the data in this research. Those were observation, field notes and questionnaire. The observation was conducted during the teaching and learning activity which was done by the observers. Meanwhile, after the learning process the researcher asked the student to fill the questionnaires.

Before conducting the implementation, the researcher had taught the students class XI IPA 2 in SMA N 1 Kasihan. It was the teaching internship program (PPL) which conducted on July 2013 until September 2013. Through this teaching program, the researcher also conducted preliminary information gathering. As Mills (2007) as cited by Mertler (2009) suggested that preliminary information gathering a process that refers to as reconnaissance. As Mills (2007) states that, “reconnaissance, involves taking time to reflect on your own beliefs and to gain a better understanding of the nature and context of your research problem” (p. 50). In this preliminary study, the researcher did self-study. As Mertler (2009) believes that reconnaissance is the process to examine the own beliefs, knowledge, and context in which the researcher will determine the potential action in classroom action research. Then, the researcher gathered the data information to identify the problem that had to be improved. The researcher interviewed the English teacher. It was a part of collecting the fact findings.

The researcher conducted semi-structured interview (Hinchey, 2008). According to Hinchey (2008) semi-structured interview defined as, “an interview in which the researcher asks some predetermined questions but also allows
interviewee time and opportunity to explore other areas they think relevant” (p. 82).

1. Questionnaire

The researcher used questionnaire as data gathering to measure the students’ opinion after the implementation (see appendix 9 and 13 on page 147 and 173). It was conducted after the teaching process. The researcher conducted survey to the students about the learning process that had been done. The students were given statements and they had to choose strongly disagree, disagree, neutral, agree, or strongly agree. The model of the questionnaires was adapted from likert scale. McLeod (2008) describes that, “Likert developed the model to measure the attitude by asking people to respond to statements” (p.1). Meanwhile, Bowling, Burns and Groove (1997) as cited by McLeod (2008) believe that, “likert-type or frequency scales used fixed choice response formats and are designed to measure attitudes or opinions. These ordinal scales measure levels of agreement or disagreement” (p. 1). The use of Likert scale gave fixed responses that measure the students’ responses.

The researcher distributed the questionnaires to all students in class XI IPA 2. Mills (2011) claims that, “questionnaires allow the teacher researcher to collect the large amount of data in a relatively short amount of time” (p. 83). It means that using questionnaire was very helpful to get the amount of data which was needed. In addition, Wallace (1998) supports that, “questionnaire can also save time. The greater the number of informants, the more economical of time…” (p. 130). In addition, questionnaires also gave more advantages in the process of
gathering data. Hopkins (2008) states that using questionnaire was easy and fast to fill in, it was also easy to give feedback and follow up activity.

2. Field Notes

In writing or recording the situation, the researcher also used field notes (see appendix 7 and 11 on page 136 and 163). According to Hinchey (2008) field notes can be defined as, “a written record of events or observation made by a researcher, often as events occur “in the field” that is at study site (classroom, playground, etc” (p. 79). Using field notes gave clear situation which being observed in order to the researcher obtained efficient data collection. Meanwhile, Hopkins (2008) also describes that, “keeping field notes is a way of reporting observations, reflections, and reaction to classroom problems” (p. 104). Making field-notes gave advantage especially for the observers. Wallace (1998) supports that, “making field- notes can prevent our hard-won experience ebbing way and being lost in the tide of the pressures caused by getting on with the next thing” (p. 58). In addition, Hopkins (2008) states that the advantage of using field notes provided the good record for the next improvement.

As Bogdan and Biklen (2003) suggest that there were two kinds of material in the process of writing field notes, “the first is descriptive field notes. It is a descriptive part of the field notes by far the longest part represents the researcher’s best effort to objectively record the details of what has occurred in the field” (p. 112). Bogdan and Biklen (2003) state that the descriptive aspects of the field notes were portraits of the subjects, reconstruction of dialogue, description of physical setting, accounts of particular events, depiction of
activities (detailed description of behavior). Besides descriptive field notes, the material that had to put in field notes was reflection. Bogdan and Biklen (2003) describe that in reflective field notes emphasized on analysis what had been learned, reflection on method or strategies that used in learning activity. By using field notes, the researcher could record the activities in the class and obtain the supporting data.

3. Observation Checklists

The observation conducted during the action was implemented (see appendix 8 and 12 on page 140 and 166). It was involved peer observer and English teacher. The researcher employed the English teacher and the peer observer to support the data which had been collected and the objectivity of the result. In employing the English teacher as the observer, the researcher asked permission to her. Firstly, the researcher came to the school and then the researcher met to the English teacher. The researcher told the purpose of conducted the research and asked the English teacher to be an observer. The researcher ensured without coercion to the English teacher. After that, the English teacher agreed that she wanted to be an observer.

As Kusnandar (2008) supported that classroom action research was conducted by collaborative with teacher or educator to support the objectivity of the result of action research. In addition, Lodico, Dean, and Katherine (2006) in the principle of action research argue that classroom action research was conducted by working together such as with other educator, teacher, or school principal. Moreover, in employing observers the researcher studied the
requirements in recruiting observers. The observers had the ability to watch the behavior events or nothing physical characteristics in learning context (ERT, 2013 as cited by Yaumi & Damopoli, 2014). In addition, Sanjaya (2009) also describes the requirements recruiting observer, “the observers have ability to consider the decisions that they will take during the observation or making judgments, they can create conducive classroom, they master observation technique” (p. 90). Furthermore, the observers had a skill in conducting observation. According to Hopkins (2008) the skill was the ability to make judgments and create a sense of trust and being supportive in the situation where the other person feel threatened.

In the observation principles Best and Khan (1986) claims that in observing object the observers had to be able to, “distinguish between the significant aspects of the situation and factors that have little or no importance to the investigation” (p. 159). It meant that, the observer might be careful in conducting observation they had to be objective and state accurate result. It was because observation was necessary in research procedure. It was supported by Hopkins (2008) who states, “Observation plays a crucial role not only in classroom research but also more generally in supporting the professional growth of teachers and in the process of school development” (p. 75). Observation is a very important in the process of research. It helped the researcher to determine the situation being observed which was related to the research process.

The instrument that the observer used during the observation was observation checklists. It was aimed to observe the students’ motivation during
the teaching learning process. Besides, the English teacher and peer observer also observed the teacher’s activity during the implementation.

The format in the observation checklists including the observers’ name and the lists of statement had to be observed. The observers gave checklist to the column that had been provided (Margono, 2007). In addition, Best and Khan (1986) also state that checklist was one of data collection devices which is aimed to aid in the recording of information gained through observation. Best and Khan (1986) believe, “the checklist, the simplest of the devices, is a prepared list of items (p. 179). The researcher implements the data gathering and the instrument as presented in the Table 3.1. It was also showed the activities of the students as the indicators of students’ motivation.

Table 3.1 The Research Implementation

<table>
<thead>
<tr>
<th>Step of Car</th>
<th>Activities</th>
<th>Indicator of students’ motivation</th>
<th>Instrument</th>
<th>Date of implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1</td>
<td>a. Students’ readiness in joining the lesson.</td>
<td>Students’ interest</td>
<td>Questionnaires, observation checklists, and field notes</td>
<td>April 22, 2014 and April 24, 2014</td>
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<td></td>
<td>b. Students’ interest in writing narrative.</td>
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<td>c. Students had background knowledge of narrative.</td>
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<td>d. Students’ response to the teacher’s questions.</td>
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<td></td>
<td>e. Students’ activity in completing the blank story.</td>
<td>Students’ effort</td>
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<td></td>
<td>f. Students in a group arrange the</td>
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<tr>
<td>Step of Care</td>
<td>Activities</td>
<td>Indicator of students’ motivation</td>
<td>Instrument</td>
<td>Date of implementation</td>
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<td>pictures series.</td>
<td>Students’ persistence</td>
<td>questionnaires, observation, checklists, and field notes</td>
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<td>g.</td>
<td>Students wrote a story.</td>
<td>Students’ persistence</td>
<td>questionnaires, observation, checklists, and field notes</td>
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<td>h.</td>
<td>Students presented the story in front of the class.</td>
<td>Students’ persistence</td>
<td>questionnaires, observation, checklists, and field notes</td>
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<tr>
<td>i.</td>
<td>Students revisited the result of the writing.</td>
<td>Students’ persistence</td>
<td>questionnaires, observation, checklists, and field notes</td>
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<td>j.</td>
<td>Teaching media and the students’ response about the media.</td>
<td>The use of media</td>
<td>questionnaires, observation, checklists, and field notes</td>
<td></td>
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<tr>
<td>k.</td>
<td>Teacher’s activities in the classroom.</td>
<td>Teacher’s role</td>
<td>questionnaires, observation, checklists, and field notes</td>
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<tr>
<td></td>
<td>- teacher checked the students’ work.</td>
<td>Teacher’s role</td>
<td>questionnaires, observation, checklists, and field notes</td>
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<tr>
<td></td>
<td>- teacher gave feedback.</td>
<td>Teacher’s role</td>
<td>questionnaires, observation, checklists, and field notes</td>
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<tr>
<td>Cycle 2</td>
<td>a. Students’ readiness in joining the lesson.</td>
<td>Students’ interest</td>
<td>questionnaires, observation, checklists, and field notes</td>
<td>May 6, 2014 and May 8, 2014</td>
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<td></td>
<td>b. Students’ interest in writing narrative.</td>
<td>Students’ interest</td>
<td>questionnaires, observation, checklists, and field notes</td>
<td>May 6, 2014 and May 8, 2014</td>
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<td></td>
<td>c. Students had background knowledge of narrative.</td>
<td>Students’ interest</td>
<td>questionnaires, observation, checklists, and field notes</td>
<td>May 6, 2014 and May 8, 2014</td>
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<td></td>
<td>d. Students’</td>
<td>Students’ interest</td>
<td>questionnaires, observation, checklists, and field notes</td>
<td>May 6, 2014 and May 8, 2014</td>
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<td>Step of Car</td>
<td>Activities</td>
<td>Indicator of students’ motivation</td>
<td>Instrument</td>
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<td>response to the teacher’s questions.</td>
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<td>c.</td>
<td>Students’ activity in completing the blank story.</td>
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<td>d.</td>
<td>Students in a group arrange the pictures series.</td>
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<td>e.</td>
<td>Students wrote a story.</td>
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<td>f.</td>
<td>Student presented the story in front of the class.</td>
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<tr>
<td>g.</td>
<td>Students revised the result of the writing.</td>
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<tr>
<td>h.</td>
<td>Teaching media and the students’ response toward the media.</td>
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<td></td>
<td>- How pictures were implemented in the learning activity</td>
<td>Students’ effort</td>
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<td>- How the students’ response toward the pictures</td>
<td>Students’ persistence</td>
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<tr>
<td>d.</td>
<td>Teacher’s activities in the classroom.</td>
<td>The use of media</td>
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<td></td>
<td>- teacher checked the students’ work</td>
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<td>- teacher gave feedback.</td>
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</table>
3.5 Data Analysis Technique

Data analysis was a process of interpreting the data that the researcher had obtained. Merriam (2009) believes that, “data analysis is the process of making sense out of data, which involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read—it is the process of making meaning” (p. 176). To get the credibility and validity in gathering the data, the researcher applied triangulation. According to Johnson and Christensen (2012) triangulation was defined as, “the use of multiple theories and perspectives to help interpret and explain the data” (p. 268). In triangulation methods, the researcher used more than one of data collection in a single research study (Johnson & Christensen, 2012). In this research, the researcher combined the data from questionnaires, observation checklists, and field notes. The observation checklists and field notes are used as supporting data of the questionnaires.

Firstly, the researcher analyzed the data from questionnaires. Before analyzing the data, the researcher made a group for each statement. The indicator that the researcher used in each group was assessing students’ motivation based on Schunk, Pintrich, and Meece (2008) and Dornyei (2001). The statements number 1 until 4 as students’ interest, number 5 and 6 as students’ effort, number 7 until 9 as students’ persistence, number 10 until 15 as the use of media, and number 16 and 17 as teacher’s activity in the class.

In analyzing data through survey analysis, the researcher counted the percentages for each individual statement (Best & Khan, 1986). Then, the researcher combined the opinion between disagree and strongly disagree, and
agree and strongly agree. It was supported by Best and Khan (1986), who state that, “it may be possible to report percentage responses by combining the two outside categories, ”strongly agree and agree; “disagree and “strongly disagree” (p. 181). In this research, the researcher examined the positive result, so the researcher only used the answer from the respondent who chose agree and strongly agree.

After the researcher calculating the percentage for each statement, then the researcher classified into several groups. The indicators in assessing students’ motivation were students’ interest, students’ effort, students’ persistence, the use of media, and teacher’ roles. In summarizing for each group, the researcher applied mean. According to Johnson and Christensen (2012) it was described as the formula below:

\[
\text{Mean} = \frac{\sum X}{n}
\]

The mean was calculated by dividing the total of the students’ answers by the total number of statements in the group. Then, to indicate the students’ motivation the researcher made classification. The result showed 0-25% it indicated low motivation, 26-75% indicated moderate, 76-100% indicated high motivation (Eagle Student Services Center, 2014).

Meanwhile, to support the questionnaire the researcher analyzed the results of the observation checklists. The researcher described the result of the observation checklists by quantifying and summarizing data collected (Lodico, Dean, & Katherine, 2006). There were two kinds of observation checklists. The first sheet was observation on the activities of the students and the media number
1 until 12, the second sheet was observation on the teacher activities, number 1 until 6. In analyzing observation sheet on the students and the teacher, the researcher made a group for each statement. In making indicator for each group the researcher refers to Schunk, Pintrich, and Meece (2008), there are students’ interest, students’ effort, and students’ persistence. Besides, in assessing motivation the researcher also referred to Dornyei (2008) there were the use of media and teacher’s role.

Firstly, the researcher made an analysis of the total of answer “yes” in observation checklists. Secondly, the researcher made a conclusion for each group by describing the results. In order to know the level of motivation of the students the researcher categorized into some indicators. The total of answer yes 0-4 it meant that the students had low motivation, the total answer yes 5-8 it meant that the students had moderate motivation, and the total answer yes 9-12 it meant that the students had high motivation. Those were for the activities on the students and the use of the media. The indicator for the teacher’s activities were described; the observer showed positive responses (answer yes) 0-2 it indicated the teacher’s role was poor and if the answer yes 3-4 it meant that the teacher’s role was good, and if the answer yes 5-6 it indicated that the teacher’s role was very good. The result of the observation in the first cycle became supporting data to make reflection for the next cycle.
3.6 Research Procedure

In this research the researcher implements some procedures. The procedure became the guidelines for researcher to implement the next action. The procedures were asking for government permission and school permission, gathering preliminary information, discussing and analyzing the problem, finding the solution, planning, conducting the action and observation, gathering data and implementing the instruments, reflection. Those procedures will be discussed one by one.

1. Asking to the Government and School permission

In conducting classroom action research, the researcher asked permission to the government at governor office. After getting the letter permission, the researcher went to Ministry of Education in Bantul. The last step, the researcher went to school and asked permission to the headmaster of that school and the English teacher. The aimed of asking permission refers to the research ethics that the researcher had to consider. As Mills (2011) stated that, “all researchers must be aware of and attend to the ethical considerations related to their studies” (p. 25). It was because conducting action research was related to the human subjects. Therefore, asking permission and making inform consent to the research participants was needed.

2. Gathering Preliminary Information

In this research, the researcher did study before conducting the action research. The researcher gathered information by teaching the students when
conducting teaching internship program in SMA N 1 Kasihan and had discussion with the English teacher. Mills (2007) as cited by Mertler (2009) suggests that preliminary information gathering was a process that referred to as reconnaissance. Mills (2007) as cited by Mertler (2009) states that, “reconnaissance, involves taking time to reflect on your own beliefs and to gain a better understanding of the nature and context of your research problem” (p. 50). Mertler (2014) believes that reconnaissance is the process to examine the own beliefs, knowledge, and context in which the researcher would determine the potential action in classroom action research. Mills (2011) describes that reconnaissance involved three steps and the first is self-description. In the self-description the researcher explored the understanding of theories impacted the practice, educational values their hold, historical context how things got to be the way they were and the educational values. The second step was gaining insight into the researcher’s area focus through the descriptive activities. In this part, the researcher described as fully as possible the situation wanted to change or improve. The third was gaining insight into area focus through the explanatory activities. After the researcher describing the situation, the researcher explained the situation and focused on why the problem could be happened.

3. Discussing and Analyzing the Problem

After analyzing and diagnosing the problem that is happened in the class, the researcher had a discussion with the teacher. The English teacher and the researcher explored the problems and the backgrounds. The researcher also
interviewed the English teacher to identify the problem. After that, the researcher found solutions.

4. Finding the Solution

After identified the problem, the researcher found solution. In this step, the researcher determined the media that was used to solve the problem. The researcher also discussed with the English teacher. The English teacher gave suggestions and comments to get better improvement for the class.

5. Plan

In this step, firstly the researcher focused on the cycles. The researcher designed the cycles and determined the steps. After designed the cycles, the researcher made lesson plan and media, including teaching activity and pictures series which were implemented in the class. The researcher also prepared instruments such as questionnaires, observation checklists, and field notes.

6. Conducting Action and Observation

In conducting action, the researcher implemented the lesson plan, teaching activity, and media to solve the problem in the class. The researcher used the pictures series as media to increase students’ motivation in writing activity. In conducting the observation, the researcher asked peer observer and English teacher to observe the class. The observation was implemented during the
teaching learning process. The researcher taught the students and the observer sat at the back row of the classroom.

7. Gathering Data and Implementing the Instrument

In gathering the data, the researcher made a survey to the students to know their level of motivation after implementation. The researcher also distributed questionnaires to the students. Furthermore, in order to support the data from questionnaires, the researcher also asked peer observer and English teacher to observe during the implementation. In this step, the researcher prepared observation checklists that the observer had to fill by giving checklist.

8. Reflection

After conducting those procedures, the last step was reflection. In this step, the researcher reflects what had been done in conducting the research. The researcher analyzed the data from questionnaire, observation checklists, and field notes. The researcher also discussed the reflection with the English teacher and the result of the reflection became the guidance to conduct the next cycle.
CHAPTER IV
RESEARCH RESULTS

This chapter discusses the result of the research using classroom action research. The research findings were about the use of pictures series to increase students’ motivation in writing and how the learning activities are implemented to increase students’ motivation.

The researcher implements the first cycle based on the lesson plan that has been designed. After the implementation of the first cycle, the researcher discusses the aspects must be improved from the teaching learning activities and the implementation of the pictures, then the researcher improves the next cycle. The researcher gathers the data from questionnaires, observation checklist, and field notes.

The researcher describes that the students’ motivation increase after conducting the implementation of the action. The action process presents the cycles of classroom action research. There are two cycles which is consisted of plan, action, observation and reflection.

4.1 The Research Process of Classroom Action Research

The process of this research used class room action research. It was a method which was conducted by a teacher or a researcher who concern on the students improvement and the quality of the education (Kemmis & McTaggart, 1988).
In this research, the researcher conducted reconnaissance to analyze the problem that occurred in the class (Mills, 2011). After that, the researcher found out the solution to solve the problem (Hopkin, 2008). In this process, involved activities which had been repeated called a cycle. According Kemmis and Mc Taggart (1988) as cited by McNiff and Whitehead (2002) the steps in each cycle were plan, act, observe, and reflect.

There were two cycles that the researcher conducted. In the first cycle the researcher implemented the lesson plan that had been prepared and the researcher also implemented observation checklists. After the first cycle implemented, the researcher made a reflection. Based on the reflection, the researcher found out the weaknesses in the first cycle and made a new lesson plan to get better improvement in the next cycle.

Before conducting the implementation, the researcher had taught the students class XI IPA 2 in SMA N 1 Kasihan. It was the teaching internship program (PPL) which conducted in July 2013 until September 2013. Through this teaching program, the researcher also did preliminary information gathering (reconnaissance). In analyzing the students’ motivation when conducting teaching internship program, the researcher followed the theory from Schunk, Pintrich and Meece (2008). The results showed that the students were not interested in joining English lesson. They had less effort and persistence in facing the task, so they were not motivated in writing lesson. After creating a reflection from the teaching program the researcher found that the learning activities were not interesting and monotonous.
In this research, the researcher found solution to overcome the problem occurred in the class. The researcher implemented pictures as media to help the students obtained better motivation in writing. In general, picture brought interesting activity, increasing their motivation so the students were more enthusiastic on the task (Wright, 1989) as cited by (Schwartz, 2000). Besides, pictures series helped the students to remind what to say (Wright, 1976) as cited by (Hutapea & Palungan, 2013).

4.2 The Description of Implementation Process of Cycle One

The first cycle was conducted in April 2014. The participants were all the students of XI IPA 2, they were 30 students. Actually there were 32 students but 2 students did not come because they were sick. The first cycle was conducted in two meetings. First meeting was conducted in April 22, 2014 and the English lesson was begun at 08.45 am until 10.15 am. Meanwhile, the second meeting was conducted in April 24, 2014 and it was begun at 10.30 am until 12.10 pm. In this cycle, the researcher taught the students based on the lesson plan that had been prepared.

The first cycle of this research consisted of four steps. The steps were plan, action, observation, and reflection. In the planning step, the researcher made plan to solve the problem that happened in the class, such as determining teaching strategies, media, and learning material (Kusumah & Dwitagama, 2010). The action and observation was conducted in the same time. In this step, the researcher
taught the students and there were two observers who observed the teaching learning process. As Kusnandar (2008) supports that classroom action research was conducted by collaborating with, teacher, and educator to support the objectivity of the result of action research. The first observer was the English teacher and the second was observer from English education study program. According to Spradley (1980) as cited by Mills (2011) the purposes of the observers were to observe the situation which happened based on the activities at that time and to engage the activities so that the researcher involved directly in action process to get accurate information. After that, the researcher made a reflection about what had been done and found the weaknesses of the first cycle to be improved in the next cycle.

4.2.1. Plan

In this step, the researcher prepared the material and the media. The researcher went to school and discussed the material with the English teacher. The researcher and the English teacher found the appropriate material which could increase students’ motivation in writing a narrative text. As Kusumah and Dwitagama (2010) support that, “in the planning step the researcher determined teaching strategy, media, and learning material” (p. 39). Therefore, the researcher prepared the media and the material as well as possible.

Besides, the researcher looked for pictures series which accordance to narrative types, for example fable and legend. After the English teacher and the researcher discussed the pictures and the material, the researcher made a lesson plan (see appendix 6 on page 123). In this research, the researcher focused on
narrative as the material. The researcher designed lesson plan accordance to the basic competence and standard competence for Senior High School grade XI in curriculum 2006 (KTSP). The topic was narrative, included writing as the skill and the time allotment was 90 minutes.

The main step in making lesson plan was deciding the basic competence and the standard competence. The Department of Education had designed the basic competence and standard competences for English subject at eleventh grader. The standard competence was expressing the meaning of essay text in the form of report, narrative and analytical exposition in the context of daily life. The basic competence was expressing the meaning and rhetoric steps in the simple essay text using written language accurately, fluency, and acceptable in the context of daily life in the form of report, narrative and analytical exposition. After deciding the standard competence and basic competence, the researcher determined the indicators. The indicators were divided into cognitive, affective, and psychomotor. In the cognitive aspects, the students were able to recognize narrative text, identified the language features, and the generic structure of narrative. The affective aspects, the students were able to work together in a group. In the psychomotor aspects the students were able to arrange the picture series into a good order, and they were able to write narrative story using correct simple past tense and sentence structure.

Based on the indicators, the researcher determined the goal of the learning. After found out the goal of the learning, the students chose the learning material.
The topic was narrative so the researcher selected the material from English book for Senior High School students XI (Sudarwati & Grace, 2007).

Besides, the researcher determined the picture series that would be used. The topic of the pictures was accordance to the type of narrative. The researcher used a fable entitled *Three little pigs* and a legend entitled *Malin Kundang*. After that, the researcher decided the teaching method. As a method, the researcher implemented cooperative learning method. This method emphasized the students to work together. In this method, each student in the group would be motivated to help each other to achieve the goal (Huda, 2012). The next was determined the teaching activity. The teaching learning activities were divided into three parts. They were pre activity, whilst activity, and post activity.

### 4.2.2 Action

The action was divided into two meetings. The first meeting was conducted in April 22, 2014 and the second meeting was conducted in April 24, 2014. Each meeting consisted of ninety minutes. In this action the researcher played a role as an English teacher. While conducting the action, the observers observed the class situation. Two observers sat at the back row and observed the class based on the observation checklists.

In the first meeting, the teacher began the English class at 08.45. The teacher explained the students about what they were going to learn at that day. Then, the teacher checked the students’ understanding about narrative by asking some questions related to narrative text. After that, the teacher explained about narrative to the students by showing power point presentation. The content of the
presentation were the meaning of narrative, the purpose of narrative, the language features of narrative, and the example of narrative stories. In this stage, the researcher focused on the language features of narrative because it was very studied about narrative, the researcher showed pictures on the power point presentation. The story entitled *The Monkey and the Crocodile*. In addition, below the pictures, there was a blank story. The students were asked to complete the story by choosing the appropriate tenses, time conjunction, chronological connector that had been provided. Then, the teacher and the students discussed the answers together. Having task from completing the blank story and then the teacher asked the students to make a group consisted of 5 students at the minimum and 7 students at the maximum. Each group got an envelope which contained some pictures. The groups’ job was to arrange the pictures series into good order, after that they had to make a narrative story based on the pictures series that they had arranged. There were two kinds of pictures, the first picture was about a fable and the second picture was about a legend. Some of the groups got the story entitled *Malin Kundang* and some of the groups got the story entitled *Three Little Pigs* (see appendix 6 on page 123). The students had to work together to make a story, and they had to submit one story for each group. In the end of the lesson, the groups submitted the story to the teacher. Because of limited time, the teacher asked the group to present the story in the next meeting. Before closing the task, the teacher reviewed again the topic that the students learned at that day, the teacher also reminded them to present the story next meeting.
In the second meeting of the first cycle, in April 24, 2014, the teacher reviewed again the material that they had learned in the previous meeting. After that the teacher asked some of the groups to come in front and read the story to the whole class. The other groups listened and gave comments to the story that they had made. Besides, the teacher also gave feedback on the students’ writing. The teacher showed the wrong sentences including using simple past tense and grammatical error. The teacher showed the errors on the power point slide and asked the students to analyze the errors. The teacher asked to the volunteers to revise the wrong sentence and wrote it on the board. Some of the students came in front and wrote the revisions. The teacher and the students discussed the right answer together and asked them to improve their writing based on the feedback that the teacher had given. The students worked with their group to improve their writing until the end of the lesson. Then, the teacher asked the group to submit the result of the improvement and distributed the questionnaires to the students. The students were asked to give opinion toward the teaching learning process from the first meeting until the second meeting by filling questionnaires. After that, the teacher closed the lesson.

4.2.3 Observation

While conducting the action, the researcher also conducting the observation (see appendix 8 on page 140). The observation was conducted at the same time of the action (Kemmis & McTaggart, 1988). The researcher employed two observers in the observation. They sat at the back of the classroom and used observation checklists to observe the students during the teaching learning
activity. Their task was giving thick (✓) to represent the evaluation on the
students’ activities.

Based on observation checklists, there were some elements that the
observers had to observe. First, the observers observed the students’ interest
toward the lesson. The activities which showed students’ interest such as students
entered the classroom on time, students were ready for the lesson, students had the
background knowledge of the material, and students gave respond when the
teacher asked the questions. Besides, the observers also evaluated on the students’
effort. The activities such as students completed the sentences together based on
the picture which had been shown on power point presentation and students sat in
the group and arranged the picture series about “Malin Kundang” and “Three
Little Pigs”. Another element that the observers observed was students’
persistence. The activities which represented the students’ persistence were each
of group wrote narrative story based on the pictures series that they had arranged.
The students worked in group from the beginning until the end, until the groups
finished writing narrative. After that, the students presented the story in front of
the class, and the students revised their writing. The last element that the
observers had to observe was how pictures series were implemented in the class.
The observers evaluated the pictures such as the colors, size, and also the story in
the pictures.

In addition, the observers also observed the teacher activities. There were
some elements which represented teacher’s activities. They were teacher’s
behavior at the beginning of the class such as greeted the students, checked the
students’ readiness, and gave clear instructions. Besides, the observers evaluated on the teaching activities during the learning process. It was shown when the teacher moved around to each group, checked the pictures arrangement, and gave feedback to the students. Those were the observation elements in the first cycle.

4.2.3.1 Observation Analysis

Based on the observation that had been conducted, the researcher analyzed the observation result (see appendix 8 on page 140). Firstly, the researcher analyzed the result that the two observers had done from the first group, it was about students’ interest. As a result from the two observers, it showed that in the beginning of the lesson not all the students entered the class on time. For the second statement, the result showed that the students also were not ready for the lesson. The third statement showed that the students had background knowledge of the narrative material. The last statement, illustrated that students gave responses when the teacher asked questions. In conclusion, from the four statements in the first group the observers gave 2 positive results.

Secondly, the researcher analyzed the students’ effort. As a result, two observers showed that the students completed the story based on the pictures which were shown on the slide. Furthermore, all students sat in their group and arranged the pictures series about Malin Kundang and Three Little Pigs. As a result, two observers showed two positive results.

Thirdly, the researcher analyzed the students’ persistence. There were 4 statements which indicated students’ persistence. Based on the observers’ results,
the first statement showed that every group in class XI IPA 2 wrote a story based on the pictures series that they had arranged. The second statement showed that not all the students worked in group from the beginning until the end to finish the writing narrative story. There were some students moved to another group, busy with their self before they finished writing the story. Besides, the result of the third statement showed that the students in a group presented the story in front of the class. The result of the fourth statement showed that the students in the group revised their writing result. Therefore, from the indicators of students’ persistence, the observers only showed 3 positive results.

Fourthly, the researcher analyzed the use of media that the researcher implemented. The result of the first statement showed that the pictures were interesting (full of colors, the size was clear enough). The result from the second statement showed that the picture series did not help the students to participate actively in writing narrative. Hence, from the use of the media, the two observers gave 1 positive result.

After analyzing the students’ activity and the use of media, the researcher analyzed the teacher’s activities based on the result of the two observers. From the 6 statements the researcher divided the statements into 2 groups. The first group was about how the teacher’s behavior at the beginning of the class, the second group was about teacher’s activities during the learning process.

There were 3 statements about teacher’s behavior at the beginning of the class. The result from the first statements showed that the teacher checked the students’ readiness. For the second statement, the result based on the two
observers showed that the teacher greeted the students warmly. The result for the third statements showed that the teacher gave clear instruction when she taught the students. In conclusion, in the first group of the teacher’s activity, two observers showed 3 positive results from the three statements.

According to teacher’s activities, there were 3 statements. The observation result showed that the teacher did not move around in the class during the learning process. The result from the second statement showed that the teacher did not check the pictures arrangement to every group. Based on the two observers result, in the third statement showed that the teacher gave feedback on the writing result. Therefore, from the 3 statements the two observers showed 1 positive result in the teacher’s activity.

According to the observation in the first cycle, the researcher concluded from the 12 statements in the students’ activity and the use of media the two observers gave 8 positive results. As the researcher mention in the data gathering technique in chapter 3, if the results 0-4 it indicated the level of students’ motivation was low, 5-8 positive results indicated that the level of the students motivation was moderate, and 9-12 positive results indicated that the students’ had high motivation. Therefore, the first cycle indicated that the students’ level of motivation was moderate. Meanwhile, based on the results of the teacher’s activity the two observers gave 4 positive results. As the researcher mention in the previous chapter, 0-2 positive results indicated the teacher’s role was poor and if the observers showed 3-4 positive results it meant that the teacher’s role was good, and if the observers showed 5-6 positive results it indicated that the
teacher’s role was good. In conclusion, the role of the teacher’s activities in the classroom during the first cycle needed improvement.

4.2.4 Research Findings and Reflection for the Action of Cycle One

In the research findings the researcher analyzed the result of the data from questionnaires, observation, and field notes. The findings were related to the learning activity and the role of the pictures series which helped the students to increase students’ motivation. First, the researcher analyzed the result of the questionnaires.

As the first indicator, the researcher analyzed the students’ interest. The data showed that 60% of the students were interested in joining English lesson, 46% of the students were interested in the topic of writing narrative, 56% of the students had the background knowledge of narrative and 40% of the students gave responses when the teacher asked questions about narrative. Based on the data, most of the students gave positive responses less than 76%. It could be concluded that the average of students’ motivation was 51% which indicated their level of motivation were moderate. Koulentes as cited by Mertler (2014) believes that students who are motivated usually have more enthusiastic in facing the task. Their enthusiastic were showed by showing positive responses toward the topic at the beginning of the lesson. Meanwhile, the result from the observation supported that at the beginning of the lesson, the students were not ready for the lesson. As the researcher recorded from the field notes that,

Field notes#1: There were some students who still talked to their friends, and did other activities (busy with their gadget, doing task for other subject, and reading books).
Based on the result above, the teacher should pay attention to the students’ behavior and the teacher began the class when all the students had been ready.

The next indicator in assessing students’ motivation was students’ effort (Schunk, Pintrich, & Meece, 2008). According to Pintrich, 2003; Pintrich and De Groot, (1990) as cited by Schunk, Pintrich, and Meece (2008) the students who had motivation to learn would dig greater mental effort during the learning activity and employ cognitive strategy. Based on the questionnaire there were two statements which indicated students’ effort.

Based on the result of students’ effort during the implementation, most of the responses showed that the students still had moderate motivation. It was shown only 56% of the students had effort in completing story which helped them in understanding language and their effort in arranging the pictures with their group was 67% of the students. Those data showed less than 76%, so the average of the level of motivation was 62% which was indicated moderate.

The next indicator which indicated students’ motivation was students’ persistence (Schunk, Pintrich, & Meece, 2008). Dornyei (2001) believes that persistence was related to how long they were willing to sustain the activity. It meant that the higher willingness they have, they were more motivated on that learning activity. Meanwhile, Sardiman (1986) argues that when the students had persistence in facing the task, it meant that they could work for longer time until they finished the task.

Based on the questionnaires, there were 3 statements which indicated students’ persistence. There were 67% of the students stated that they worked
together with their group in finishing writing narrative story, 70% of the students were motivated when presenting story in front of the class, and 73% of the students stated that the feedback from the teacher helped them to revise their writing. It showed that mostly the students’ response was below 76% and the average of the students’ effort was 62% which indicated in level moderate.

The data from the observation supported that when students worked in a group not all students gave participation in writing narrative story. Some of the students did other activities; talking to other members instead of finishing the writing. It was also supported from the field notes that the researcher record,

Field notes#1: Not all the students worked in the group. Some of the students made a joke with other students and some of the students walked in front and busy with themselves. Those students only depended on their friends in writing narrative story. Some of them did not give contribution to their group.

Based on the result of the data that the researcher gathered, the researcher should examine the method. In this activity, the researcher conducted the cooperative learning method. As Art and Newman (1990) as cited by Huda (2012) states that cooperative learning involves, “small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal” (p. 32). In addition, when students could learn together collaboratively, it could increase the students’ passion in learning (Isjoni, 2013). In this case, the researcher should create a small group to increase the students’ contribution in the learning process. Thus, each student was responsible in writing a narrative story.

Furthermore, the researcher implemented picture series as the media in this research. Based on the indicator the use of media, it could be seen that most
of the students gave responses below 76%. It was shown 64% of the students stated the use of picture series helped them in writing narrative, 57% of the students said that pictures series helped them in developing idea, 33% of the students said the story which was showed through pictures series were interested them to write narrative story, 36% of the students said that the use of pictures series made them more confident in writing narrative, 40% of the students stated the use of picture series helped them in understanding the generic structure of narrative, and 63% of the students stated the pictures were understandable. It showed that the average of the students’ responses toward the media was 53%. It indicated the level of their motivation was moderate. The supporting data from observation showed that the use of pictures series did not help the students to participate actively in writing narrative. It was also supported by field notes that the researcher record,

Fieldnotes#1: When the teacher walked around, the teacher found some groups which opened internet and cheated the story from internet. Most of them said that the pictures were too common for them, and they had known the story. The teacher asked to close the internet connection and worked together with their group.

The use of pictures should motivate the students in writing narrative story. As Wright, 1989 as cited by Schwartz (2000) that using pictures in language learning bring interesting activity for students so it could increase their motivation. However, the types of narrative story were too common for the students. The students were not interested enough in the picture that the researcher gave. Therefore, the use of pictures series was not effective in the first cycle. It was because of the stories that presented on the pictures were too common for
students in XI IPA 2. The teacher should find pictures which grasped the students’ attention (Raimes, 1983). In the other hand, the used of pictures series helped them in developing the idea. As Wright (1976:74) as cited by Hutapea and Pulungan (2013) explain that the use series of pictures were, “to guide the students in using a certain language and to remind the students of what to say” (p. 5). The use of pictures encouraged the students to learn a language. The pictures helped them in recognizing the new vocabularies. Besides, the pictures also guide the students to write a narrative story.

The last indicator in assessing students’ motivation was the teacher’s role (Dornyei, 2011). Based on the questionnaires there were 2 statements which indicated the teacher’s role. The teacher’s role in improving students’ motivation also brought the students in level moderate. There were 46% of the students who said that the teacher moved around to check the students’ work and 60% of the students said that the teacher gave feedback to their writing result. The average of the students’ response was 53%, it meant that the level of motivation was moderate. In addition, the result of the observation supported that the teacher did not check each group when they arranged the pictures. Hence, some of the groups did not have well – arranged pictures and made their own version. Based on the teacher’s activity in the first cycle, the teacher should improve how she treated the students especially in group working. It was because the teacher also had important roles in improving students’ motivation. Dornyei (2001) states that the teacher had a role in shaping students’ motivation during the learning process. It
was done by providing mentoring, guidance, nurturance, support, and limit setting. The results of the data were presented in the table below:

**Table 4.1 The result of questionnaires in the first cycle**

<table>
<thead>
<tr>
<th>Numb</th>
<th>Indicators of students’ motivation</th>
<th>The result of the data (%)</th>
<th>Level of Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ interest</td>
<td>51%</td>
<td>moderate</td>
</tr>
<tr>
<td>2</td>
<td>Students’ effort</td>
<td>62%</td>
<td>moderate</td>
</tr>
<tr>
<td>3</td>
<td>Students’ persistence</td>
<td>70%</td>
<td>moderate</td>
</tr>
<tr>
<td>4</td>
<td>The use of media</td>
<td>53%</td>
<td>moderate</td>
</tr>
<tr>
<td>5</td>
<td>Teacher’s role</td>
<td>53%</td>
<td>moderate</td>
</tr>
</tbody>
</table>

After the researcher analyzed each statement in the questionnaires result, the researcher obtained the mean score of each group. The data were presented based on the **Table 4.1**. Based on the result on the questionnaires as the main data, the observation checklist and field notes as the supporting data, the researcher indicated that the students’ motivation in the first cycle in the moderate level.

Based on the research findings, the researcher made a reflection. Reflection was important part in classroom action research. In a reflection, the researcher evaluated what had been successful and what had to be improved (Mertler, 2004). Based on the classroom action research steps, firstly the researcher conducted planning. In planning step, the researcher made a plan to solve the problem (Kemmis & McTaggart, 1988). It was the students’ lacking of motivation in writing a narrative text. From the planning step, the researcher made a lesson plan which the researcher was going to implement (Kusumah & Dwitagama, 2010). In making lesson plan, the researcher and the English teacher determined the topic and skill. After that, the researcher made indicators based on
the standard competence and the basic competence. The next step was determining the learning objectives, learning material, learning method, and teaching activity.

After planning step, the researcher conducted the action. In this step, the researcher taught the students XI IPA 2 based on the lesson plan that the researcher made. During the action was conducted, the researcher also conducted observation. The researcher asked two observers to observe the process of implementation. After the teaching learning activities were conducted, the researcher distributed the questionnaires to the students. There were 30 students who filled the questionnaires. From the 17 statements of the questionnaires the researcher grouped the statements into 5 groups. There were students’ interest, students’ effort, students’ persistence, the use of media, and teacher’s activities in the class. Besides, the researcher also made field notes based on the teaching learning activities as supporting data. After conducting action, the researcher conducted data analysis.

Based on the implementation in the first cycle and the result from the questionnaires, the supporting data from observation checklist and field notes, it could be concluded that the activity in the first cycle could increase the students’ motivation. However, there were some learning activities that the researcher had to improve in the second cycle. The researcher found the strengths and weaknesses that occurred in the first cycle.

1. The strengths

   a. The use of pictures series helped the students to develop their idea.
b. The use of pictures series helped the students to understand the generic structure of a narrative text.

c. Arranging the pictures series in a group trained the students to work together.

2. The weaknesses

a. Many students were not ready to receive the lesson; they were busy with other tasks and still did other activities. The teacher should make good set induction at the beginning of the class.

b. The narrative story was too common for students (the story about Malin Kundang and Three Little Pigs), the teacher should find another story. In addition, the students were not able to work in their group in for long time. Some of the members did other activities, talking with other members instead of finishing the writing. That is why, the teacher should improve the teaching material.

c. The group members were not effective. It was because the groups were too big and only one student who wrote the story, so the other members less participated. Based on that case, the teacher had to change the learning activity, especially in grouping activity.

d. The teacher did not check the pictures arrangement to all groups. Consequently, there was one group which wrote a narrative story without paying attention to the good arrangement.

After found out the strengths and weaknesses through the first cycle, the researcher improved the weaknesses which happened during the implementation.
For the strengths that had been explored, the researcher tried to increase the learning activities in order to be better. Subsequently, the students would be more motivated and got high motivation.

4.3 The Description of Implementation Process of Cycle Two

The Second cycle was conducted in May 2014. There were two meetings. The first meeting was held in May 6, 2014 and the cycle meeting was held in May 8, 2014. In the first meeting on the second cycle, the teacher focused on improving the activities which were not successful in the first cycle. Muslich (2009) also describes that planning of the second cycle to proceed the first cycle which need improvement so the researcher could conduct the next step. There were some points that the researcher had to improve based on the first cycle. In making lesson plan for the next cycle, the researcher more focused on the learning activity and the material. It was because in the first cycle, those activities did not conduct successfully. At the beginning of the class, the researcher gave interesting set induction and created the classroom as conducive as possible for learning. Besides, for the learning material the researcher found new different stories of the pictures series. The researcher also changed some activities in learning process such as the group activity and the roles of the teacher.
4.3.1 Plan

Based on the weaknesses that occurred in the first cycle, the researcher made improvement in the second cycle (Kemmis & McTaggart, 1988). The first step was plan. In this step, the researcher made a new lesson plan (see appendix 10 on page 150). At the beginning of the class, researcher created more positive learning climate. Robert and Isabel (1979) stated that the first step to build motivation in the classroom is establishing a positive learning climate. It will affect the students’ ability and willingness to learn.

The researcher made a new lesson plan to get better improvement from the previous cycle. Basically, the skill and the topic were still about writing a narrative story. The basic competence and the standard competence were still same as the first cycle. The standard competence was expressing the meaning of essay text in the form of report, narrative and analytical exposition in the context of daily life. The basic competence was expressing the meaning and rhetoric steps in the simple essay text using written language accurately, fluency, and acceptable in the context of daily life in the form of narrative. The indicators in the second cycle also were divided into 3 parts, namely cognitive, affective, and psychomotor. After that, the researcher determined the learning objectives which still same as the first cycle. However, the researcher found new pictures series which were not too common for students. For the second cycle, the pictures were about fable. Some groups would get the fable story entitled *The Lion and The Mouse*, some groups would get entitled *The Hare and Tortoise*. The sets of the pictures were more challenging rather than the first cycle. The method of the
teaching activity was cooperative learning. In the second cycle, the researcher asked the students to make a group consist of 4 – 5 students at the maximum because if the group members were too big the students would not be able to work effectively.

Firstly, the researcher asked the students to complete the blank story entitled *Snow White*. After that, the students wrote a story in three minutes based on the pictures that the teacher showed on slide and it was about fable. After that for the main task, the researcher changed the form of the group. If the first cycle the group consists of 5-6 students, in this cycle the researcher only asked to make a group consist of 4 students and 5 at the maximum. Besides, the researcher also asked all the students in the group to write the story. Therefore, all of them had contribution in their group. It was also to minimize misbehave which could be done among them such as talking to their friends, playing gadget, making noisy. The students were asked to arrange the picture with their group in two minutes after that the teacher showed the correct arrangements on the slide. Then, all students in the group had to write the story based on the pictures that they had arranged. After that, the teacher asked the representative of the group to share the story in front of the class.

### 4.3.2 Action

The action of the second cycle was conducted in two meetings. The first meeting was in May 6, 2014 and the second meeting was in May 8, 2014. In each meeting has ninety minutes. In this stage the researcher focused on solving the problems based on the first cycle.
The teacher started the teaching learning at 08.45. After the students joined another lesson on that day, the teacher started the class when all students had entered the classroom. The teacher established the positive learning climate at the beginning by getting students’ attention (Robert & Isabel, 1979), for example checking the students’ readiness and greeting the students warmly (Dornyei, 2001). After all the students were ready, teacher reviewed on the material that they had learned on the previous meeting about narrative. Teacher showed again the power point presentation about narrative text and then the students were asked to read. Students also are asked to read again the story that they had completed based on the picture on the power point slide. The title was *the Monkey and Crocodile*. After the teacher reviewed all the material, the teacher gave a task to the students. The students completed the blank story based on the story that shown on the slide. After that, the students were asked to work in pairs, made a story based on the picture that the teacher showed on slide. It was about *The Monkey and The Crocodile*. There was one picture for one slide and the teacher gave 3 minutes for each slide. All the students did the task enthusiastically. After that, some of the students were asked to present their stories.

In the next task, the teacher asked the students to make a group of four and five at the maximum, in the first cycle a group of 7 were too big and made them couldn’t be concentrate. In the second cycle the teacher asked the students to make a group consisted of 5 students at the maximum. The teacher asked each group to arrange the picture series that had been given to each group. The teacher moved around to check the groups’ activities and checked that all students wrote
the story. Besides, the teacher also asked two students to take dictionaries in the library to help them found the new vocabularies. In the first meeting, the teacher found different situations from the previous cycle. In the second cycle, the situations of the class were more conducive.

Each member in the group had good cooperation in arranging the pictures series during the main activity. It was little bit challenging for them, not all the students had been familiar yet with the story in the pictures. The titles of the stories were the Lion and The Mouse and The Hare and Tortoise (see appendix 10 on page 150). Therefore, all members gave their contribution to make a good arrangement. In writing activity, each student wrote the story, the students did not play gadget or made noisy. Many students had difficulty in translating Indonesian into English. Then, the teacher asked them to consult with the dictionary. After the students finished, the teacher asked them to submit the result. Because of limited time, the teacher asked them to present the story in the next meeting. In the end of the lesson, the teacher reviewed what they had learned at that day, and then the teacher closed the lesson.

In the second meeting, in May 8, 2014 the teacher reviewed again the material about narrative. The teacher asked the students what they had learned in the previous meeting. After that, the teacher gave the students’ writing result. The teacher gave feedback to the students’ writing. The students were asked to improve their writing based on the feedback that the teacher given. The teacher also showed the wrong sentences structure on the slide. After the students improved their writing, the teacher asked them to check again and analyze the
generic structure of the story. The teacher moved around to the students and checked the students’ writing. Then, some of the students presented the story in front of the class. Then, the teacher asked the students to fill questionnaires and after that the teacher closed the lesson.

4.3.3 Observation

The observation of the second cycle was conducted at the same time of the action. Same as the first cycle, the researcher employed two observers in the observation. They sat at the back row of the class and used observation checklist to observe the students during the teaching learning activity. Their job was giving thick (√) to represent the evaluation on the students’ activities on the observation sheet (see appendix 12 on page 166). First, the observers observed the students’ interest toward the lesson. The activities which represented students’ interest were students entered the classroom on time, students were ready for the lesson, students had the background knowledge of the material, and students gave responses when the teacher asked the questions. Besides, the observers evaluated the students’ effort. The activities such as students completed the sentence together based on the story which shown on the slide, and students sat in the group and arranged the picture series entitled “The Lion and the Mouse” and “The Hare and the tortoise”. Another element that the observers observed was students’ persistence. The activities which represented the students’ persistence were each of group wrote the narrative story based on the pictures series that they had arranged, the students work in group from the beginning until the end, until their own group finished making a narrative story, the students presented the story in
front of the class, and the students revised their writing. The last element that the observers had to observe was how the use of pictures series implemented in the class. The observers evaluated the picture such as the colors, size, and also the story in the pictures.

In addition, the observers observed the teacher’s activities. There were some elements in observing teacher’s activities. They were teacher’s behavior at the beginning of the class such as greeting the students, checking the students’ readiness, giving clear instruction. Besides, the observers also evaluated on the teaching activities during the learning process. It was shown when the teacher moving around to each group, checking the pictures arrangement, and giving feedback to the students. The result of the observation was described on the observation analysis.

4.3.1 Observation Analysis

After conducting observation, the researcher analyzed the result of the observation (see appendix 12 on page 166). Firstly, the researcher analyzed the result of the students’ interest. The result from the two observers showed that in the beginning of the lesson the students entered the class on time. For the second statement showed that the students were ready for the lesson. In the previous cycle, when the teacher began the lesson but the students were not ready for the lesson, in this case, there was improvement from the previous cycle. The result for the next statement showed that the students had background knowledge of the narrative material. The last statement, the resulted showed that students gave respond when the teacher asked questions. In conclusion, from the four statements
based on the indicator of students’ interest, the observers showed all positive results.

Secondly, the researcher analyzed the students’ effort in performing the task. The result from the first statement showed that the students worked in pairs and wrote the story based on the picture which was shown on the power point slide. The students had to complete before they wrote narrative story. In addition, the result from the second statement showed that all the students worked in group to arrange the pictures series entitled “The Lion and the Mouse and The Hare and The Tortoise”. From the second group about students’ effort, two observers showed positive result. Hence, from the 2 statements in the second group two observers gave 2 positive results. It meant that the students’ had high effort in performing the task.

Thirdly, the researcher analyzed the students’ persistence. There were 4 statements. Based on the observers’ results showed that each student in a group wrote a story based on the pictures series that they had arranged. There was improvement from the first cycle. In the first cycle only one student in group who wrote the story, the other did other activities and busy with their selves but in the second cycle all the students wrote the story.

The second statements, showed that each student worked persistently in the group to make a narrative story. The students work in a group to make narrative story from the beginning until the end. The students did not go from another group before they finished the story. The next result, the students in a group presented the story in front of the class, and the last result of students’
persistence showed that the students had persistence to improve their writing result after got feedback from teacher. Therefore, from the third group, two observers showed 4 positive results from the 4 statements. There was an improvement from the previous cycle.

Fourthly, the researcher analyzed the use of media that the researcher implemented. There were 2 statements. The result of the first statement showed that the pictures series were interesting (the picture full of colors, the size is clear enough.) The result from the second statement showed that the use of pictures series helped the students to participate actively in writing narrative. Therefore, based on the use of media, both observers gave positive results. It meant the use of media was effective in the teaching learning process. Therefore, it could increase their motivation. After analyzing the students’ activity and the media, the researcher analyzed the teacher’s activities. From the 6 statements the researcher divided the statements into 2 groups. The first group was about teacher personal behavior, the second group was about teacher’s activities during the learning process.

There were 3 statements based on the teacher personal behavior. The result from the first statements showed that the teacher checked the students’ readiness. For the second statement, the result based on the two observers showed that the teacher greeted the students warmly. The result for the third statements showed that the teacher gave clear instruction when she taught the students. In conclusion, based on the teacher personal behavior, two observers showed 3 positive results
from the three statements. In conclusion, the teacher personal behavior helped the students in the process of increasing students’ motivation.

Based on teacher’s activity during the teaching learning process, they were 3 statements. The result of the observation showed that the teacher moved around in the class during the learning process. The result from the second statement showed that the teacher checked the pictures arrangement to every group. There was improvement for the first cycle so that the students could make a coherence story (Raimes, 1983). Based on the observation result, in the third statement showed that the teacher gave feedback on the writing result. Therefore, from the 3 statements the both observers showed all positive results in the teacher’s activity. It meant that the teacher activity was effective in the process of learning.

4.3.4 Research Findings and Reflection for the Action of Cycle Two

In the research finding, the researcher conducted data analysis from questionnaires, observation checklists, and field notes. The results from the second cycle were better than the previous cycle.

The result from the first group about students’ interest showed that most of the students had high interest in the lesson. It was shown from the data that 83% of the students were interested in joining English lesson, 83% of the students were interested in the topic of writing narrative, 96 % of the students had the background knowledge of writing and 100% of the students gave responses when the teacher asked questions. Based on the students’ response, the average of the students’ interest was 91%. It indicated the level of motivation was high.
Meanwhile, the supporting data from the observation checklist showed that in the indicators of students’ interest both observers gave positive results. In the first cycle the students were not ready for the lesson. However, in the second cycle the students were more ready to receive the lesson. It was also supported by the result from the field note in the second cycle that the researcher recorded,

Field notes#2: The teacher started the class until the students entered the classroom. Then, teacher greeted the students warmly, asked the students about their readiness joining the class, and asked the students to put everything except the stationary and the English book. All the students had been ready for the lesson and all students paid attention to the teacher.

As Koulentes as cited by Mertler (2014) believes that the students who were motivated, usually were ready in joining the lesson. It was because they had a need to learn. As supported by Uno (2007) who believes that the indicators that the students were motivated, there is a motive and need to learn. It had indicated that the students really had strong interest toward the subject and the material.

The second indicator was the students’ effort (Schunk, Pintrich, & Meece, 2008). The indicators were same as the first cycle, there were two statements which indicated the students’ effort. The result on the students’ effort showed that 87% of the students had effort in completing blank story and 87% of the students had effort in arranging the picture series. Based on the result, it could be concluded that the average of the students’ effort was 87%. It indicated high motivation. It was supported by the result of the observation checklist. In the first task, they had effort in writing a simple story based on the picture that was showed on power point slide. They also worked together to arrange the picture which were more challenging from the previous cycle.
The next indicator was the students’ persistence (Schunk, Pintrich, and Meece, 2008). Based on the questionnaire, there were 3 statements which indicated students' persistence. The data showed that, the students’ persistence increased. In the first cycle 88% of the students who stated that they could work together with their group in the second cycle it became 93%. It caused by the action of the teacher in changing the group, so that the students could work more effective. In the first cycle, 70% of the students said presenting the result of the writing in front of the class made them more enthusiastic in joining writing lesson and in the second cycle increased become 87%. The students who had stated that feedback from teacher helped them to revise their writing story in the first cycle 73% and in the second cycle 80%. Their persistence in revising their writing increased. As a result, the average of the students’ persistence was 87% which indicated the level of motivation was high.

Furthermore, the result of the observation showed that both observers gave positive results on the students’ persistence. All the students in the group worked from beginning until the end to finish the writing.

The next indicator was the use of media. In this cycle pictures series were implemented to increase students’ motivation in writing. Raimes (1983) states that the use of picture in the classroom gave important role to students especially in writing. Based on the indicator on the use of media, the researcher concluded that there was improvement from the first cycle. Most of the students’ responses were more than 76% which indicated high motivation. In the first cycle 64% of the students stated that the used of pictures series helped them in writing narrative, in
the second cycle it became 83%. The use of pictures series also helped the students to develop their idea. The result was increase from 57% to 86%. In the first cycle only 56% of the students who said that the story which was showed through pictures series attracted them in writing narrative, but in the second cycle it became 87%. In the second cycle the research found other types of story entitled “The Lion and the Mouse and The Hare and the Tortoise”.

The use of pictures series also made the students were more confident in wrote narrative. In the first cycle there were 36% of the students who stated that they were more confident, in the second cycle it became 83%. Besides, the pictures series also helped the students in understanding generic structure of narrative, from 40% of the students in the first cycle, it became 97% of the students. The last was most of the students stated the pictures were understandable. In the first cycle there were 63% of the students, it became 94 % of the students who stated that the pictures were understandable. The average of the results showed that there were 88 % of the students stated that the use of media help them in increasing their motivation.

In addition, the result of the observation supported that the pictures series were interesting (full of colors, enough size). The use of media that the researcher implemented in the second cycle attracted the students’ attention than the first cycle. As a result, the use of pictures series increased the students’ motivation in writing narrative.

The last indicator in assessing motivation was teacher’s role (Dornyei, 2011). There were 2 statements which indicated teacher’s role. The result of the
data showed that the teacher’s role in the second cycle was getting better. In the first cycle only 46% of the students who stated that the teacher moved around to check the students. It was because the teacher did not check to all students’ work to each group especially when they arranged the pictures. In the second cycle, after the teacher checked to all the groups, the students’ responses became 97%. It was supported by field notes on the first cycle,

Field notes#2: The teacher went to each group to check the students’ work and the pictures arrangement.

In addition, there were 90% of the students stated that the teacher gave feedback to their writing result. It was supported by the observation checklist result, the observers gave positive results on the teacher’s role during the implementation of the second cycle such as teacher checked the students’ readiness before she began the class, teacher greeted the students warmly, teacher gave clear instruction, teacher moved around and checked the picture arrangement to each group after that also gave feedback on the result. It could be summarized the average of the students’ response was 94 % so it indicated the motivation was high. The result of the data the data was presented on the table below:

**Table 4.2 The result of questionnaires in the second cycle**

<table>
<thead>
<tr>
<th>Numb</th>
<th>Indicators of students’ motivation</th>
<th>The result of the data (%)</th>
<th>Level of Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ interest</td>
<td>91</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>Students’ effort</td>
<td>87</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>Students’ persistence</td>
<td>87%</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>The use of media</td>
<td>88%</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>Teacher’s role</td>
<td>94%</td>
<td>High</td>
</tr>
</tbody>
</table>
Based on the main data which was shown on the Table 4.2, the researcher found out there were improvements from the first cycle. Through the teaching learning activity, the use of the media, and the role of the teacher, it helped the student to increase their motivation in writing a narrative story.

Based on the action research steps in the second cycle, the researcher had conducted plan, action, and observation. In the planning steps the researcher made a new lesson plan. The topic and the skill were still same as the first cycle, it was about writing narrative. Basically, the learning materials still about narrative and the researcher found new picture series for the students.

The researcher learned from the experience of the first cycle. When the class was begun the students were not ready for the lesson, most of them still busy with their selves, and talked with their friends, so in the second cycle, the teacher built positive learning climate before she began the class (Robert & Isabel, 1979). The teacher checked that all the students were ready to receive the material. After that, the researcher also found other narrative stories which grasped the students’ interest. In the second cycle, the research implemented story about The Lion and the Mouse and The Hare and the Tortoise.

The research finding from the main data and supporting data in the second cycle showed that there were improvements from the first cycle to the second cycle. The teaching learning activity, the implemented of the pictures, and the teacher’s role helped the students of XI IPA 2 increase their motivation in writing. The students were more interested in joining the English lesson. Through the learning activities such as completing the blank narrative story and arranging the
pictures, it could increase the students’ effort. Besides, the students’ also more had persistence in the learning activity in the second cycle. The use of the pictures series also increased the students’ motivation in writing narrative. In addition, the role of the teacher also helped the students to obtain better guidance so the teacher also act became the figure in shaping students’ motivation. Based on the learning activities in the second cycle, the researcher did not find problem that happened in the class. After the implementation of the second cycle, the researcher figure out the strength:

The strengths:

a. The stories which were presented through pictures series were more interesting for students.

b. Each student wrote narrative story based on the picture that they had arranged in the group so it helped them in practicing writing skill

c. The amounts of group members were more effective than the first cycle.

d. The teacher checked the arrangement of the pictures to each group. It helped the students to write narrative story with a good organization.
In the other hand, the improvement of students’ motivation could be study in the chart which indicated the indicators of the students’ motivation as presented in the charts below.

Figure 4.3. The result of questionnaires in the first cycle
Figure 4.4 The result of questionnaires in the second cycle

Based on the result presented above, the researcher learned that the main point in conducting classroom action research was how the researcher made solutions from the problems that happened in the classroom. The solutions also became the evaluation on the teaching learning process. As the researcher had conducted, when the researcher taught English lesson to students in XI IPA 2 SMA N 1 Kasihan, they were lacking of motivation in writing activity. After identified the problem, the researcher conducted classroom action research to solve the problem that happened in the class. When the researcher implemented
the first cycle, the researcher found ineffective pictures in the teaching learning process. After the researcher learned from the first cycle, the researcher made improvement in the second cycle. The implementation in the second cycle helped the students in XI IPA 2 to increase their motivation. The students were more interested in joining the writing lesson and they had more effort and persistence in writing. The use of pictures series helped the students to increase their motivation in writing narrative. In addition, the various learning activities in example group works, class discussion supported the use of pictures as the media in the teaching process. To ensure that the students wrote a narrative story, the teacher used genre based approach in teaching writing. The students wrote narrative story accordance to the generic structure and language features of the narrative. As a result, the students could write the narrative story with complete generic structures and language features.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the research. The researcher also concluded the result of the research implementation. Besides, it spells out recommendation for English teacher and future researcher who are interested in education research.

5.1. Conclusions

This research was conducted to solve the problem of the class XI IPA 2, it was lacking of motivation in writing. The researcher found the problem when conducted teaching internship program (PPL). In implementing this research, the method that the researcher used was classroom action researcher by Kemmis and Mc Taggart (1988). The action research consisted of two cycles. Each cycle, consisted of plan, action, reflection, and observation. The learning method that the researcher used was cooperative learning. Cooperative learning was believed as a strong strategy to motivate the students (Ministry of Education, 1997 as cited by Huda 2012).

Before the researcher conducted the planning step, the researcher did reconnaissance. Reconnaissance involved taking time to reflect and examine someone own belief to take better understanding of the research problem. In doing reconnaissance, the researcher made self-reflection, description, and explanation (Mills, 2007 as cited by Mertler, 2009). In addition, the researcher also conducted interview with the English teacher.
In the planning step, the researcher made lesson plan, prepared the teaching activity, and pictures series as the media to help the students got better motivation in writing. In making lesson plan, the researcher discussed with the English teacher about the topic, materials, and teaching activities. After the planning step, the researcher conducted the action and observation. In this step the researcher implemented pictures series in writing a narrative. After the action in the first cycle, the researcher made a reflection. In the reflection, the researcher reflected what had been conducted and figured out what had to be improved based on the implementation in the first cycle. During the implementation, the researcher found that some of the students were not ready to receive the lesson; they were busy with other tasks and did other activities. Meanwhile, the stories which were presented on the pictures were too common for students. Another cases, the researcher had to improve the form of the group. It was because, in the first cycle, implementing pictures in a big group was not effective. Furthermore, the teacher did not check the pictures arrangement to all groups. Consequently, there was one group which wrote a narrative story without paying attention to the good arrangement. Based on the cases which happened in the first cycle, the level of students’ motivation were still moderate.

Based on the implementation of the first cycle, the researcher made improvement that had been conducted in the second cycle. In planning step, the researcher made a new lesson plan. The researcher conducted positive learning climate at the beginning of the class, in form of the researcher started the lesson if all the students were ready and the researcher made better set induction.
Meanwhile, the researcher found more interesting pictures series and made the pictures as clear as possible for students. The researcher found other pictures which were not too common for students so the students were more interested and could work well than before. The researcher also asked each student to write narrative story based on the pictures that they arranged in their group. The researcher checked the pictures arrangement to each group and showed the good arrangement on the power point slide. The condition of the class was more conducive. In the reflection step, the researcher found that basically, the implementation of the pictures gave improvement to the students’ motivation in writing. In assessing students’ motivation the researcher used the theory from Schunk, Pintrich, and Meece (2008). It consisted of three indicators; they were choice of task or interest, effort and persistence. In addition, as supporting students’ motivation the use of pictures series were implemented.

The data were collected from questionnaires, observation checklists, and field notes. The data showed that the students’ interest in writing narrative increased. The students also had more effort and persistence in the second cycle. One of the reasons was because the teacher improved the media that the researcher implemented. Besides, the role of the teacher also support in assessing students’ motivation. Based on the implementation in the first cycle, the teacher made improvement to get better teaching activity. In the second cycle the teacher gave more attention to the students by checking their work during writing activity one by one. The teacher also changed the amount of the group members so the students worked effectively.
Based on the implementation and improvement in each cycle, the level of motivation of the students increased. In the first cycle was moderate and in the second cycle the level of motivation was high. As a result, the use of pictures series helped the students to increase their motivation in writing a narrative story. Pictures series were implemented as main teaching media in the teaching learning process and as media to help the students built their idea so they were motivated in writing narrative. It was inferred from the improvements of the learning process of the first cycle and the second cycle.

5.2 Recommendations

In this section, the researcher recommends some suggestions for English teachers and future researchers.

1. For English Teachers

First, for the teachers who want to use learning media in teaching learning activity, they should prepare it as well as possible. In addition, in finding the media, the teachers are expected to find interesting media for students.

Second, in writing activity, especially writing a type of text (narrative, procedure, and recount) the teachers should check that the students have known the generic structure and language features of that topic. It is very important knowing the structural pattern and language features while studying genre of text.

Third, when students doing their works in a group or individual work, it is better if the teachers move around and have interaction to the students so that the teacher not only ask the students to do the tasks but the teachers know the
personal’s characteristics and need of the students. It would be better if the teachers also give motivational reinforcement to the students so it increases their spirit and builds positive learning climate.

2. For Future Researchers

The researcher realizes that this research still has limitations especially in implementing pictures series to increase students’ motivation in writing through classroom action research. Therefore, for future researchers who want to conduct classroom action research, it is better if they identify the real problem in the class as deep as possible and make exact solutions. If the future researchers want to employ pictures, it is better to apply the pictures series or another kind of pictures in different genre of texts for example in recount, procedure, and report, so we have more awareness how pictures series works in another topic.
REFERENCES


Sa’diyah, H. (2014). Improving students' ability in writing descriptive text


Appendix 1

Cover letter for the Governor
Office of DIY
Plagiat merupakan tindakan tidak terpuji.
Appendix 2

Permission letter from the Governor Office of DIY
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
OTW/REG/1815/3/2014

Membaca Surat KAJUR PENDIDIKAN BAHASA DAN
SEN FAKULTAS KEGURUAN DAN
ILMU PENDIDIKAN
Nomer : 026/PLNT/KAJUR/JPBS/III/2014
Tanggal : 3 MARET 2014

Perhatiakan: IJIN PENELITIAN/RISET

Mengingat:

DIUMUKAN untuk melakukan kegiatan survei/beneli penelitian pengembangan pengajuan riset lapangan kepada
Nama : DAMARISKA OKTAVIANI
Akan : FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS SANATA DHARMA
Jadwal : USING PICTURES TO IMPROVE STUDENTS’ MOTIVATION IN WRITING CLASS OF ELEVENTH GRADERS EXACT TWO IN SMAN 1 KASihan
Lokasi : DINAS PENDIDIKAN, PEMUDA DAN OLIMPIA DAIR
tanggal : 4 MARET 2014 hingga 4 JUNI 2014

Dengan Keterangan
1. Menyertai surat keterangan inisurat bercakatan pendanaan pengembangan pengajuan riset lapangan 1 dari Pemkamah Daerah DIY kepada Bupati/Dekan/kelemaan kependidikan yang meneliti mesu di dalam
2. Menyertai surat kepada penelitinya bahwa Gubernur Daerah Istimewa Yogyakarta melalui Biro Administratif Pembangunan Setia DIY dalam komunikasi dengan masyarakat berupa pesan dalam website abenglish.ogjnp.go.id dan menunjukkan nama dan alamat yang sudah diterima dan dibuka oleh komunitas;
3. Uji ini harus dipaparkan untuk keberlanjutan hasil, dan penelitian ini melibatkan kegiatan yang bertepat dalam keberlanjutan dan kebutuhan untuk menunjukkan permasalahan melalui website abenglish.ogjnp.go.id;
4. Uji ini yang dibutuhkan untuk dilakukan untuk apa saja penelitian ini tidak memenuhi dasar yang bertepat dengan keberlanjutan dan kebutuhan untuk menunjukkan permasalahan melalui website abenglish.ogjnp.go.id;
5. Uji yang dibutuhkan untuk dilakukan untuk apa saja penelitian ini tidak memenuhi dasar yang bertepat dengan keberlanjutan dan kebutuhan untuk menunjukkan permasalahan melalui website abenglish.ogjnp.go.id;

Dilaksanakan di Yogyakarta
Pada tanggal 4 MARET 2014

A n Sekretaris Daerah
Adikter Pendidikan dan Pembangunan

Kepala Dinas Pendidikan

Tanda tangan: (S.H)
NIP. 196501121980011012

Petugas Penerima: (S.H)
NIP. 196501121980011012

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL: C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KAJUR PENDIDIKAN BAHASA DAN SENI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN, UNIVERSITAS SANATA DHARMA
5. YANG BERSANGKUTAN
Appendix 3

Permission letter from the Mayor of Bantul
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 4

Surat Permohonan Menjadi Responden
Kepada Yth

...................

Dengan hormat,

Saya yang bertanda tangan dibawah ini:

Nama : Damariska Oktaviani
NIM : 101214083

Adalah mahasiswa Jurusan Pendidikan Bahasa Inggris (PBI) Fakultas Keguruan dan Ilmu Pendidikan Universitas Sanata Dharma yang akan mengadakan penelitian dengan judul “Using Pictures Series to Improve Students’ Motivation in Writing Narrative of XI IPA 2 in SMA N 1 Kasihan”. Tujuan penelitian ini adalah untuk memperbaiki motivasi siswa kelas XI IPA 2 dalam menulis narrative menggunakan gambar berseri.

Sehubungan dengan hal tersebut, dengan kerendahan hati saya mohon kesediaan Ibu untuk menjadi responden dalam penelitian ini. Semua data maupun informasi yang dikumpulkan akan dijaga kerahasiannya dan hanya akan digunakan untuk kepentingan penelitian. Atas perhatiaan Ibu, saya ucapkan terima kasih.

Yogyakarta, 14 Maret 2014

Peneliti

Damariska Oktaviani
Appendix 5
Interview Guidelines
Pertanyaan Wawancara untuk Guru Bahasa Inggris

1. Bagaimana model pembelajaran writing yang ibu lakukan selama ini?
2. Media apa saja yang Ibu gunakan dalam pembelajaran writing?
3. Apakah anak-anak sudah cukup aktif di kelas saat mengikuti pembelajaran writing? (buktinya?)
4. Apakah anak sudah cukup Percaya diri saat menulis? (buktinya?)
5. Apakah anak sering merasa bosan dalam mengikuti pelajaran writing?
6. Menurut Ibu, apakah semua anak memiliki good writing skill?
7. Kendala apa yang biasanya dihadapi ketika writing?
   Misal: kurangnya motivasi, susah mengembangkan ide, atau grammar, dsb
8. Apakah media & model pembelajaran yang ibu lakukan selama ini sudah menarik minat siswa dalam menulis? (alasan.)
9. Pernahkah Ibu menggunakan media gambar untuk membantu anak dlm menulis?
   (kalau Ya., bagaimana respon mereka?)
10. Apakah selama mengajar ibu selalu mengecek pekerjaan mereka satu per satu, mendekati mereka dan bertanya mana yang blm jelas, membangun komunikasi secara personal kepada siswa?
Appendix 6

Lesson Plan and Teaching Materials of Cycle One
Lesson Plan

Cycle 1

School : SMA N 1 Kasihan
Subject : English
Class/ Semester : XI / II
Aspect/Skill : Writing
Topic : Narrative
Time : 4 x 45 minutes (2 meetings)

A. Standard Competence

6. Expressing the meaning of essay text in the form of report, narrative and analytical exposition in the context of daily life.

B. Basic Competence

6.2 Expressing the meaning and rhetoric steps in the simple essay text using written language accurately, fluency, and acceptable in the context of daily life in the form of report, narrative and analytical exposition

C. Indicator

1. Cognitive
   - Students are able to recognize narrative text.
   - Students are able to identify the language feature of narrative text.
   - Students are able to identify generic structure of narrative.

2. Affective
   - Students are able to work together in a group

3. Psychomotor
   - Students are able to arrange the picture series in a good order
   - Students are able to write a narrative story using simple past tense

D. Learning Objectives:

   - Students are able to recognize narrative text
   - Students are able to identify the language feature of narrative text.
   - Students are able to identify generic structure of narrative.
- Students are able to work together in a group
- Students are able to arrange the picture series in a good order
- Students are able to write a narrative story using simple past tense

E. Learning Material

- Narrative (attached)

F. Learning method

- Cooperative Learning

G. Teaching Activity

<table>
<thead>
<tr>
<th>Numb</th>
<th>Activities</th>
<th>Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-activity</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>a. The teacher greets the students and check</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the students attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. The teacher asks about the topic that the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students have learned in the previous meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. The teacher explains the material that the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students are going to learn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Today, we are going to learn about…)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whilst Activity</td>
<td>70 minutes</td>
</tr>
<tr>
<td></td>
<td>• Exploration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The students and teacher review the material about narrative (definition, generic structure of narrative text, tenses) by showing the example of narrative text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher shows pictures on power point presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The students are asked to complete the story based on the pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answer together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Elaboration</td>
<td></td>
</tr>
</tbody>
</table>
The students are asked to make a group consist of 5-6 people. Teacher distributes the picture series.

<table>
<thead>
<tr>
<th>Number</th>
<th>Activities</th>
<th>Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>to each group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The groups are asked to arrange the picture into the good composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The groups are asked to write a narrative story based on the pictures that had been arranged.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The groups are asked to present the story in front of the class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Another groups are asked to give comments to their friends’ presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The groups are asked to submit the writing result to the teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher gives feedback to the students’ writing result</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Confirmation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students are asked to revise their writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher checks the students’ writing result</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Post activity Conclusion and review</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>- Students are asked about the lesson that they have learned and review the lesson briefly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher closes the lesson</td>
<td></td>
</tr>
</tbody>
</table>
## H. Assessment

### ESL Composition Profile (ESLCP)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>LEVEL</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CONTENT</td>
</tr>
<tr>
<td>30-27</td>
<td>26-22</td>
<td>21-17</td>
</tr>
<tr>
<td>20-18</td>
<td>17-14</td>
<td>13-10</td>
</tr>
<tr>
<td>20-18</td>
<td>17-14</td>
<td>13-10</td>
</tr>
<tr>
<td>9-7</td>
<td>9-7</td>
<td>9-7</td>
</tr>
</tbody>
</table>

**COMMENTS**

- **EXCELLENT TO VERY GOOD:** knowledgeable ● substantive ● thorough development of thesis ● relevant to assigned topic
- **GOOD TO AVERAGE:** some knowledge of subject ● adequate range ● limited development of thesis ● mostly relevant to topic, but lacks detail
- **FAIR TO POOR:** limited knowledge of subject ● little substance ● inadequate development of topic
- **VERY POOR:** does not show knowledge of subject ● non-substantive ● not pertinent ● OR not enough to evaluate

- **ORGANIZATION**

- **EXCELLENT TO VERY GOOD:** fluent expression ● ideas clearly stated/ supported ● succinct ● well-organized ● logical sequencing ● cohesive
- **GOOD TO AVERAGE:** somewhat choppy ● loosely organized but main ideas stand out ● limited support ● logical but incomplete sequencing
- **FAIR TO POOR:** non-fluent ● ideas confused or disconnected ● lacks logical sequencing and development
- **VERY POOR:** does not communicate ● no organization ● Or not enough to evaluate.

- **VOCABULARY**

- **EXCELLENT TO VERY GOOD:** sophisticated range ● effective word/idiom choice and usage ● word form mastery ● appropriate register
- **GOOD TO AVERAGE:** adequate range ● occasional errors of word/idiom form, choice, usage but meaning not obscured
- **FAIR TO POOR:** limited range ● frequent errors of word/idiom form, choice, usage ● meaning confused or obscured
- **VERY POOR:** essentially translation ● little knowledge of English vocabulary, idioms, word form or not enough to evaluate

---

*PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI*
## ESL Composition Profile (ESLCP)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>LEVEL</th>
<th>CRITERIA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE USE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-22</td>
<td>EXCELLENT TO VERY GOOD: effective complex constructions ● few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-18</td>
<td>GOOD TO AVERAGE: effective but simple constructions ● minor problems in complex constructions ● several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td>FAIR TO POOR: major problems in simple/complex constructions ● frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions ● meaning confused or obscured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td>VERY POOR: virtually no mastery of sentence construction rules ● dominated by errors ● does not communicate ● OR not enough to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MECHANICS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions ● few errors of spelling, punctuation, capitalization, paragraphing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing ● poor handwriting ● meaning confused or obscured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>VERY POOR: no mastery of conventions ● dominated by errors of spelling, punctuation, capitalization, paragraphing ● handwriting illegible ● OR not enough to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td><strong>READER</strong></td>
<td><strong>COMMENTS</strong></td>
<td></td>
</tr>
</tbody>
</table>
I. Learning material

a. Internet


J. Media

a. *Power Point presentation*

b. *Picture series*

Designed by
Researcher

Damariska Oktaviani
NIM. 101214083

English Teacher

Arsianti Widyaningsih, S.Pd
NIP. 1979052012014

Bantul, April 2014

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Narrative text is a text which retells stories or past events. It focuses on specific participants.

The Purpose is to amuse or to entertain the audience.

Generic structure of Narrative Text:
- Orientation: introducing the characters and the setting of the story. (Who, When, Where)
- Complication: Describing the rising crisis which the participants have to do with.
- Resolution: showing the way of participants to solve the crisis, better or worse.

Language feature:
- Using time conjunction: once a upon a time, one day, long time ago, A year passed by...
- Using chronological connection: then, first, before, after, finally, At the end of the story ...
- Adverbs: Adverb of manner ⇒ quickly, well, badly, harmly
  Adverb of time ⇒ yesterday, in the morning, last night, in the year of 2010
  Adverb of place ⇒ at the forest, in front of her house, behind the garden,...
- Using simple past tense

Type of Narrative Text
1. Fable
   It's telling about animal characters that speak and act like human being
   Example: the smartest parrot, the monkey and crocodile

2. Legend
It's telling about human action that are perceived both by teller and listeners to take place within human history. Example: Malin Kundang

3. Fairytale

It's telling about human's story and their activity dealing with magical things such as fairies, dragon, and witch (Snow White)

4. Myth

It's telling about ancient story dealing with supernatural beings, ancestors, or heroes that serve as a fundamental type in the world view of people (Nyi Roro Kidul)
Complete the story below by choosing the right answers!

............, there was a monkey. He ........(wants to/wanted to) cross a river. There he........(sees/is seeing/saw) a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to (jump/jumped/jumping) on its back. ............the crocodile ........ (swim/had swam/swam) down the river with the monkey on his top.

Unluckily, the crocodile ......(were/was/is) very hungry, he stopped in the middle of river and said to the monkey, “My father ...(is/are/was) very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in......(happy/dangerous/sad) situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?,’’ asked the crocodile.
“Because I (don’t bring/didn’t brought/wasn’t bringing) my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they…..(reaches/ had been reached/ reached) the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree

“Where (was/are/is )your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

-The End-

Sources : http://www.slideshare.net/sarhaji/the-story-of-smart-monkey-and-dull-crocodile-by-miftahantana-10673835
http://www.moralstories.org/the-monkey-and-the-crocodile/
Activity

Please arrange the picture into good story and then write your own story. After that, read the story in front of the class!
Practice makes perfect!

WRITING TIME

--------------------------------------

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 7

Field Notes of Cycle One
FIELD NOTES

CYCLE 1

The action was conducted in April 22, 2014 at SMA N 1 Kasihan, Bantul. There were 30 students who came in the class. The objective of the lesson was the students were able to write a narrative story. The English lesson was begun at 08.45. When the bell was rang at 08.45 it was the time for the students in the class XI IPA 2 to get the English lesson. The teacher entered the class on time and most of the students had entered the class. However, there were some students who still talked with their friend, and did other activities (busy with their gadget, doing task for other subject, reading books). Before the teacher opened the class, some of male students helped the teacher to prepare the LCD. After that, 10 minutes later the teacher opened the class. The teacher greeted the students and also explained the purpose of she taught the students at that time. It was for research under graduated thesis. After that the teacher started the lesson.

The teacher reviewed the material about narrative. The students were enthusiastic enough with the material although, they had learned narrative story for several times. When the teacher asked questions, “What do you know about narrative?” the most of the students answered the question, it proved that they still had the background knowledge of narrative. After that the teacher showed about language features of narrative, types of narrative, and the examples on power point presentation. The teacher and the students discussed together. Students always respond when the teacher asked questions although their answer was not
complete but at least they had tried. Most of the students looked familiar with this topic because they had learned narrative since in tenth grade. After the teacher explained about narrative, the teacher gave task for students. The teacher showed uncompleted narrative story with pictures and the students were asked to complete the sentences using time conjunction, chronological connector, and simple past tense. The purpose was to make sure that the students had understood about the tenses and the conjunction that they were going to use in writing narrative. The teacher asked some students to answer but some students still had wrong answer then the teacher asked another student to answer until gave the right answer. The students were asked to read the text and then fill the blank part. When the students had wrong pronunciation the teacher gave improvement and asked the students to read again.

After the students and the teacher finished discussing the task, the teacher asked the students to make a group consist of 5-6 persons for each group. The students counted 1 until 7 in forming the group. Then, they sat based on their own group. It was the main task that each group was given some pictures and they had to arrange the picture into good order, after that they were asked to write a narrative story based on the picture. The teacher asked for each group wrote one narrative story after that they had to submit the result. Each group was enthusiastic to arrange the pictures, after that they worked in group to make a story. However, there were some groups who did not do the task well. Not all the students worked in the group. Some of the students made a joke with other students and some of the students walked in front and busy with themselves.
Those students only depended on their friends in writing narrative story. Some of them did not give contribution to their group.

At the beginning of the group work they joined with their group but it did not take for a long time. Some of the members went to another group, talked to other members and busy with themselves. When the teacher walked around, the teacher found some groups which opened internet and cheated the story from internet. Most of them said that the pictures were too common for them, and they had known the story. The teacher asked to close the internet connection and worked together with their group. Then, they continued the writing. There were a lot of questions from the students related to vocabularies. Many students did not know the meaning in English language. When the teacher asked them to open dictionary they did not bring dictionary, then they used online dictionary from their gadget. Due to limited time, the teacher asked all the groups to submit their work and then the teacher close the meeting and concluded about what they had learned. The next meeting the teacher asked the students to improve their writing, and presented the story in front of the class.

In the next meeting in April 24, 2014 the teacher gave the result of their writing to every group. From their writing result, the teacher wrote the wrong sentences especially related to the grammar and sentence structure on the power point, and then asked the students to give good improvement. Some of the students still had difficulty in grammar, and then the teacher explained the good improvement. After that, some of groups were asked to share their story in front of the class. The students were very enthusiastic when they shared to whole class.
Appendix 8

Observation Sheet of
Cycle One
## OBSERVATION SHEET

### Cycle 1

**OBSERVATION SHEET ON THE ACTIVITIES OF THE STUDENTS & THE MEDIA**

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students enter to the classroom on time.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Students are ready for the lesson.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Students show that they have the background knowledge of the material.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students give response when the teacher asks questions</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students complete the sentences together based on the picture which is</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>showed in power point presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students sit in group &amp; arrange the picture series about <em>Malin Kundang</em></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>story and 3 little pigs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Each group write a story based on the picture that they have arranged</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Each student work in group persistently to make a narrative story from</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>the beginning until the end</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The groups present the story in front of the class</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>10</td>
<td>The groups revise their writing</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The picture series was clear (full of colors, standard size)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The picture series helped the students to participate actively in writing narrative.</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

Observer
Arsianti Widyaningi, S.Pd
NIP. 1979052012014
OBSERVATION SHEET

Cycle 1

OBSERVATION SHEET ON THE ACTIVITIES OF THE TEACHER

School : SMA N 1 Kasihan
Class : XI IPA
Day/Date : April 22, 2014
Time : 08.45-10.00

Put thick ( √) to represent your evaluation on the teacher’s activities on the place provided!

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher checks the students readiness</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teacher greets the students warmly</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher gives clear instruction</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher moves around the class</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Teacher checks the pictures arrangement to each group</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Teacher gives feedback to the student’ writing result</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Observer

Arsianti Widyaningsih, S.Pd
NIP.1979052012014
**OBSERVATION SHEET**

**Cycle 1**

**OBSERVATION SHEET ON THE ACTIVITIES OF THE STUDENTS & THE MEDIA**

School : SMA N 1 Kasihan  
Class : XI IPA  
Day/Date : April 22, 2014  
Time : 08.45-10.15  

Put thick ( √ ) to represent your evaluation on the students’ activities on the place provided !

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students enter to the classroom on time.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Students are ready for the lesson.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Students show that they have the background knowledge of the material.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students give response when the teacher asks questions</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students complete the sentences together based on the picture which is showed in power point presentation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students sit in group &amp; arrange the picture series about <em>Malinkundang</em> story and 3 little pigs</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Each group write a story based on the picture that they have arranged</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Each student work in group persistently to make a narrative story from the beginning until the end</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>9</td>
<td>The groups present the story in front of the class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The groups revise their writing</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The picture series was clear (full of colors, standard size)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The picture series helped the students to participate actively in writing narrative.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Observer

Christina Yuli
NIM. 101214051
OBSERVATION SHEET
Cycle 1

OBSERVATION SHEET ON THE ACTIVITIES OF THE TEACHER

School: SMA N 1 Kasihan
Class: XI IPA
Day/Date: April 22, 2014
Time: 08.45-10.00

Put thick ( √ ) to represent your evaluation on the teacher’s activities on the place provided!

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher checks the students readiness</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teacher greets the students warmly</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher gives clear instruction</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher moving around the class</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Teacher checks the pictures arrangement to each group</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Teacher gives feedback to the student’ writing result</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

Observer

Christina Yuli
NIM. 101214051
Appendix 9

Questionnaire of Cycle One
Isilah kuesioner dibawah ini dengan melingkari nomor pada setiap statement yang telah disediakan sesuai dengan pendapatmu!

Keterangan:
1 : Sangat tidak setuju  
2 : Tidak setuju  
3 : Tidak berpendapat  
4 : Setuju  
5 : Sangat setuju

<table>
<thead>
<tr>
<th>NO</th>
<th>Pendapat</th>
<th>Skala</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3</td>
</tr>
<tr>
<td>1</td>
<td>Saya tertarik mengikuti pelajaran Bahasa Inggris</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Materi pembelajaran <em>writing narrative story</em> menarik bagi saya</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Saya memiliki pengetahuan tentang <em>narrative text</em></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Saya selalu merespon apabila guru memberi pertanyaan tentang <em>narrative</em></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Melengkapi cerita berdasarkan gambar yang ditunjukan oleh guru membantu saya dalam memahami <em>language features narrative</em></td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Merangkai gambar secara berkelompok menarik minat saya dalam <em>writing narrative</em></td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Saya dapat bekerjasama dengan kelompok saat menyusun <em>picture series</em></td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Mempresentasikan cerita <em>narrative</em> secara berkelompok ke depan kelas, membuat saya lebih bersemangat dalam pelajaran <em>writing narrative</em></td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Saya memperbaiki hasil <em>writing narrative story</em> setelah mendapat feedback dari guru</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Penggunaan media gambar membantu menulis cerita dalam pelajaran bahasa Inggris</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Penggunaan media gambar membantu mengembangkan ide-ide dalam menulis cerita <em>narrative</em></td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Penggunaan media gambar melalui <em>picture series</em> sudah efektif</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Penggunaan media gambar membuat saya lebih percaya diri dalam menulis cerita <em>narrative</em></td>
<td>1</td>
</tr>
</tbody>
</table>
14. Penggunaan media gambar membuat saya lebih memahami *generic structure* dalam *narrative*  

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Penggunaan media gambar membuat saya lebih memahami <em>generic structure</em> dalam <em>narrative</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

15. Menurut saya, potongan-potongan gambar yang digunakan mudah dipahami  

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Menurut saya, potongan-potongan gambar yang digunakan mudah dipahami</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

16. Guru selalu berkeliling untuk mengecek pekerjaan siswa  

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Guru selalu berkeliling untuk mengecek pekerjaan siswa</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

17. Guru memberi feedback pada hasil cerita *narrative* yang telah dibuat  

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Guru memberi feedback pada hasil cerita <em>narrative</em> yang telah dibuat</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix 10

Lesson Plan and Teaching Material of Cycle Two
Lesson Plan

Cycle 2

School : SMA N 1 Kasihan
Subject : English
Class/ Semester : XI / II
Aspect/Skill : Writing
Topic : Narrative
Time : 4 x45 minutes (2 meetings)

A. Standard Competence

6. Expressing the meaning of essay text in the form of report, narrative and analytical exposition in the context of daily life.

B. Basic Competence

6.2 Expressing the meaning and rhetoric steps in the simple essay text using written language accurately, fluency, and acceptable in the context of daily life in the form of report, narrative and analytical exposition

C. Indicator

Cognitive
- Students are able to recognize narrative text.
- Students are able to identify the language feature of narrative text.
- Students are able to identify generic structure of narrative.

Affective
- Students are able to work together in a group

Psychomotor
- Students are able to arrange the picture series in a good order
- Students are able to write a narrative story using simple past tense

D. Learning Objectives :

- Students are able to recognize narrative text
- Students are able to identify the language feature of narrative text.
- Students are able to identify generic structure of narrative.
- Students are able to work together in a group
- Students are able to arrange the picture series in a good order
- Students are able to write a narrative story using simple past tense
E. Learning Material
- Narrative Text (attachment)

F. Learning method
- Cooperative Learning

G. Learning Activity
  - First meeting

<table>
<thead>
<tr>
<th>Number</th>
<th>Activity</th>
<th>Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-activity</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>- Teacher greets the students and check the students attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher asks about the topic that the students have learned in the previous meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher reviews material in the previous meeting (What we have learned last week?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher explains the material that the students are going to learn</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whilst-activity</td>
<td>70 minutes</td>
</tr>
<tr>
<td></td>
<td>- Exploration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher review the material of narrative (definition, purpose, generic structure of narrative text, tenses) by showing the example of narrative text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students are asked to complete the narrative story</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher shows several pictures through ppt (power point presentation) on the slide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students are asked to work in pairs and write the story based on the ppt slide. The picture on slide only appeared for three minutes, and</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Activity</td>
<td>Time (minutes)</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>then changed to the next pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Elaboration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students are asked to make a group of four and five at the maximum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher gives the picture series to each group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The groups are asked to arrange the picture series for 2 minutes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher shows the good arrangement on the slide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Each student in a group is asked to write her or his own narrative based on the picture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students are asked to present the story in front.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher asks to submit the story</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher gives feedback on the writing result</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Confirmation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students are asked to revised their writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher checks the students’ writing</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Post activity</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>• Students are asked about the lesson that they have learned and review the lesson briefly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher closes the lesson</td>
<td></td>
</tr>
</tbody>
</table>
H. Assessment

<table>
<thead>
<tr>
<th>SCORE</th>
<th>LEVEL</th>
<th>CRITERIA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CONTENT</td>
<td></td>
</tr>
<tr>
<td>30-27</td>
<td>EXCELLENT TO VERY GOOD: knowledgeable ● substantive ● thorough development of thesis ● relevant to assigned topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-22</td>
<td>GOOD TO AVERAGE: some knowledge of subject ● adequate range ● limited development of thesis ● mostly relevant to topic, but lacks detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-17</td>
<td>FAIR TO POOR: limited knowledge of subject ● little substance ● inadequate development of topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-13</td>
<td>VERY POOR: does not show knowledge of subject ● non-substantive ● not pertinent ● OR not enough to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ORGANIZAITON</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: fluent expression ● ideas clearly stated/ supported ● succinct ● well-organized ● logical sequencing ● cohesive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-14</td>
<td>GOOD TO AVERAGE: somewhat choppy ● loosely organized but main ideas stand out ● limited support ● logical but incomplete sequencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-10</td>
<td>FAIR TO POOR: non-fluent ● ideas confused or disconnected ● lacks logical sequencing and development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>VERY POOR: does not communicate ● no organization ● Or not enough to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VOCABULARY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: sophisticated range ● effective word/idiom choice and usage ● word form mastery ● appropriate register</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-14</td>
<td>GOOD TO AVERAGE: adequate range ● occasional errors of word/idiom form, choice, usage but meaning not obscured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-10</td>
<td>FAIR TO POOR: limited range ● frequent errors of word/idiom form, choice, usage ● meaning confused or obscured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>VERY POOR: essentially translation ● little knowledge of English vocabulary, idioms, word form ● OR not enough to evaluate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# ESL Composition Profile (ESLCP)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>LEVEL</th>
<th>CRITERIA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-22</td>
<td>EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</td>
<td>few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</td>
<td></td>
</tr>
<tr>
<td>21-18</td>
<td>GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</td>
<td>several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td>FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured</td>
<td>frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions but meaning not obscured</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td>VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate</td>
<td>virtually no mastery of sentence construction rules but meaning not obscured</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCORE</th>
<th>MECHANICS</th>
<th>CRITERIA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing</td>
<td>demonstrates mastery of conventions but meaning not obscured</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
<td>occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured</td>
<td>frequent errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate</td>
<td>no mastery of conventions but meaning not obscured</td>
<td></td>
</tr>
</tbody>
</table>

## TOTAL SCORE

- **READER**
- **COMMENTS**
I. Learning material
   a. Internet

J. Media
   a. Power Point presentation
   b. Pictures series

Bantul, May 2014

Designed by researcher

English Teacher

Damariska Oktaviani
NIM.101214083

Arsianti Widyaningsih, S.Pd
NIP.197905202008012014
Once upon a time there...... (lives/lived/are living) a little girl named Snow White. She lived with her Aunt and Uncle because her parents......(was dead/were dead/is dead)

One day she.....(hears/heard/to hear) her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they.....(don’t/doesn’t/
didn’t have enough money to take Snow White.
Snow White did not want her Uncle and Aunt to do this so she ......(decides/decided/decide) it would be best if she ..........(ran away/run away/rans away).

The next morning, she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then, she.......(sees/see/saw) this little cottage. She......(knocks/knocked/knock) but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They ........(went/go/gone) inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “What ...is your name?” Snow White said, “My name is Snow White.” One of the dwarfs, said, “If you wish, you may live here with us.”
Snow White said, “Oh could I? Thank you.” Then Snow White......(tell/told/tells) the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

source:
http://www.belajarbahasainggris.us/2014/01/penjelasan-contoh-narrative-text-lengkap.html
Activity

Please arrange the picture into good story and then write your own story with your group. After that, read the story in front of the class!
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Make a narrative story based on the pictures that you arrange!

Practice makes perfect!
Appendix 11

Field Notes of Cycle Two
FIELD NOTES

Second Cycle

In the 2nd cycle, the teacher had prepared what are going to improve based on the 1st cycle. In this section the teacher improve on the group forming , the topic of the picture and, each student much write one by one. The teaching learning was begun at 08.45, after the students joined another lesson in that day.

The teacher started the class until all the students entered the classroom. Then, teacher greet the students warmly, asked the students about their readiness joining the class, and asked the students to put off everything except the stationary and the English book. All the students had been ready for the lesson, all the students paid attention to the teacher.

Teacher reviewed on the material that they had learned on the previous meeting about narrative text, teacher showed again the slide about what was narrative text and then the students are asked to read loudly. Students are also asked to read again the story that they had completed based on the picture on the ppt. The title was the monkey and crocodile. After the teacher review all the material, the teacher gave pre task to the students. The students were asked to make a story based on the picture that the teacher was going to show in PPT. It was about the monkey and the crocodile like what they had learned before. There was one picture for one slide and the teacher gave time 3 minutes for each slide. After that, some of the students presented their story in front.

For the next task the teacher asked the students to make a group of four, because for the first cycle a group of six was too many persons and made them
could not be concentrate, in the second cycle the teacher limit the group. So there were 7 group in that class (2 students were absent).

After all the students sat with their own group the teacher gave some pictures series for each group. The group had to arrange the picture into good order, the teacher gave time 2 minutes.

After all the groups had finished the teacher showed the good arrangement on the slide. Therefore, for the group who still have wrong arrangement the teacher give a chance to improve it. Next, the teacher gave worksheet for each student to write the story based on the picture that they had arranged. Each member of the group had to write the story. The teacher went to each group to check the students’ work and the pictures arrangement. The students wrote the story until the time was over, but most of the students had not finished yet to write the story so, the teacher asked them to continue in the next meeting.

In the second meeting the students continued to write the story. The teacher gave the picture back to them. The students also identified the generic structure of their writing after that some of them present the story in front of the class. After the students present the story, the teacher gave feedback on the students’ writing result.
Appendix 12
Observation Sheet of Cycle Two
**OBSERVATION SHEET**  
*Cycle 2*

**OBSERVATION SHEET ON THE ACTIVITIES OF THE STUDENTS & THE MEDIA**

- **School**: SMA N 1 Kasihan  
- **Class**: XI IPA  
- **Day/Date**: May 6, 2014  
- **Time**: 08.45-10.15

Put thick ( √ ) to represent your evaluation on the students’ activities and the media on the place provided !

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students enter to the classroom on time.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students are ready for the lesson.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students show that they have the background knowledge of the material.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students give response when the teacher asks questions</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students complete the sentences together based on the picture which is showed in power point presentation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students sit in group &amp; arrange the picture series about the lion and the mouse, hare and the tortoise</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The students write a story based on the picture that they have arranged</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Each student work persistently to make a narrative story</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students present the story in front of the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The students revise their writing</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The picture series was clear (full of colors, standard size)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The picture series helped the students to participate actively in writing narrative.</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Observer

Arsianti Widyantingsih, S.Pd
NIP.1979052012014
**OBSERVATION SHEET**

**Cycle 2**

**OBSERVATION SHEET ON THE ACTIVITIES OF THE TEACHER**

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher checks the students readiness</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teacher greets the students warmly</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher gives clear instruction</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher moving around the class</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teacher checks the pictures arrangement to each group</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Teacher gives feedback to the student’ writing result</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

**Observer**

Arsianti Widyaningsih, S.Pd
NIP.1979052012014
OBSERVATION SHEET
Cycle 2
OBSERVATION SHEET ON THE ACTIVITIES OF THE STUDENTS & THE MEDIA

School : SMA N 1 Kasihan
Class : XI IPA
Day/Date : May 6, 2014
Time : 08.45-10.15

Put thick (✓) to represent your evaluation on the students’ activities and the media on the place provided!

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students enter to the classroom on time.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students are ready for the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students show that they have the background knowledge of the material.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students give respond when the teacher asks questions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students complete the sentences together based on the picture which is showed in power point presentation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students sit in group &amp; arrange the pictures series about the lion and the mouse, hare and the tortoise</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The students write a story based on the picture that they have arranged</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Each student work persistently to make a narrative story from beginning until the end</td>
<td>✓</td>
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</tr>
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<td>No.</td>
<td>Statement</td>
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<tr>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>9</td>
<td>The students present the story in front of the class</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The students improved their writing</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The picture series was clear (full of colors, standard size)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The picture series helped the students to participate actively in writing narrative.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Observer

Christina Yuli
NIM. 101214051
# OBSERVATION SHEET

**Cycle 2**

**OBSERVATION SHEET ON THE ACTIVITIES OF THE TEACHER**

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher checks the students readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teacher greets the students warmly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher gives clear instruction</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Teacher moving around the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teacher checks the pictures arrangement to each group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Teacher gives feedback to the student’s writing result</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observer

Christina Yuli
NIM. 101214051
Appendix 13

Questionnaire of Cycle Two
**QUESTIONNAIRE**

Isilah kuesioner dibawah ini dengan melingkari nomor pada setiap statement yang telah disediakan sesuai dengan pendapatanmu!

Keterangan:

1 : Sangat tidak setuju  
2 : Tidak setuju  
3 : Tidak berpendapat 
4 : Setuju 
5 : Sangat setuju

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<tr>
<th>NO</th>
<th>Pendapat</th>
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<tr>
<td></td>
<td>Saya tertarik mengikuti pelajaran Bahasa Inggris</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Materi pembelajaran <em>writing narrative story</em> menarik bagi saya</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Saya memiliki pengetahuan tentang <em>narrative text</em></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Saya selalu merespon apabila guru memberi pertanyaan tentang <em>narrative</em></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Melengkapi cerita berdasarkan gambar yang ditunjukan oleh guru membantu saya dalam <em>language features narrative</em></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Merangkai gambar secara berkelompok menarik minat saya dalam <em>writing narrative</em></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Saya dapat bekerja sama dengan kelompok saat menyusun <em>picture series</em></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Mempresentasikan cerita <em>narrative</em> secara berkelompok ke depan kelas, membuat saya lebih bersemangat dalam pelajaran <em>writing narrative</em></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Saya memperbaikihasil <em>writing narrative</em> storysetelahmendapat feedback dari guru</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Penggunaan media gambar membantu menulis cerita dalam pelajaran bahasa Inggris</td>
<td>1 2 3 4 5</td>
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<tr>
<td></td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>11</td>
<td>Penggunaan media gambar membantu mengembangkan ide-ide dalam menulis cerita <em>narrative</em></td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Penggunaan media gambar melalui <em>picture series</em> sudah efektif</td>
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<tr>
<td>13</td>
<td>Penggunaan media gambar membuat saya lebih percaya diri dalam menulis cerita <em>narrative</em></td>
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<tr>
<td>14</td>
<td>Penggunaan media gambar membuat saya lebih memahami <em>generic structure</em> dalam <em>narrative</em></td>
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</tr>
<tr>
<td>15</td>
<td>Menurut saya, potongan-potongan gambar yang digunakan mudah dipahami</td>
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<tr>
<td>16</td>
<td>Guru selalu berkeliling untuk mengecek pekerjaan siswa</td>
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<tr>
<td>17</td>
<td>Guru memberi feedback pada hasil cerita <em>narrative</em> yang telah dibuat</td>
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Appendix 14

The Raw Data of the Questionnaires
<table>
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<tr>
<th>NO</th>
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<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
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<th>Total</th>
<th>(%)</th>
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</tr>
<tr>
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<td>Materi pembelajaran writing narrative story menarik bagi saya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Saya memiliki pengetahuan tentang narrative text</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya selalu merespon apabila guru memberi pertanyaan tentang narrative</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>Melengkapi cerita berdasarkan gambar yang ditunjukkan oleh guru membantu saya dalam memahami language features narrative</td>
<td></td>
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<td></td>
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<td></td>
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<td>6</td>
<td>Merangkai gambar secara berkelompok menarik minat saya dalam writing narrative</td>
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<td>7</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>Menpresentasikan cerita narrative secara berkelompok ke depan kelas, membuat saya lebih bersemangat dalam pelajaran writing narrative</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>9</td>
<td>Feedback dari guru membantu saya dalam menceritakan hasil writing</td>
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<td>Penggunaan media gambar membuat saya lebih memahami generic structure dalam narrative</td>
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<td>Menurut saya, potongan-potongan gambar yang digunakan modal dipahami</td>
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<td>16</td>
<td>Guru selalu berkeliling untuk mengecek pekerjaan siswa</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>17</td>
<td>Guru memberi feedback pada hasil cerita narrative yang telah dibuat</td>
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<td>∑ Response (n people of 30 Response)</td>
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<tr>
<td></td>
<td></td>
<td>Strongly</td>
<td>%</td>
<td>Disagree</td>
<td>%</td>
<td>neither agree</td>
<td>%</td>
<td>Agree</td>
</tr>
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<td>Saya tertarik mengikuti pelajaran Bahasa Inggris</td>
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<td>5</td>
<td>17%</td>
<td>13</td>
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<td>0</td>
<td>0</td>
<td>5</td>
<td>17%</td>
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<td>3</td>
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<td>1</td>
<td>3%</td>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>5</td>
<td>Melengkapi cerita berdasarkan gambar yang ditunjukan oleh guru membantu saya dalam <em>language features</em></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>13%</td>
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<td>0</td>
<td>0</td>
<td>4</td>
<td>13%</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>Saya dapat bekerjasama dengan kelompok saat <em>writing narrative</em></td>
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<td>0</td>
<td>0</td>
<td>4</td>
<td>13%</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>Mempresentasikan cerita <em>narrative</em> secara berkelompok ke depan kelas, membuat saya lebih bersemangat dalam pelajaran <em>writing narrative</em></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>13%</td>
<td>18</td>
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<tr>
<td>9</td>
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<td>0</td>
<td>6</td>
<td>20%</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Penggunaan media picture series membantu menulis cerita dalam pelajaran bahasa Inggris</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>17%</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Penggunaan media gambar membantu mengembangkan ide-ide dalam menulis cerita <em>narrative</em></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7%</td>
<td>14</td>
</tr>
<tr>
<td>12</td>
<td>Tipe cerita narrative yang ditunjukan dalam picture series menarik minat saya dalam <em>writing narrative</em></td>
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<td>0</td>
<td>0</td>
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<td>13%</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>Penggunaan media gambar membuat saya lebih percaya diri dalam <em>writing</em></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>17%</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>Penggunaan media gambar membuat saya lebih memahami <em>generic structure</em> dalam <em>narrative</em></td>
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<td>0</td>
<td>1</td>
<td>3%</td>
<td>15</td>
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<tr>
<td>15</td>
<td>Menurut saya, potongan-potongan gambar yang digunakan mudah dipahami</td>
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<tr>
<td>16</td>
<td>Guru selalu berkeliung untuk mengecek pekerjaan siswa</td>
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</tr>
<tr>
<td>17</td>
<td>Guru memberikan feedback pada hasil cerita <em>narrative</em> yang telah diabaikan</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>10%</td>
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