IMPROVING STUDENTS’ SKILL IN WRITING NARRATIVE TEXT THROUGH PICTURE SERIES
(An Action Research at the Eighth Grade of SMP Negeri 1 Cawas, Klaten in the Academic Year of 2009/2010)

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THESIS
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ABSTRACT


This research is a classroom action research. It is aimed at finding out whether or not picture series can improve the students’ skill and motivation in writing narrative text. The problems highlighted in the research are the students’ low writing skill and motivation toward writing lesson at the eighth grade of SMP Negeri 1 Cawas, Klaten in the academic year of 2009/2010.

This research was carried out in Class VIII C. The procedure of the research consists of planning, action, observation, and reflection. In this study, the writer was the practitioner who implemented picture series as teaching media in the teaching learning process. The data were in the form of quantitative and qualitative data. The quantitative data were taken from the test conducted before and after the actions. The qualitative data were taken from the result of observation done by the observer while the actions were being carried out, the result of questionnaire, and interview. The qualitative data were analyzed using the method stated by Burns (1999: 156) which consists of five steps: assembling the data, coding, comparing, building interpretations, and finally reporting the outcomes. Meanwhile, the quantitative data were analyzed using quantitative technique of analysis. In computing the students’ test score, the writer used the rubric for evaluating narrative writing. The computation result of mean score in pre-test and post-test showed whether there is improvement of the result of pre-test and the post test. The hypothesis of this research was tested using non-independent t-test. Finally, by analyzing the observation result and test result, it can be concluded whether or not using picture series can improve the students’ skill in writing narrative text.

From the result of the research, the writer found that picture series can improve students’ motivation and students’ skill in writing narrative text. It could be seen on students’ performance during teaching and learning process. Students became more active and all students were involved in teaching learning process. Students were more enthusiastic in joining the lesson, so the class became more conducive. Furthermore, there was also improvement in students’ achievement. The mean score in pre-test (61.78) increased to 76.99 in post-test 1, and 78.88 in post-test 2. The t-test computation also showed that there was significant improvement between the pre-test result and the post-test result. Thus, the result of the research showed that picture series can improve students’ skill in writing narrative text and it becomes one of appropriate ways in teaching writing.
APPROVAL

This thesis has been approved by the consultants to be examined by the board of thesis examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

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MOTTO

“Man proposes and God disposes”

“Every success comes from true struggle”

"Because Allah will never change the grace which He hath bestowed on a people until they change what is in their (own) souls: and verily Allah is He Who heareth and knoweth (all things)."

(Q.S. Al-Anfaal (8): 53)
DEDICATION

This thesis is proudly dedicated to:

- *Her Beloved Mom and Dad*
- *Her Beloved Sister and Brother*
- *Her Beloved Friends*
- *Readers*
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In the name of Allah, the most gracious and the most merciful, all praises and thanks are only dedicated for Allah SWT, who gives his blessing and help so the writer can finish her thesis.

In the process of her study, she got support, contribution, and assistance from many people. Thus, there are honourable people that are important to the writer to whom she can only express her gratitude:

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   The writer realizes that this thesis still has many mistakes and inaccuracies. Therefore, she accepts every suggestion, criticism, and comment from those who concern to this thesis. She hopes that this thesis will be able to give contribution and be useful for readers especially for those who are interested in the similar study.

         Surakarta,    July 2010

         Sarinten
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CHAPTER I
INTRODUCTION

A. Background of the Study

English, as an International Language, becomes one of the subjects that is now taught in most formal institutions from Elementary Schools until Universities in Indonesia. Even now, it begins to be introduced in some kindergartens. English in some Elementary Schools in Indonesia becomes the first foreign language included into local content as stated in Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 Tentang Standar Isi BAB II that “Muatan lokal dan kegiatan pengembangan diri merupakan bagian integral dari struktur kurikulum pada jenjang pendidikan dasar dan menengah”. And for higher education institutions, it becomes part of the curriculum.

Besides, English becomes one of subjects in the final examination (UAN). Students should master English more than other subjects to get success in their final examination. This matter is stated in Peraturan Menteri Pendidikan Nasional Nomor 75 Tahun 2009 pasal 7 ayat 7 that “Mata Pelajaran UN SMP/MTs, dan SMPLB meliputi: Bahasa Indonesia, Bahasa Inggris, Matematika, dan Ilmu Pengetahuan Alam (IPA).” It is clear that English is very important to be learned.

In learning English, there are four language skills that should be mastered, namely listening, reading, speaking, and writing. Listening and reading belong to
receptive skills in which the language users require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written (Harmer, 1983: 44). These four language skills are integrated and related to each other. Based on curriculum KTSP, all skills in teaching and learning English that are integrated each other must be learnt and taught by both students and teacher, including writing skill. Writing will help students master the other skills and of course in mastering English completely. The students are sometimes afraid and shy to speak what they want to say but they can tell what they think and what they want to say into draft or writing before speaking.

Writing, which belongs to productive skills, can be described as an act of forming graphic symbols or making marks on flat surface. Graphic symbols here include letters or combinations of letters that relate to the sound people make when they speak (Byrne, 1997: 1). The symbols have to be arranged to form words, sentences, and/or paragraph. Writing involves transferring message from our thoughts to the form of flat surface (written form) using language. According to Ghaith, writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed (http://www.nada.com/writing February 11, 2002).
The reason for teaching writing to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and reading. Since writing skill becomes the primary tool for recording and organizing knowledge into useful and reusable notes, the students need to know how to write any kinds of printed pages, such as letters, reports, advertisements, etc (Imhoof and Hudson, 1975: viii). They need to know some writing conventions (constructions, paragraph, punctuations, etc) just as they need to know how to pronounce spoken English appropriately. Second language writing should go beyond skill-getting or practicing what has been learned in the classroom. Dvorak (1986) in Lee (1994: 5) declares that writing includes focusing on both form and communication of ideas. Furthermore, Imaggio (1994) in Lee (1994: 5) argues that one needs to write for communicative purposes in order to acquire the higher level of proficiency in second language writing.” Finally, writing becomes so important to be learnt as a part of four language skills in learning English.

Based on Kurikulum Tingkat Satuan Pendidikan 2006, learning writing in Junior High School is aimed at making the students able to express idea in the written form by using appropriate language variation fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report. For especially the eighth graders, it is limited on narrative, descriptive, and recount. In writing narrative text, the eighth grade students are expected to be able to write a simple narrative text correctly. They should be able to make sentences in the form of past tense, develop main idea into short narrative text. In this case, the students should know the sequences of events in the story and the
problem (climax). It will make them easier to get the idea, use the appropriate vocabulary, and expand the idea to become a chronological story.

According to the researcher’s observation, the students’ writing ability in SMP N 1 Cawas, Klaten is still low. The problems faced by the students in writing narrative include difficulties in exploring and expressing their idea, vocabulary, tenses, making good sentences, and how to start writing. It is shown in their bad marks in English lesson especially writing. The students also seem to feel difficult when they are asked to write their idea. Their submitted papers are usually blank or just with little writing without any elaborations. Their attitude and motivation toward the English lesson also show that they are not so interested in joining the class.

The problems faced by the students and the teacher are caused by some factors that may come from the students, the teacher, media, or technique used in teaching learning process. The students are not so interested in learning English especially writing because English is just considered as a foreign language and not used in daily conversations. They think that learning English is just to know the grammatical patterns and vocabulary. Besides, they mostly come from families with low or middle level social economy that makes them to have low understanding about English and limited attention from their parents. Those all make them to have low motivation in learning English. There are also some problems coming from the teacher. First, she does not give adequate time, models, and practices for the students to write. She just merely teaches grammar and other skills. Writing gets less attention from the teacher. Second, no media and creative
technique are used in exploring the students’ skill in writing. Third, the teacher seldom takes mark from the students’ work; or she just asks the students to do writing and to submit it, then returns the marked sheets without discussing them with the students. The students just get the mark without knowing their strengths and weaknesses. It makes them difficult to improve their writing ability. Teacher should be able to make conducive class by using creative media and strategy in presenting the materials, motivating the students, giving reinforcements, and using variety of methods to get the goal. The third factor is the media which are used in teaching and presenting the materials. So far, the teacher teaches conventionally, by giving the students lecture and presenting the materials without any media.

Media are important thing to attract the students’ attention and motivation that can help them develop their creativity and imagination in expressing their idea. Arsyad states, related to media, that “Media pembelajaran secara umum adalah komponen sumber belajar atau wahana fisik yang mengandung materi instruksional di lingkungan siswa yang dapat merangsang siswa untuk belajar.” (2002: 4). The teaching media include media which are used to show the materials such as books, tape recorders, cassettes, video cameras, film, pictures, television, computers, etc. Considering the problems in learning writing faced by the students and the teacher above, the writer proposes technique of using picture series in teaching narrative text as a solution. Picture series is pictures which show series of events arranged chronologically. Picture series is used as media in conveying the materials of narrative text to make the students interested with the lesson and learn narrative text easily. Picture series can help the students expand their imagination
to relate one event to another as what the pictures show, then they can make a story from it. Besides, it can motivate and attract their attention in their involvement in writing class.

Related to pictures, Wright states that pictures are not just aspect of method, but through their representation of places, objects, and people, they are essential parts of the overall experiences related to the students. Specifically, pictures contribute to interest and motivation, a sense of the context of the language and a specific stimulus (1997: 2). He also states that picture series is sequences of pictures which are closely related to a narrative text (1997: 186). Pictures in sequence are suitable to teach narrative text because they give sequences of chronological story as in narrative text.

Considering the roles of pictures in language learning, it is expected that through pictures, students can be interested and motivated in learning language, become more active and participative in learning process, easier in expressing their idea into a good paragraph, and improving their writing skill.

Based on the problems and the proposed solution above, the writer is interested to conduct an action research entitled “Improving Students’ Skill in Writing Narrative Text through Picture Series (an Action Research at the Eighth Grade of SMP Negeri 1 Cawas, Klaten in the Academic Year of 2009/2010).”
B. Problem Formulation

Based on the background of the study above, the problems are formulated as follows:

1. Can picture series motivate the students in writing narrative text?
2. Can picture series improve the students’ skill in writing narrative text?

C. Objectives of the Study

Based on the problem formulation above, the objectives of this research are:

1. To find out whether picture series can motivate the students in writing narrative text
2. To find out whether picture series can improve the students’ skill in writing narrative text

In the broader sense, the objectives are:

1. To overcome problems in writing narrative text faced by the students and the teacher
2. To improve students’ writing skill
3. To give new technique in teaching writing
D. Benefits of the Study

If the research gives positive result, it is expected to be able to give some benefits for students, teachers, schools, and other researchers.

1. For students, it is expected that this research result will help them improve their writing skill. The students will be able to:
   - Explore their ideas into words
   - Choose the appropriate words in certain context
   - Make a good sentence with the right word order and tense
   - Make a simple narrative story correctly and appropriately

2. For teachers, this research result can be used as resources so teachers can apply picture series in improving students’ writing skill.

3. For schools, this research result can be used as resources in developing techniques of teaching writing.

4. For other researchers, this research result may help them in finding references for further research.
CHAPTER II
THEORETICAL REVIEW

A. Review of Writing Skill

1. Definition of Writing Skill

Writing is one of the four language skills that should be mastered in learning English. It belongs to productive skills besides speaking, in which the language users require the ability to produce language both spoken and written (Harmer, 1983: 44).

There are several definitions of writing stated by some experts. The first definition is stated by Byrne (1997) that writing is an act of forming graphic symbols, or making marks on flat surface of some kind. Graphic symbols here include letters or combinations of letters that relate to the sound people make when they speak. The symbols have to be arranged, according to certain conventions, to form words, sentences, and/or paragraph (Byrne, 1997: 1).

In line with Byrne, there is also definition of writing from wikipedia.com. Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio.
Next, Ghaith states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Writing is most likely to encourage thinking and learning when students view writing as a process. Yet, novice writers need to practice writing or exercises that involve copying or reproduction of learned material in order to learn the conventions of spelling, punctuation, grammatical agreement, and the like (http://www.nada.com/writing February 11, 2002). Students’ writing ability refers to the students’ competence in applying the components of writing including content, organization, vocabulary, language use (grammar), and mechanism (Jacob, 1981: 60).

According to Celce-Murcia, writing is an act of communication that requires an interaction process which takes place between the writer and reader via text (2001: 207). In other words, writing is an activity that requires communicative or interactive process between writer and reader.

From the definitions above, it can be concluded that writing is a complex process of forming graphic symbols or making marks on flat surface to explore thoughts and ideas as representation of language in a textual medium.

Skill is defined as the ability to do something well (Hornby, 2004: 1109). To conclude, writing skill can be defined as the ability to explore
thoughts and ideas into written form as representation of language in a textual medium by using appropriate conventions including content, organization, vocabulary, language use (grammar), and mechanism.

2. Process of Writing

All writings, from essays to creative pieces, begin with an idea. However, it is important for a writer to figure out early on what he wants to do with the idea. Prewriting is the stage in the writing process that allows a writer to flesh out her idea and turn it into a plan for a coherent document. There are no two writers who tackle prewriting the same way.

According to Cooper (2000), the process of writing is developed as a major procedure for helping students learn to construct meaning through writing. It is a multi-steps process through which students gather and organize ideas, write rough drafts, and refine and polish their writing before publishing it (www.English.uiuc.Edu/newmedia/disc19.firm.htm).

McCrimmon (1984: 10) states that there are three essential steps for writing process, namely planning, drafting, and revising.

a. Planning

Planning is also called as pre-writing. At the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing. In this step, learners are expected to be able to formulate the purpose of their writing and then organize the message. Selecting something to write about is very much needed because most of students often spend more time in this step. While no two writers
tackle prewriting the same way, there are a few proven methods that can help speed along this critical step, as follows:

a) Brainstorming

This is often a group exercise in which all students in the class are encouraged to participate by sharing their collective knowledge about a particular subject. Students can then utilize any or all of the information when turning to the preparation of their first draft.

b) Free Writing

Free writing is a tool writers use simply to get their ideas out onto paper. The point is not to write a full-blown draft, but just to focus attention on the topic and let what ideas come. There is no need at this point to over-think anything that is written down, but rather, just keep writing. It begins with a blank page and the idea or topic and free write continuously for five to ten minutes.

c) Clustering

Clustering is a technique that allows writers to map out their thoughts and connect them visually. By beginning with a general subject written in the centre of a blank page, students can branch out into subtopics, and from the subtopics into supporting details. Just let them connect each word or phrase to related items by drawing arrows between them, and soon students will have a topical map of their entire writing project. Clustering is an ideal prewriting method for situations with time constraints, such as timed writing assignments.
d) Outlining

Outlining is more structured than free writing or clustering, so many writers use this method in conjunction with others to further organize their thoughts and prepare them for drafting. As with clustering, outlining allows students to bring their ideas together into specific subtopics and details. Using bullet points or letters and numbers, they write their subtopics flush with the margin, and indented under each one, write their supporting details. They can use single words or phrases or write a sentence outline that they can later turn into a first draft.

b. Drafting

Drafting is used to know whether the ideas which have been discovered during planning can be shaped into a successful piece of writing. It will enable the students to experiment the possible arrangement of one subject.

In this stage, the students will know what they want to say; just get it down on paper. They do not need to worry about style, elegance, mechanics or anything else having to do with the result look. They just get it recorded. There will be plenty of time later for revising and polishing this rough draft. The point now is to give them raw material that they can shape and sharpen.

The first draft is called discovery draft because the students will discover many things new about the subject, audience, and purpose. The
discoveries will help them learn more about what they want to say and how they present it. Then, the students construct a formal outline. The formal outline is an exact plan of organization that breaks the topic into major units and subdivides these major units into minor units.

c. Revising

   This is the last step in writing process. Revision is a procedure for improving or correcting a work in progress. Revision is not just about rearranging words; it is about rethinking whole argument, and making sure the students are really saying what they want to say. It is a meticulous process of examining their work paragraph by paragraph, sentence by sentence, and even word by word. It starts with reading what they have written. If they are lucky enough to have somebody else offer to read their draft, take them up on the offer, and make sure the reader knows that they want serious, honest reaction to their argument and how it unfolds. Revision can be done in two ways: global revision – a complete recreation of the world of the writing, and local revision – a concerted effort to perfect the smaller elements in a piece of writing the students have already created.

   There is no single best way to revise. Some people like to get a complete draft in place before they start revising, and some like to work with smaller units of the essay. Lots of writers like to wrestle the whole argument into shape and only then turn to fine-tune editing and polishing of individual words and sentences. If that suits their style, it is great.
Meanwhile, Brewster, et al. (1992: 209) give addition onto the process of writing. It consists of getting started, drafting and editing. The definitions are similar to what have been stated by McCrimmon, just differ on the terms used. In the editing stage, there are four points, namely editing for meaning, grammar (and punctuation), spelling, and presentation.

3. Criteria of Good Writing

A good writing must meet at least two requirements. First, it must discuss one topic only. The writing must have unity of the subject matter. Second, the sentences within the paragraph must have coherence and cohesion. Finally, they must be tied together so that the readers can read the text as a unit, not as a collection of separate sentences.

a. Unity

Unity of the text means the relevance of the sentences in a paragraph. A text has unity if all of the sentences in the text discuss one main idea. The sentences in the paragraph must support the topic sentence. If there is a sentence in a paragraph which is not in line with the topic sentence, it means that the paragraph does not have unity of text.

b. Cohesion and Coherence

Conor in Reid (1993: 36) states about cohesion and coherence as follows:

1) Cohesion

It is defined as the more limited term; specific words and phrases (transitions, pronouns, repetitions of the key words and phrases) that tie prose together and direct the readers. Cohesion is achieved through
the use of variety of lexical and grammatical relationship between items within a sentence in a text. There are five types of cohesiveness:

a) References: Anna did not come to school because she was sick.

b) Substitution: I want red skirt and the blue one.

c) Ellipsis: Do you want another novel? I have ten more.

d) Conjunction: I was not informed. Otherwise, I would not take some action.

e) Lexical: John gave his girlfriend his own portrait. As it happened, she has always wanted the portrait of John.

2) Coherence

Tannen in Reid (1993: 37) states that coherence is broader-based concept. It is the underlying organizational structure that makes the words and sentences in discourse unified and significant for the readers.

Achieving coherence in a text is actually the writer’s job. The readers then just ‘follow’ the writer and not only understand the words, sentences, and paragraphs, but also relate them to each other and see what purpose the writer serves in the development of the text. The writer may use connectives to achieve coherence such as ‘although’, ‘but’, ‘for example’. A paragraph can be said as coherent when the movement from one sentence to the next is logical and smooth.
Besides those requirements, there are also some conventions in writing as stated in many sources. A writing convention is a general agreement on or acceptance of a particular writing practice; a usage, format, spelling, acronym, etc. that an organization accepts as true or correct by convention (te@textengineer.com).

Writing conventions include paragraphing, grammar, spelling, punctuation, and capitalization. The writer should use conventions to enhance the readability of the paper. Spelling should be correct on all words. Punctuation should be smooth and guide the reader through the paper. Capitalization should be used correctly. Paragraphing should reinforce organization. The writer may manipulate conventions for effect (kimskorner4teachertalk.com).

a. Paragraphing

Paragraphing includes organizational structure of the text, regularity, and appropriateness in beginning new paragraph, etc. Paragraphing must be obvious and consistent and make the text easy to understand. Again, there should be coherence and cohesion within and among the paragraphs in the text, and it must be unity; consistent in developing the idea of the text.

b. Grammar

This is the basic language skill that is used in writing. It includes tenses, active-passive voice, subject-predicate agreement, and many others
about grammar agreements. The writer must use correct grammar that makes it easy for the reader to understand what is written.

c. Spelling

Spelling is related to the correctness of words the writers use in the text. The writers must use correct spelling in all words, even on difficult words they use, to make the text clear, readable, and easy to understand. They should use Standard English for all words’ spelling.

d. Punctuation

Punctuation is very important to make the text clear and the content easy to understand. There are many punctuation marks in writing:

1) Period

a) Use a period at the end of a sentence.

   Example: I enjoyed the movie.

b) Use a period after an initial.

   Example: M. E. Kerr is a wonderful author.

c) Use a period after an abbreviation.

   Example: We welcomed Mrs. Simmons to our team.

d) Use a period as a decimal point.

   Example: The workers received a 2.1 percent raise.

e) Use a period to separate dollars and cents.

   Example: The book cost $4.95.

f) Use a period after each number in a list printed vertically.

   Example: For the example, look at the lists on this page.
2) Exclamation point

Use an exclamation point at the end of sentence, phrase, or word to indicate strong emotion. (Never use more than one exclamation point.)

Example: Wow! I never thought mom would let us go to the concert!

Unacceptable: Wow!! I never thought mom would let us go to the concert!!!!!!

3) Question mark

a) Use a question mark at the end of a question.

Example: Did Steven go with you?

b) Use a question mark at the end of a declarative statement that you want to emphasize as not believing the statement.

Example: She's our new teacher?

c) Use a question mark with parentheses to indicate that you are not sure of a spelling or other fact.

Example: I have to visit an orthopedic (?) doctor next week.

4) Comma

a) Use a comma after each item in a series of at least three items. (It has become acceptable to omit the comma before the conjunction in a series. However, it is important to remain consistent.)

Example: I still need to take a test, write an essay, and check out a book.

Acceptable: I dislike spinach, broccoli and cauliflower.
b) Use commas after the street address and city in an address. (Do not use a comma after the state.)

Example: The address is 1234 Apple Street, Midtown, Kansas 98765.

c) Use a comma after the day and the year in a date. (No commas are used in dates when using the MLA style.)

Example : Connie’s birthday is February 20, 1965.
MLA version : Connie’s birthday is 20 February 1965.

d) Use a comma to clarify large numbers. Counting from right to left, a comma is needed after every 3 digits. This rule does not apply to years, where no commas are used at all.

Example : In 1998 the population of Claremont was 23,899.

e) Use a comma to set off an interruption in the main thought of a sentence.

Example : Rosa, of course, will bring her folding chairs.

f) Use a comma to separate two or more adjectives that equally modify the same noun. (If you aren't sure whether to use a comma to separate the adjectives or not, say the sentence with the word and in place of the comma. If it makes sense, then use the comma.)

Example: Jill was having problems with the unruly, disruptive children.
g) Use a comma after a dependent clause that begins a sentence.
   (Never use a comma before a dependent clause at the end of a sentence.)
   Example: *If Mr. Wilson complains, we'll invite him for a snack.*
   Example: *We'll invite Mr. Wilson for a snack if he complains.*

h) Use a comma before the conjunction in a compound sentence.
   However, if the two independent clauses are very short, you do not need the comma.
   Example: *We had a lot of fun, so I’ll have another party soon.*
   Example: *She spoke and I took notes.*

i) When quoting, put a comma to the left of a quotation mark that does not already have a period, question mark, or exclamation point. (It is much easier to remember this rule than to worry about "inside" and "outside").
   Example: *Ariel said, "I knew you would win the contest."*

j) Use a comma after a mild interjection, such as *oh* or *well*.
   Example: *Oh, the test was not that difficult.*

k) Use a comma after a noun of direct address.
   Example: *Kodi, didn’t I ask you to clean your room?*

l) Use a comma after the greeting in a personal letter.
   Example: *Dear Aunt Sheila,*

m) Use a comma after the closing of a letter.
   Example: *Sincerely,*
n) Use a comma to indicate where a pause is necessary in order to avoid confusion. (Sometimes rewriting the sentence is a better choice.)

Example: After Kelly, Jennifer gets a turn.

Example: Maria came in, in quite a hurry.

o) Use a comma after an appositive. (An appositive is a noun or noun phrase that gives additional information about the noun that it follows. Do not use a comma after a restrictive appositive, which is one that cannot be removed from the sentence without changing the meaning of the sentence.)

Example: Wesley, my brother, is an optician.

p) Use a comma to set off the abbreviation etc.

Example: I went to the store to get napkins, plates, cups, forks, etc.

5) Semicolon
   a) Use a semicolon to join two independent clauses. (This eliminates the need for a comma and a conjunction.)

Example: Casey read a book; then he did a book report.

b) Use a semicolon to separate items in a series when those items contain punctuation such as a comma.

Example: We went on field trips to Topeka, Kansas; Freedom, Oklahoma; and Amarillo, Texas.

6) Colon
   a) Use a colon between numerals indicating hours and minutes.
Example: *School starts at 8:05 a.m.*

b) Use a colon to introduce a list that appears after an independent clause. (Introductory words such as *following* go somewhere before the colon to help introduce the list.)

Example: *You need the following items for class: pencil, pens, paper, ruler, and glue.*

c) When mentioning a volume number and page number, use a colon between the two items.

Example: *You will find information about Mexico in Grolier encyclopaedia 17:245.*

d) Use a colon after the greeting of a business letter.

Example: *Dear Sir:*

e) Use a colon between the title and subtitle of a book.

Example: *Reading strategies that work: teaching your students to become better readers* is an excellent resource.

f) Use a colon between the chapter and verse numbers for parts of the bible

Example: *Please read genesis 1:3.*

7) Apostrophe

a) Use an apostrophe in a contraction to show where letters have been omitted, or left out.

Example: *I don’t think I can do this. (The apostrophe shows that the letter*
b) Use an apostrophe when you leave out the first two numbers of a year.

Example: She was in the class of ’93.

c) For a singular noun that does not end in -s, add ‘s.

Example: The lady's hands were trembling.

d) For a one syllable singular noun that ends in possessive.

Example: It is my boss's birthday today.

e) If a singular noun has more than one syllable and ends in -s it is acceptable to use’s or to use only an apostrophe after the -s. (it is important to remain consistent.)

Example: The metropolis's citizens were very friendly during our visit.

Acceptable: The metropolis' citizens were very friendly during our visit.

f) To form the possessive of a singular proper noun ending in -s, it is acceptable to add -’s or to add only an apostrophe. (It is important to remain consistent.)

Example: Mr. Ness's classroom is very inviting.

Acceptable: Mr. Ness' classroom is very inviting.

g) If a plural noun ends in -s, add an apostrophe after the -s.

Example: The ladies' restroom was a mess.

h) If a plural noun does not end with an -s, form the possessive by using an apostrophe before an -s.
Example: *The mice's tails were caught in a trap.*

i) For a compound noun, place the possessive ending after the last word.

Example: *My mother-in-law's car was in the garage during the hail storm.* (Singular)

Example: *My brothers-in-law's cars were damaged in the hail storm.* (Plural)

j) To show possession of the same object by more than one noun, only make the last noun in the series possessive.

Example: *I'm looking for Mrs. Garcia, Mrs. Lee, and miss carter's office.* (They all share the same office.)

Example: *I'm looking for Mrs. Garcia's, Mrs. Lee's, and miss carter's offices.* (Each person has her own office.)

k) Use an apostrophe to form the plural of a number, letter, sign, or word used as a word.

Example: *Check to see that you used the +'s and -'s correctly.*

8) Quotation marks

a) Use quotation marks before and after a direct quote. If the speaker tag interrupts the quoted material, then two sets of quotation marks are needed. However, do not put quotation marks around the speaker tag.

Example: *"I think my leg is broken," Jesse whimpered.*
Example: *Did Mrs. Steele just say, "we are going to have a test today"?*

Example: "I can't move." Maria whispered, "I'm too scared."

b) Put quotation marks around the titles of short works, such as articles, songs, short stories, or poems.

Example: *Have you heard the song "Love Me Tender," by Elvis Presley?*

c) Place quotation marks around words, letters, or symbols that are slang or being discussed or used in a special way. (Underlining can be used for the same purpose.)

Example: *I have a hard time spelling "miscellaneous."*

Example: *I have a hard time spelling miscellaneous.*

d) Use single quotation marks for quotation marks within quotations.

Example: *"Have you read the poem, 'The Raven,' by Edgar Alan Poe?" I asked Chris.*

e) Any punctuation used goes to the left of a quotation mark. However, if the punctuation is used to punctuate the whole sentence and not just what is inside the quotation marks, then it goes to the right.

Example: *Have you read the poem, "Anabel Lee"?*

9) Ellipsis

a) Use an ellipsis to indicate a pause.

Example: *You mean ... I ... Uh ... We have a test today?*
b) Use an ellipsis to indicate omitted words in a quotation.

Example: "Then you'd blast off ... on screen, as if you were looking out ... of a spaceship."

c) If the ellipsis comes at the end of your sentence, you still need end punctuation, even if it is a period.

Example: I listened carefully as the teacher read Lincoln’s inaugural address. "Four score and seven years ago ...."

10) Hyphen

a) Use a hyphen in compound numbers from twenty-one to ninety-nine.

Example: The final score was seventy-eight to sixty-two.

b) Use a hyphen between the numbers in a fraction.

Example: I only used three-fourths of the flour you gave me.

c) Use a hyphen to form some compound words, especially compound adjectives that appear for the nouns they modify.

Example: The court took a ten-minute recess.

d) Use a hyphen to join a capital letter to a word.

Example: I had to have my arm x-rayed.

e) Use a hyphen to show a family relationship, except "grand" and "half."

Example: My sister-in-law helps take care of my great-aunt.

Example: We are going to go visit my grandparents while we are in town.
Example:  *Connie just found out that she has a half sister.*

11) Dash

a) Use a pair of dashes to indicate a sudden interruption in a sentence.

(One handwritten dash is twice as long as a hyphen. One typewritten dash is one hyphen followed by another.)

Example: *There is one thing--actually several things--that I need to tell you.*

b) Use a dash to attach an afterthought to an already complete sentence.

Example: *Sarah bought a new pet yesterday--a boa constrictor.*

c) Use a dash after a series of introductory elements.

Example: *Murder, armed robbery, assault--he has a long list of felonies on his record.*

12) Parentheses

a) Use a set of parentheses around a word or phrase in a sentence that adds information or makes an idea more clear. (Punctuation is placed inside the parentheses to mark the material in the parentheses. Punctuation is placed outside the parentheses to mark the entire sentence. When the material in parentheses is longer than one sentence [such as this information], then the punctuation for the final sentence is placed inside the parentheses.)

Example: *Your essay (all nine pages of it) is on my desk.*
b) Do not use parentheses within parentheses. Use brackets in place of the inner parentheses.

Example: Please refer to Julius Caesar (act IV, scene I [page 72]).

13) Brackets

Use brackets around words of your own that you add to the words of someone you are quoting.

Example: The news anchor announced, "It is my sad duty to inform our audience that we are now at war [with Iraq]."

14) Underlining (or italics)

It is more acceptable to use italics when available.

a) Underline titles of long works such as books, magazines, albums, movies, etc. (do not underline end punctuation.)

Example: We use The Language Handbook to study grammar.

Example: We use The Language Handbook to study grammar.

b) Underline foreign words which are not commonly used in everyday English.

Example: If you look closely, you'll see e pluribus on most U.S. currency.

Example: If you look closely, you'll see e pluribus on most U.S. currency.
c) Underline a word, number, or letter which is being discussed or used in a special way (quotation marks can be used for the same purpose).

Example: Remember to dot every i and cross every t.

Example: Remember to dot every i and cross every t.

e. Capitalization

There are several rules in using capitalization:

1) Capitalize the pronoun I.

Example: Jennifer and I went to the movies yesterday.

2) Capitalize the first letter of the first word of each sentence.

Example: Learning to capitalize correctly will improve your writing.

3) Capitalize the first letter of names of people, organizations, and places.

Example: Juan went on a trip to Tokyo, Japan for his company, General Motors Corporation.

4) Capitalize the first letter of adjectives that are made from the names of people and places.

Example: I like Mexican food.

5) Capitalize initials

Example: My brother's favorite author is H.G. Wells.

6) Capitalize the first letter of directions only when they are used to designate actual places, not when they point in a direction.

Example: When we visited the Southwest, we actually had to drive north.
7) Capitalize the first letter of the names of months and the days of the week.

Example: My birthday will be on a Friday next June.

8) Capitalize the official title of a person (including abbreviations), but only when you use it with the person's name.

Example: Did Clarissa recommend Dr. Montoya to you?

9) Capitalize words used as names or parts of names.

Example: Did Uncle George call my mom to tell her our grandmother is with Dad?

10) Capitalize the first letter of important words in a title of a book, magazine, story, essay, etc.

Example: I enjoyed Mark's essay, "The Truth about Being a Good Student."

11) Capitalize historical events and documents.

Example: The Emancipation Proclamation was issued during the Civil War.

12) Capitalize the name of languages, races, nationalities, and religions.

Example: I learned in Spanish class that several Hispanics are Catholic.

13) Capitalize acronyms. (An acronym is a word formed by the first or first few, letters of words in a long name of an organization.)
Example: CARE is the Cooperative for American Relief Everywhere.

14) Capitalize initialisms. (Initialism is similar to acronym, but a word is not formed from the letters.)

Example: The Central Intelligence Agency is simply known as the CIA.

Writing aspects which are used in this research include:

a. Content; it covers knowledge of subject, substantive, thorough development of thesis, and relevance to assigned topic.

b. Organization; it covers fluency of expressions, clearly stated/supported ideas, succinctness, well-organization, logical sequence, cohesiveness

c. Vocabulary; it covers sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register

d. Language use; it covers effectiveness of constructions, agreement, tense, number, word order/function, articles, pronouns, prepositions

e. Mechanics; it covers mastery of conventions, spelling, punctuation, capitalization, and paragraphing

4. Types of Writing

A composition is a piece of writing that has more that one paragraph. It is divided into three parts: beginning, middle, and end. A good composition is a composition in which the paragraphs are arranged logically and smoothly from the beginning until the end.

Reid (1993: 23) states that there are two ways in which students may express their thoughts and ideas into English writing; namely controlled
writing and free writing/guided writing. Meanwhile, Raimes (1983:5) mentions several approaches in teaching writing.

a. Controlled writing

In this type of writing, the students are helped to produce a good composition by certain control. Exercises consist of pieces of discourse in which students are instructed to copy and in which to then make discrete changes or fill in the blanks. This will enable students to more practice with the structure, punctuations, and grammar.

The controlled-to-free approach in is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy to for students write and yet avoid errors, which makes error correction easy. As such, this approach stress on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

b. Guided Writing

It is the type of writing in which the students from controlled writing transit before going to the free writing. In this type, the students are still guided but not given full control by the teacher. The teacher gives only little scaffolds while the writing process. Students are allowed to try some free composition after they have reached an intermediate level of proficiency.
c. Free Writing

This type stresses writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Once ideas are written down on the page, grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teacher does not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Concern for “audience” and “content” are seen as important in this approach.

5. Narrative Text

Narrative is a kind of texts to amuse, entertain, and to deal with actual or vicarious experience in different ways. It deals with problematic events which later lead to a crisis and end by a resolution as closing. In learning narrative text, the students must know the structure of the text, plot of the story-when crisis arises and what the resolution is. That is why the teacher must also focus on how to develop the text becoming a good sequential story. Besides, there are also some grammatical features of narrative text:

- Focus on specific participants: Cinderella, Malin Kundang
- Use of action verbs: ran, kicked, threw
- Use of linking and mental verbs: *was, were, thought, felt*

- Use of noun phrase: *big tree, wide pool*

- Use of past tenses: *made, went, ate*

- Use of temporal conjunctions: *some times later, then, after that, after a moment, suddenly.*

- Use of adverb of place: *in the forest, there, on the tree*

- Use of adverb of time: *once upon a time, one day, long time ago.*

The students must understand and master these grammatical features to produce a good narrative writing. The teacher’s job here is giving them sufficient materials and understanding about it.

In writing narrative text, plot or the flow of the story becomes so important since it is significant in developing the story. A plot is the arrangement of actions and events in a story. In many stories, the plot follows this pattern:

a. The exposition introduces the main characters and their basic situation, including the central conflict.

b. This conflict develops during the rising action, leading to

c. The climax followed by

d. The story’s falling action, which leads to

e. The resolution, in which the conflict is resolved in some way.
In writing narrative text, the students need to know the conventions above: conventions in writing and conventions in narrative text. The students have to use correct organization, appropriate vocabulary, language use (grammar), and mechanics besides they have to develop the text into a good narrative story chronologically (content) based on the plot structure and language features. The teacher’s job is still giving them understanding about those conventions and more time for practicing.

**B. Teaching Writing**

1. The Importance of Writing in Language Teaching

   As writing is one of the four basic skills in learning English, it becomes so important. Raimes (1983: 3) states that writing makes our brain and sense work together to help us learn. We can see words appearing at the same time that we are thinking about the ideas, feeling our finger write the words or press the keys, and perhaps even hearing ourselves muttering words.
and phrases as we work. This coordination of the physical, the visual, and the mental means show that writing can help us learn. It focuses on our mental, physical, and emotional resources on the same facts and ideas at the same time. This interaction also helps us “dig into” a subject more deeply, as we learn about it, finding ideas we did not have before, and looking for the words to express those ideas. And it gives us fragile, developing insights, the performance of ink on paper (or of storage on computer disk), so that they do not slip away like so many “good ideas” we have but later forget.

Writing becomes so important because it is the primary basis upon which our work, our learning, and our intellect will be judged in the workplace, and in the community. It also makes our thinking visible. So it will help others give us feedback and help us refine our ideas when others give feedback.

Writing can be one of the most enjoyable and satisfying activities for teachers and students to do together in a classroom, especially in a foreign language classroom. Yet it is also one of the more ‘difficult’ things to tackle on a syllabus, and all too often students do not respond in the way that the teacher want them to. They often see it as hard work, boring, unrewarding and, perhaps because writing is often given out as a homework activity, not a lot of fun. If students are motivated and involved in activities, then there is little need for discipline but as the activities involve a lot of speaking and information exchanging, this writing lessons will not necessarily be quiet ones to be done in the school library.
The reason for teaching writing to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and reading. Since writing skill becomes the primary tool for recording and organizing knowledge into useful and reusable notes, the students need to know how to write any kinds of printed pages, such as letters, reports, advertisements, etc. They need to know some writing conventions (punctuations, paragraph constructions, etc) just as they need to know how to pronounce spoken English appropriately. In addition, there are those who believe that the best way to get better in writing is to write. As with most skills, practice is important, but it may result in repetitive activity for its own sake. The students need more practices to have improvement in their writing. Here, the teacher plays an important role to give them adequate skills, time, and practices on it (Harmer, 1998: 79). The statement above is also supported by Tarigan, who states that “Keterampilan menulis tidak secara otomatis dikuasai oleh siswa, melainkan harus melalui latihan dan praktek yang banyak dan teratur” (1983: 4). Unlike speaking, writing skill is not posed automatically, it is needed for the students to learn and practice it more, as Coe and Robin Rycroft state that speaking is usually a spontaneous activity, but writing is a deliberate, conscious process, which can and should be planned and organized (1983:1).

According to Harmer (1998: 79), the reasons for teaching writing to students of English as a foreign language include reinforcement, language
development, learning style and most importantly, writing as a skill in its own right.

1) Reinforcement: some students acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

2) Language Development: it deals with the process of writing itself. The mental activity the students have to go through in order to construct proper written texts is all part of the ongoing learning experience.

3) Learning style: writing is appropriate for learners who produce language in a slower way.

4) Writing as a skill: by far the most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening, and reading.

From the explanation above, it can be concluded that writing skill is very important and needed by the students. It will help students learn. In writing process, there should be good coordination among hand, brain, and eyes at the same time. When it is practiced as a habit, this writing process will become writing skill. Besides, the result of students’ writing will make their idea visible and can be judged and improved by refining it.

2. Techniques of Teaching Writing

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting
value. Encouraging students’ participation in the exercises, while at the same time refining and expanding writing skills, requires a certain technique. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure students’ participation. By pragmatically combing these objectives, the teacher can expect both enthusiasm and effective learning (a_twrite@About.com).

Choosing the target area depends on many factors: what level are the students? What is the average age of the students? Why are the students learning English? Other important questions to ask are: what should the students be able to produce at the end of this exercise? (a well written letter, basic communication of ideas, etc.). What is the focus of the exercise? (structure, tense usage, creative writing). Once these factors are clear in the mind of the teacher, the teacher can begin to focus on how to involve the students in the activity thus promoting a positive, long-term learning experience. Picture series may be used in many activities, in all levels, all age, and whatever the goals and the focuses are.

Having decided on the target area, the teacher can focus on the means to achieve this type of learning. As in correction, the teacher must choose the most appropriate manner for the specified writing area. With both the target area and means of production, clear in the teachers’ mind, the
teacher can begin to consider how to involve the students by considering what types of activities are interesting to the students. By providing picture series, the teacher can offer the students types of activities which are interesting and meaningful. A good way to approach this is by class feedback or brainstorming sessions. By choosing a topic that involves the students, the teacher is providing a context within which effective learning on the target area can be undertaken.

Finally, the question of which type of correction will facilitate a useful writing exercise is of utmost importance. Here the teacher needs to once again think about the overall target area of the exercise. If there is an immediate task at hand, such as taking a test, perhaps teacher guided correction is the most effective solution. However, if the task is more general (for example developing free narrative writing skills), maybe the best approach would be to have the students work in groups thereby learning from each other. Most importantly, by choosing the correct means of correction the teacher can encourage rather discourage students.

In scoring the students’ works, it will be better for the teacher to use analytic scoring. In analytic scoring, different components or features of the students’ responses are given separate scores (on an essay, spelling, grammar, organization; and punctuation might be scored separately). Analytic scoring scores are sometimes added together to yield a total (holistic) score, but they are generally kept separate and form a performance or test profile. The scoring categories included in an analytic system should reflect instructional
objectives and plans. Analytic scoring provides useful feedback to students and diagnostic information to teachers about specific areas of performance that are satisfactory or unsatisfactory. This information will be useful for planning instruction and studying (Genesee, 1996: 206). An example of an analytic system for scoring ESL compositions is presented in the following figure (Jacobs in Genesee, 1998: 207).
<table>
<thead>
<tr>
<th>SCORE</th>
<th>LEVEL</th>
<th>CRITERIA</th>
<th>DESCRIPTION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-27</td>
<td>Excellent to very good</td>
<td>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</td>
<td>Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-17</td>
<td>Fair to poor</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-13</td>
<td>Very poor</td>
<td>Does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-18</td>
<td>Excellent to very good</td>
<td>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</td>
<td>Somewhat choppy, loosely organized but ideas stand out, limited support, logical but incomplete sequencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-10</td>
<td>Fair to poor</td>
<td>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</td>
<td>Does not communicate, no organization, OR not enough to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-18</td>
<td>Excellent to very good</td>
<td>Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register</td>
<td></td>
<td></td>
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<tr>
<td>17-14</td>
<td>Good to average</td>
<td>Adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured</td>
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<tr>
<td>13-10</td>
<td>Fair to poor</td>
<td>Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured</td>
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<tr>
<td>9-7</td>
<td>Very poor</td>
<td>Essentially translation, little knowledge of English vocabulary, word form, idioms, OR not enough to evaluate</td>
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<tr>
<td>25-22</td>
<td>Excellent to very good</td>
<td>Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</td>
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<tr>
<td>21-18</td>
<td>Good to average</td>
<td>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>
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<tr>
<td>17-11</td>
<td>Fair to poor</td>
<td>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>
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<tr>
<td>10-6</td>
<td>Very poor</td>
<td>Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate</td>
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<tr>
<td>5</td>
<td>Excellent to very good</td>
<td>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</td>
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<td>4</td>
<td>Good to average</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
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<td>3</td>
<td>Fair to poor</td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</td>
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<td>2</td>
<td>Very poor</td>
<td>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate</td>
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Total Score: 
Reader: 
Comments: 
3. Teaching Writing in SMP

Based on the 2006 Kurikulum Tingkat Satuan Pendidikan for SMP and MTs, the program of teaching and learning English language focuses on objectives to develop the four language skills; those are listening, speaking, reading, and writing. The students are expected to achieve competencies to communicate orally and in written form by using suitable language variation fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report. For especially the eighth graders, it is limited on narrative, descriptive, and recount. This research concerns on writing narrative text in the eighth grade of Junior High School.

4. The Purpose of Teaching Writing

For most students, writing is regarded as difficult job. It needs great effort for the student to do writing. For the reason, it requires the mastery of sentence structure and the ability to express the idea and choose appropriate words. Writing process is complex job for them.

McMahan, et al. (1996: 8) state the purpose of writing as follows:

1) To express the writer’s feeling

The writer wants to express his feeling and thought through the written form, as in a diary or a love letter. It is what is so called as expressive writing.

2) To entertain the readers

The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.
3) To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

4) To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

According to Halliday in Nunan (1998: 84), written language is used for: action (such as public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals), information (such as newspaper, current affairs magazines, advertisements, political pamphlets), and entertainment (such as comic strips, fiction books, poetry and drama, newspaper features, film subtitles). To conclude, written language is used to get things done, to provide information, and to entertain.

Since the purpose of teaching writing in schools should be based on the curriculum, the teacher then should match their teaching purpose according to the syllabus of 2006 Kurikulum Tingkat Satuan Pendidikan for SMP and MTs. The expected learning outcomes outlined for the students of seventh, eighth, and ninth grades on writing skill are as follows:

1) Seventh grade: the students are able to (1) write simple functional sentences, (2) write simple messages, short and simple announcement and cards, (3) produce text in the form of procedure and descriptive.
2) Eighth grade: the students are able to (1) write among others texts in the forms of descriptive, recount, and narrative, (2) write personal letters, post cards, invitation cards, leaflet, and announcement.

3) Ninth grade: the students are able to (1) write texts in the form of narrative, procedure, and report, (2) write short message, letter, advertisement, and announcement.

C. Review of Picture Series

1. Media

As a tool for language learning, media have undoubtedly always facilitated the task for language learning for both instructed and non-instructed learners. Just as children learning a first or second language grasp the meaning of words from the meaning of the objects that surround them, non-native speakers (both inside and outside the classroom) make use of the here and now or objects in the immediate environment to process incoming speech.

Whatever the approach used in teaching learning process, language teachers seem to agree that media can and do enhance language teaching, and thus in the daily practice of language teaching it can be found that entire range of media assist teachers in their jobs, bringing the outside world into the classroom, and making the task of language learning a more meaningful and exciting one.
a. Definition of Media

There are several definitions of media taken from different sources. The first definition is stated by Brinton in Celce-Murcia (2001: 460) that media, related to the language teaching, is that of technological innovations in language teaching, of mechanical paraphernalia, and of glossy polished audiovisual aids with all the media anxiety that these can conjure up in teachers. Other definition is stated by Sadiman (2002: 6) that “Media (dalam pembelajaran) adalah segala sesuatu yang dapat digunakan untuk menyampaikan pesan dari pengirim ke penerima sehingga dapat merangsang pikiran, perasaan, perhatian, dan minat serta perhatian siswa sedemikian rupa sehingga proses belajar terjadi.” On other words, media here are anything to deliver or present the information or materials.

In language teaching, media can motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom, they can help students process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure of classroom activities. There are several rationales for using media in language classroom:

1) Media serve as an important motivator in the language teaching process
2) Audiovisual materials provide students with content, meaning, and guidance. They thus create a contextualized situation within which language items are presented and practiced.

3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

4) Since the learning styles of the students differ, media provide them with a way of addressing the needs of both visual and auditory learners.

5) By bringing media into the classroom, teacher can expose their students to multiple input sources.

6) Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

7) Finally, media provide teachers with a means of presenting material in a time efficient and compact manner, and of stimulating students’ senses, thereby helping them to process information more readily.

From the definition above, it can be concluded that media in language teaching are any kind of aids or technological innovations in language teaching which can be used to deliver or present information or materials. Media must be able to engage the students’ attention and motivation. Media must make the students easier in getting the materials and must be interesting.
b. Kinds of Media in Language Learning

According to Celce-Murcia (2001: 462) there are two traditional classifications of media available in language classroom:

1) Non-technical Media

This category presents obvious advantages in settings where the electricity is unreliable, technical resources are scarce, and funding is limited. Other advantages of this kind of media are their low cost, their availability, their accessibility, and their user-friendliness. Items that belong in this category typically include:

a) Blackboards/whiteboards  
g) Cartoons/line drawings  
h) Objects/realia
b) Magnetboards/ flannel-boards  
i) Pamphlets/brochure/ 
   flyers/menus
c) Flash cards/index cards  
j) Equipments

d) Wall charts, posters, maps, scrolls  
k) Operation manuals  
l) Puppets
e) Board games  
m) Newspapers/magazines
f) Mounted pictures/photos

2) Technical Media

Although these forms of media are costlier and less user-friendly than the non-technical media, they carry with them a large degree of ‘psychological reality’ in that they can bring the outside
world in all its complexities into the classroom. Items that belong in this category typically include:

a) Record player

b) Audiotape player/recorder

c) CD player/recorder

d) Radio

e) Television

f) Video player/recorder

g) Telephone/teletrainer

h) Overhead projector

i) Filmstrip/film projector

j) Opaque projector

k) Slide projector

l) Computer

m) Language lab

n) Computer lab

o) Multimedia lab

p) Self-access center
In considering this group, it is important to make a few further distinctions, namely, whether the media constitute software (consumable media items) or hardware (equipment), whether the materials are commercially produced or teacher produced, and whether they are authentic or not. It also needs to consider whether they are being used alone or together with other media in a multimedia environment. Finally, it is a must to consider the purpose for which media are being used, such as to aid in presentation, to provide practice or stimulate communicative interaction, or to provide feedback (Celce-Murcia, 2001: 462).

Media will support teaching and learning process very much if the teacher uses appropriate media to facilitate learning. In choosing media used in teaching and learning process, teacher must consider several things as stated by Angkowo (2007: 14). There are five cases that should be considered in choosing media for language teaching:

1) Purpose; the purpose of using media should be accordance with the objective of the lesson
2) Effectiveness; media used in language teaching should be able to support the teaching learning process
3) The condition of the students; media should be able to help the students understand and practice the material given.
4) Availability; the media are available and easy to get
5) Cost; the media cost low price or suit the financial condition of the user.
From the explanation above, it can be seen that picture (picture series) is included in non technical media, but it can also be multimedia if it is presented together with the other media or using technical media, such as computer, overhead projector, or slide projector.

2. Picture Series as a Kind of Media
   
a. Definition of Pictures

   Sight is the most precious of humans’ sense. People are constantly taking in visual information and much of what they learn, think about, and communicate is in response to something visual. However, in language teaching, this has received relatively little attention: visual materials have seldom been used and then mainly in beginners’ classes for the unambiguous teaching of meaning, or as ‘mechanical’ prompts, or (rather artificially) for description purpose. Most importantly, perhaps, visual should provide a source of contextualization, stimulation, and motivation for learners to use language in a meaningful way. However, one further aspect which can be considered is to include and encourage the learners’ own personal response to what they see (Woolcott, 1992: 6).

   One of the visual aid which can be used in learning English in the classroom is picture. Picture gives a lot of contribution because it is interesting for the students and they have something to look at while teaching and learning process is happening.

   Picture has some different definitions stated by some experts. Shores (1996: 88) defines picture as likeness of a person, place, thing, or
idea on flat surface produced by means of drawing, painting, or photography. It means that pictures can be in the form of likeness of anything on flat surface as result of drawing, painting, or photographing.

Similar definition of pictures can also be found in Webster’s Dictionary. Picture is defined as an image or likeness of an object, person, scene reproduced on flat surface, especially by painting or photography; a mental image or impression; an idea.

From the definitions above, it can be concluded that picture is an image or likeness of an object, person, place, thing, scene, or idea on flat surface by means of drawing, painting, or photography.

Byrne (1997: 79) divides picture into two kinds: single picture and picture sequences. He says that single pictures might show either one main event or scene with a considerable amount of details, and perhaps a number of events taking place, as are commonly the case in a wall picture. Meanwhile, pictures in sequence, according to him, usually range from four to eight pictures and usually tell a sort of story or can be used to depict a process.

For detail, the followings are the explanation about situational picture and sequential pictures:

1) Situational pictures

Situational pictures are those that show persons ‘doing something’ with objects and show the relationship of the objects with the persons. This type of pictures is appropriate for some particular
writing activities, for example, describing picture or finding similarities and differences.

2) Sequential pictures or picture series

As suggested by Wright, picture series gives a powerful contribution to the language learning. According to him, a series of pictures is pictures which show some actions or events in chronological order. They tend to range from four to eight pictures. They usually tell a sort of stories, but they can also be used to depict a process (how to make something, for example).

Furthermore, sequential pictures, as stated by Raimes (1983: 36), or pictures in sequence also provide a variety of guided and free writing exercises. A picture sequence, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip.

In the process of writing narrative text, the students in the beginning level may face some problems. This can be solved by providing them picture series as a medium in conveying the materials and developing their idea. They will be interested and more concentrated on the plot of the story.

b. Sources of Pictures

Pictures are one of effective media which are not so expensive. It can be reached by the teacher and the students themselves easily and suit their financial condition. Besides, pictures are available in many places.
The teacher or students can find picture materials easily at store or freely get from somewhere, or even make it by themselves.

Teacher or students can find these picture materials from several sources (Wright, 1989: 182):

1) Newspaper

Newspaper, even old ones, are available everywhere and in some countries are the main source of picture materials. Cartoon strips or picture series are particularly useful. It can be used in some different activities in the classroom.

2) Magazines

In many countries, these are the major source of useful picture material of a high quality, though they are rarely free. In the magazine, it can be found full page picture which are big enough for class use, while others are more appropriate for individual work. Radio and television program guides are often illustrated. It also can be found several pictures in sequence of certain television program. These can be used in writing activities.

3) Advertisement and publicity

These include direct mail leaflets, posters, and advertisements in magazines and newspapers. Sized vary, making the pictures of use in both class work and group work.

4) Brochures
These may contain the pictures of places or people doing something, or, in business brochure, many business place and activities.

5) Catalogues
   Catalogue can be an amazingly rich source of picture material. There are catalogues of beds, bicycles, books, toys, cars, gifts, etc which might be a source of picture for teachers of language for special purposes.

6) Calendars

7) Greeting cards

8) Postcards

9) Reproduction of arts

10) Posters

11) Wall charts

12) Instructions

13) Old books

14) Comics and cartoon strips
    These are heavily illustrated. They are sequences of pictures which are closely related to a narrative text. These become the main source of picture series.

15) Family photographs and slides

16) Stamps

17) Plying cards

18) Wrapping paper
19) Course book

20) The teacher’s and student’s own drawings

21) Photocopying

c. Selecting Pictures

It is very common to hear people say that pictures are all right for beginners and for young people but not for advanced students or exam classes. This generalization is unhelpful and untrue. Any activity done in the classroom must be efficient in achieving its purpose. The following five criteria provide consideration in using pictures in language teaching:

1) Easy to prepare: The pictures should be easy to prepare to be used by the teacher in teaching and learning process.

2) Easy to organize: The teacher must decide whether the efforts of organizing the pictures are complicated or not.

3) Interesting: The pictures should be interesting both for the students and for the teacher.

4) Meaningful and authentic: Students are going to gain more if the language they use is vital to the situations; there should be some reaction or result if they use the language appropriately, indeed inappropriately. The activities which appear should be communicative (focus more on the meaning), rather than empty drills.

5) Sufficient amount of language: The activities should give rise to a sufficient amount of language in the language lesson.
Those five criteria can be applied by any teachers: teachers of advanced adult students or teachers of exam classes, or teachers of beginners.

d. Role of Pictures in Teaching Learning Process

There are several roles of pictures in teaching productive skills as stated by Wright (1989: 17):

1) Pictures can motivate the students and make them want to pay attention and want to take part.

2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom.

3) The pictures can be described in an objective way or interpreted or responded to subjectively.

4) Pictures can cue responses to questions or cue substitution through controlled practice.

5) Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

e. Advantages of Using Pictures in Teaching Learning Process

Pictures have been used for centuries to help students understand various aspects of foreign languages. The pictures have motivated the students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture.
English second language writing teachers find it useful for using pictures in their language learning. First of all, pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. With a picture, however, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. So pictures are valuable, too, in that they provide for the use of common vocabulary and common language forms. In addition, a picture can be the basis for not just one task but many, ranging from fairly mechanical controlled compositions, sentence-combining exercises, of sequencing of sentences to the writing of original dialogs, letters, reports, or essays. Finally, because everybody likes to look at pictures, their use in the classroom provide a stimulating focus for students’ attention. Pictures bring the outside world into the classroom in a vividly concrete way (Raimes, 1983: 27).

Pictures, and especially photographs, carry with them implicit narratives, making them ideal for generating new short story ideas. Finally it can be concluded that there are so many advantages the teacher and students get of using pictures in language learning.

D. Teaching Narrative Writing Using Picture Series
Beside conventions of writing, engagement of feeling is also of considerable importance. When feelings are touched, learners are totally involved in the writing and appear at times to be writing above their expected capability. So the teacher should start by engaging the interest and personal involvement of the learner by building on learner input, whether it is connected with past experiences, present knowledge, interests, ideas, and personal characteristics, or future hopes, plans, and predictions. These things will provide a motivation for writing as well as the personal stimulus to take the writer through a number of barriers. Pictures, especially picture series have an important role in stimulating the students’ interest and motivation in learning language.

English second language writing teachers find it useful for using pictures in their language learning. First of all, pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. With a picture, however, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. So pictures are valuable, too, in that they provide for the use a common vocabulary and common language forms. In addition, a picture can be the basis for not just one task but many, ranging from fairly mechanical controlled compositions, sentence-combining exercises, of sequencing of sentences to the writing of original dialogs, letters, reports, or essays. Finally, because everybody likes to look at pictures, their use in the classroom provide a stimulating focus for students’ attention. Pictures bring the outside world into the classroom in a vividly concrete way (Raimes, 1983: 27).
Pictures, especially picture series, carry with them implicit narratives, making them ideal for generating new short story ideas (Ginny Wiehardt, available at About.com Guide). Teacher can use picture series to provide a story for the students, then they will easily get an idea and develop the idea into chronological story based on the picture series. The students may use their own imagination to develop their idea into a creative story. The teacher may use picture series in a great variety of activities in the classroom. The teacher may ask the students to place the series of pictures into the correct sequence and asks them make a narrative story. This technique can be collaborated with the other techniques, for example jigsaw, story telling, etc. The activities can be done individually or in group; the teacher may divides class into some groups and give them one or two sequential pictures for each group. So if the stories are completed, all pictures which are shared to the students will tell a story about certain theme. This kind of activity can be one of the teaching learning activities in the classroom.

E. Rationale

Writing becomes one of four language skills that should be mastered in learning English. Teaching writing in Junior High School aims to make the students to be able to express idea in written form by using appropriate language variation fluently and accurately in interaction or monologue in the form of
descriptive, recount, narrative, procedure, and report. For especially the eighth graders, it is limited on narrative, descriptive, and recount.

In the process of writing narrative text, the eighth grade students of SMP N 1 Cawas, Klaten, still face some problems. They are still difficult in exploring and expressing idea and they feel difficult on how to start writing. Besides, the students are not so interested in joining English class especially writing. Those are caused by some factors: the students’ low understanding about English and the teacher’s technique in teaching English which tends to be conventional and done without any media.

The students need some interesting techniques or media to engage their motivation and imagination in developing idea of their writing. These can be solved by providing them picture series as a medium in conveying the materials and developing their idea. They will be interested and more concentrated on the plot of the story. By using this media, it will be easier for the students in getting idea of their writing and leading to develop the topic based on the sequential events. When the students are seemed more competent in developing idea using picture series, the teacher may take one or some pictures away and ask the students to use their imagination to fill the missing links of the story. Later, the students will be able to make a narrative writing using only their idea and imagination, and they will have good writing skill.

F. Hypothesis
Based on the rationale above, the writer proposes a hypothesis that picture series can improve the writing skill of the eighth grade students of SMP Negeri 1 Cawas, Klaten in the academic year of 2009/2010. Picture series can also improve the students’ interest and motivation in involving themselves in teaching learning process.

CHAPTER III
RESEARCH METHODOLOGY

A. Setting

This research entitled “Improving Students’ Skill in Writing Narrative Text through Picture Series” is conducted for three months from January to March 2010 in Junior High School (SMP) Negeri 1 Cawas, Klaten, Central Java. It is located at Jalan Tembus Barepan-Cawas, Cawas, Klaten, Central Java. This school is one of the favorite schools in Klaten. The location is strategic enough because it is near public places, such as post office, near other schools and also football yard.

This school consists of three grades namely the seventh grade, the eighth grade, and the ninth grade. Each grade consists of six classes. Each class consists of about forty students. The buildings are in good order and arrangement. There are 18 classrooms, teacher office, administration room, labs, multimedia room,
mosque, canteens, basketball yard, and also parking area. In each classroom, there are whiteboard, 20 tables and 40 chairs for students, a teacher’s desk and chair, a clock, television and CD player (in certain classes) and good air circulation and lighting. Besides, the learning process runs well by using student-centered approach. The learning activities focus on the students’ needs. The students are mostly involved in the teaching learning process.

B. The Subject of the Research

This research involves the eighth grade students of SMP Negeri 1 Cawas, Klaten, while the subject of the research is the students of VIII C consisting of 20 girls and 18 boys. They are diligent but having low motivation toward English lesson and low writing skill. Most of them come from families with low or middle level social economical background. The classroom condition of VIII C is clean and conducive enough so that it can support this research. There are whiteboard, 20 tables and 40 chairs, a teacher’s desk and chair, a clock, television, CD player and good air circulation and lighting.

C. The Research Methodology

Before deciding the method used in this research, it will be better to know first what method is. According to Kartono (1983: 15), method is the ways of thinking that have been well prepared to conduct research and to get the research
aim. Meanwhile, Ary in Furchan (1982: 50) defines method as the common strategy which is used in collecting and analyzing the data needed to overcome problems appearing. This is the solving plan for the problem being studied. From those definitions above, method can be defined as the strategy which can be used to investigate the research object to get accurate data in order that the goal of the research can be reached.

The method used in this research is classroom action research since its nature is for improving the quality of action within it. Classroom action research is used in this research because this research is directly related with teacher’s profession. Action research is done by the teacher/researcher because of some reasons, such as the teaching learning process which is not satisfying, the quality of teaching and learning which should be improved, etc. Action research is a systematic process in which the teacher is a volunteer to do reflection, documentation, and action to know more about the essence of the teaching. Action research focuses on the teaching learning process in the classroom. The general goal of this research is improvement and change. It should be any improvement and better change after action research is held. Action research is better when done collaboratively with other teacher or researcher.

There are several definitions of action research stated by some experts. The first definition is stated by Mills (2000: 6) that:

Action research is any systematic inquiry conducted by teachers, researchers, principles, school counselors, or other stakeholder in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they teaching, and how well their students learn (Mills, 2000: 6).
The information is gathered with the goal of gaining insight, developing reflective practice, effecting positive changes in the school environment, and improving student outcomes and the lives of those involved.

Ebbutt in Hopkins (1985: 34) states that action research is about the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions. Zuber-Skerritt (1996: 14) uses an action research to refer to ways of investigating professional experience which link practice and the analysis of practice into a single productive and continuously developing sequence, and which link researchers and research participants into a single community of interested colleagues. Action research is about the nature of the learning process, about the link between practice and reflection, about the process of attempting to have new thoughts about familiar experiences, and about the relationship between particular experiences and the general ideas.

Similar definition is given by Carr and Kemmis in Burns (1999: 30) who define action research as simply form of reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of their practices, and the situation in which the practices are carried out.

From the definitions above, action research can be defined as a systematic study of attempts to overcome the education problems faced by or to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.
There are several common features which can be considered to characterize action research as stated by Burns (1999: 30):

1. Action research is contextual, small-scale and localized. It identifies and investigates problem within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by terms of colleagues, practitioners, and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus of change.

In this study, action research is conducted as an attempt to improve students’ skill in writing narrative text. This research is carried out by the writer in collaboration with the teacher. The action that will be done is the implementation of using picture series in teaching English especially writing. The observation is done while the technique of using picture series as teaching media is presented. The observation and reflection will give result whether or not picture series can improve students’ skill in writing narrative text.

D. Procedures of Action Research

This action research uses the model developed by Kemmis and McTaggart in Burns (1999: 32). There are four steps in action research: plan, action, observation, and reflection.
1. Plan

The first step in the process is the formulation of a general plan. A preliminary checklist of questions would include the following: what is happening already? What is the rationale for this? What am I trying to change? What are the possibilities? Who is affected? With whom must I negotiate? And so on. These can be answered by doing exploring (general idea) and identifying (fact finding process).

Before going to the next steps, it is necessary for the researcher to gather data and information that will tell more than the researcher usually knows, for example making systematic records where usually the researcher is content with spontaneous impressions, making permanent records instead of relying upon memory, and collating detailed statements from people whose general opinion who are usually taken for granted. Data collection method could include observation, using questionnaires, and using test.

2. Action

Action is a part of collecting data. It might not be data gathering events, but this period begins the process of going more deeply into the issue being researched. The teacher, in this stage, implements the technique that will be used for improvement.

3. Observation

Observation is done to know what has been done by the teacher, how are the students, what data has been gathered from the actions. In doing these, the researcher may be helped by other teacher or researcher.
4. Reflection

It is the stage where the researcher analyzes data from the observation and makes reflection from the result of analysis. The data are analyzed using a systematic process of analysis and interpretation according to agreed criteria. After getting result from those series of actions and evaluations, the researcher then makes a decision whether the technique she has implemented reach the goal of improvement. If there is still no significant improvement or there are still many aspects that still need any correcting or improvement, then the next cycle will start from here. The researcher just needs to revise the plan and the result of the first cycle will be the data for the next cycle.

In the implication of action research, those steps make a spiral. It means that when the researcher does one step, she can come back to previous steps to see what she has already done and she can start the next new cycle from what she has already had, and not from beginning. That is why those steps are also cyclical. These steps can be illustrated as follows:
Picture 1. Steps of Action Research

When the writer is on the second cycle, she makes planning from the data that are gathered in the first cycle, and so on.
### E. Procedures of the Research

This action research consists of some cycles, and each cycle must consist of some steps, as follows:

Table 1. Procedures of the research

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<th>Techniques</th>
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<tbody>
<tr>
<td>1. Identifying the problem</td>
<td>To know the students’ problems</td>
<td>Researcher, Students, Teacher</td>
<td>Questionnaire, Observation, Test (Pre-test), Interview</td>
<td>The result of the questionnaire, observation, test, and interview</td>
<td></td>
</tr>
<tr>
<td>2. Planning the action</td>
<td>To prepare everything needed</td>
<td>Researcher, Collaborator</td>
<td>Preparing anything needed</td>
<td>Lesson plan and students’ worksheet, Materials, Teaching media</td>
<td>a. Constant Comparative Method</td>
</tr>
<tr>
<td>3. Implementing the action</td>
<td>To prove the hypothesis</td>
<td>Researcher, Collaborator, Student</td>
<td>Implementing the technique of using picture series in teaching narrative writing</td>
<td>Field-notes of the teaching and learning process</td>
<td>b. Non-independent t-test</td>
</tr>
<tr>
<td>4. Observing the action</td>
<td>To know what have been done</td>
<td>Researcher, Collaborator</td>
<td>Observing the teaching and learning</td>
<td>Field notes</td>
<td></td>
</tr>
</tbody>
</table>
1. Identifying problems

The writer, as a researcher, identifies problem first before planning the action. The research problems deal with the students’ writing skill. In identifying the problems, the researcher uses test and non-test techniques. For test techniques, the researcher uses pretest in the beginning to know the students writing skill. Meanwhile for non-test techniques, the researcher uses observation, interview, and questionnaire.

a. Using test

The researcher gives writing test to know the students’ skill in writing narrative text. The test is done twice in a cycle, namely pretest, in the beginning, and post test, in the end. The post test of the first cycle will be the data for the next cycle, and so on.

b. Observation

The writer does pre-observation research by observing the teaching and learning process in class VII C to know the students’ attitude toward English lesson and students’ problems before implementing the action.
c. Questionnaire

The writer gives the students questionnaire sheets which deal with the students’ problems in writing, what they have done to overcome the problems, and the techniques that will be used in the action.

d. Interview

The researcher also interviews the teacher and students to know the problems that they face during the teaching learning which will support data got from pre-observation and to get more detail information of the questionnaire result.

2. Planning the action

In this step, the researcher prepares anything needed in the action, such as:

a. Preparing materials for the teaching

b. Making lesson plan

c. Preparing students’ worksheets

d. Preparing draft for the interview

e. Preparing teaching media (picture series)

f. Preparing test

3. Implementing the action

The researcher implements the teaching learning activity using picture series. She teaches students writing by using picture series as a media in conveying the materials and in enhancing the students’ motivation. In every action, the writer arranges general plan as follows:
a. Giving speech as introductory of the lesson
b. Giving the materials (narrative text served by using picture series) dealing with the topic
c. Explaining any things dealing with the materials
d. Giving tasks for the students
e. Reviewing the lesson

In the end of each cycle in which the technique of using picture series is implemented, the writer conducts test to measure the students’ writing ability. It’s compared to the students’ ability before the action is implemented.

4. Observing the action

The observer observes all activities in teaching learning process while the technique of teaching writing by using picture series is carried out. In this step, the researcher is helped by the teacher. They note events happening in the teaching learning process. The observation is written down as field notes.

5. Reflecting the action

The researcher makes a reflection towards what the observer has observed to find the weaknesses of the teaching activity having been carried out. The weaknesses can be seen from the students’ reactions toward the teaching learning process.

6. Revising the plan

Based on the reflection, the researcher revises the plan to be implemented in the next cycle. It is used when the result of the reflection is
not satisfying. It is needed for the researcher to implement the plan after being revised to be used in the next cycle.

**F. Techniques of Collecting Data**

This action research which concerns on using picture series in teaching writing needs some data to be analyzed. The data are collected through observation, interviews, field notes, the students’ answer of questionnaire sheets, and also the result of the tests.

1. Qualitative Techniques:
   a. Observation
   
   The researcher conducts general observation by observing the teaching and learning process in class VIII C to know the students’ attitude toward English lesson before, while, and after implementing the action.
   b. Questionnaires
   
   It is to be a quick and simple way of obtaining broad and rich information from the students. There are two questionnaires given to students. The first one is given in the beginning of the project, before introducing the strategies and the second questionnaire is given in the end of the project. The first questionnaire is used to know the students’ ability and problems in learning English. The writer gives the students questionnaire sheet which deals with the students’ ability and problems in writing. Students are given fifteen to twenty minutes to complete the
questionnaires and to clarify questions if necessary. The second questionnaire is given after implementing the techniques of using picture series in teaching writing. It examines how the students feel about the technique of using picture series, and how it helps them in improving writing skill. Students have the opportunity to give the reason why they like/dislike the technique used.

c. Interview

The researcher also interviews the teacher and students to know the problems that they face in learning English and the students’ opinion about the implementation of picture series in writing narrative text. The interview takes place after each questionnaire has been completed. Informal notes are taken during the interview. Each student will be asked the same questions with an opportunity for them to include any other information.

2. Quantitative Technique (Test):

Besides the non-test techniques above, researcher also uses test techniques. A test has the purpose of measuring, as stated by Brown (1994: 252), test is a method of measuring a person’s ability or knowledge in a given area. The test techniques are conducted by giving pretest before the action begins and posttest in the end of the action. The researcher gives writing test to know the students’ ability in writing narrative.

The instructions which are used in the writing test must be readable. The primary job of test instruction is to let students know what they are
supposed to do. Students should be informed clearly what to do for each kind of task included in the test and they should get enough information about the test as a whole to decide how best to expend their efforts in the time available (Genesee and Upshur, 1996: 201). Therefore, a test should be readable and understandable so that the instructions can be easily understood by the testees. Readability is defined as reading ease, especially as it results from a writing style (http://en.wikipedia.org/wiki/Readibility). It is advisable to have someone else read or listen the test instructions before using them with the students in order to ensure that the instructions are understandable. The test instruments should be tried out to five to ten persons to know whether the instruments are readable. Test instruments are readable if the persons to whom the test is tried out can clearly understand the test instructions.

G. Techniques of Analyzing Data

1. Qualitative Techniques:

In analyzing the qualitative data, the writer uses constant comparative method. Glaser and Strauss in Hopkins (1985: 108) describe the constant comparative method as following four distinct stages:

a. comparing incidents applicable to each category,

b. integrating categories and their properties,

c. delimiting the theory, and

d. writing the theory
Burns (1999: 156) gives several steps of constant comparative method that can be used to analyze the qualitative data:

a. Assembling the data

The first step is to assemble the data that have been collected over the period of the research: field notes, interview, questionnaires, and so on. At this stage, broad pattern should begin to show up which can be compared and contrasted to see what fits together. By scanning the data, it begins to process of more detailed analysis by bringing up possible patterns which can be adapted and added to as it is processed.

b. Coding the data

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. Data analysis becomes much messier and coding becomes less clear cut when it is dealing with diary entries, classroom recordings, or open ended survey questions.

c. Comparing the data

Once the data have been categorized in some way, comparison can be made to see whether themes or patterns are repeated or developed across different data gathering techniques.

d. Building interpretations

This is the point where the researcher moves beyond describing, categorizing, coding, and comparing to make some sense of meaning of the data. This stage demands creative thinking as it is concerned with
articulating underlying concepts and developing the theories about why particular patterns of behaviors, interactions or attitudes have emerged.

e. Reporting the outcomes

The final stage involves presenting an account of the research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data.

This research uses the method stated by Burns (1999: 156) to analyze the data. There are five steps and those steps are clear and sequential. It begins with assembling the data, coding, comparing, then building interpretations, and finally reporting the outcomes.

2. Quantitative Techniques:

To analyze the quantitative data, the researcher uses quantitative technique of analysis. To get quantitative data, the researcher conducts the practical test in the end of each cycle. In computing the students’ test score, the writer uses the rubric for evaluating narrative writing. There are also two independent scorers to diminish scoring subjectivity.

The mean of the students’ score in pre test and post test can be calculated with the formula as follows:

$$\bar{X} = \frac{\sum X}{n} \quad \bar{Y} = \frac{\sum Y}{n}$$

From the calculation result using the formula above, it can be seen whether there is improvement of the result of pre test and the post test. And
the hypothesis of this research will be tested using non-independent t-test. The t-value can be calculated with the formula as follows:

\[
t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{n} / n(n-1)}}
\]

- \( t \) : the t-value for non-independent (correlated) means
- \( D \) : the differences between the paired scores
- \( \overline{D} \) : the mean of the differences
- \( \sum D^2 \) : the sum of the squared score differences
- \( n \) : the number of pairs

(Furchan, 2007: 216)

Finally, by analyzing the observation result and test result, it can be concluded whether picture series can improve the students’ skill in writing narrative text or not.

CHAPTER IV
THE RESULT OF THE RESEARCH

This chapter presents the result of classroom action research conducted in the eighth grade of SMP Negeri 1 Cawas, Klaten. The data from the research were described and discussed in the following sub-headings: research findings, discussion of the findings, and hypothesis testing.
A. Research Findings

This research was conducted in the eighth grade of SMP Negeri 1 Cawas, Klaten for about three months. It consists of two cycles; there are three meetings for each cycle. The schedule of the research can be shown in the following table.

Table 2. The Research Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Purpose</th>
<th>Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, January 8&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>08.30-09.00</td>
<td>Interviewing the teacher</td>
<td>To identify problems faced by the teacher and the students</td>
<td>Researcher Students</td>
</tr>
<tr>
<td></td>
<td>09.10-09.45</td>
<td>Giving the first questionnaires and interviewing the students</td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>Saturday, February 13&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>09.10 – 09.55</td>
<td>Giving pre-test</td>
<td>To identify problems faced by the students and to know the students’ writing skill</td>
<td>Researcher Students</td>
</tr>
<tr>
<td>Saturday, March 6&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>09.10 – 09.55</td>
<td>Implementing Meeting 1 Cycle 1</td>
<td>To implement picture series in teaching writing</td>
<td>Researcher Observer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Monday, March 8&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>10.50-11.35</td>
<td>Implementing Meeting 2 Cycle 1</td>
<td>To implement picture series in teaching writing</td>
<td>Researcher Observer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Saturday, March 13&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>09.10 – 09.55</td>
<td>Implementing Meeting 3 Cycle 1</td>
<td>To implement picture series in teaching writing</td>
<td>Researcher Observer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Monday, March 15&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>10.50-11.35</td>
<td>Post-test 1</td>
<td>To know the students’ writing ability after implementation of picture series</td>
<td>Researcher Students</td>
</tr>
<tr>
<td>Saturday, March 20&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>09.10 – 09.55</td>
<td>Implementing Meeting 1 Cycle 2</td>
<td>To implement picture series in teaching writing</td>
<td>Researcher Observer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Monday,</td>
<td>10.50-11.35</td>
<td>Implementing</td>
<td>To implement</td>
<td>Researcher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Introduction

The researcher conducted pre-observation in class VIII C of SMP Negeri 1 Cawas, Klaten to know the condition of English teaching learning, the problems faced by the students and the teacher, and the students’ writing ability. In this pre-observation, she found that the students’ writing ability was still low. The problems faced by the students in writing narrative included difficulties in exploring and expressing their idea, using vocabulary and tenses in making good sentences, and difficulties in how to start writing. It was shown in their bad marks in the English lesson especially in writing. The students also seemed to feel difficult when they were asked to write their idea. Their submitted papers were usually blank or just with little writing without any elaborations. Besides, the questionnaires and interview result showed that the students’ attitude and motivation toward the English lesson especially writing was still low. They did not seem interested in joining the class. The
problems might be caused by some factors. The students were not so interested in learning English especially writing. The teacher did not give adequate time, models, and practices for the students to write. Writing got less attention from the teacher. Besides, no media and creative techniques were used in exploring the students’ skill in writing.

After identifying the problems, the researcher conducted a pre-test. The pre-test was done before implementing the teaching learning process using picture series. The test was used to know their writing skill. The mean of the students’ score was 61.78. Based on the pre-observation and pre-test result, the researcher identified that the students’ writing skill was still low because it was below the passing grade (*Krteria Ketuntasan Minimal/KKM*) for writing English lesson (68), and must be improved by implementing the teaching media. Therefore, the researcher used picture series as teaching media to improve the students’ writing skill and the students’ motivation toward English lesson especially writing. The improvement of students’ writing skill involved some aspects of writing, namely content, organization, vocabulary, language use, and mechanism.

2. Implementing the Action Research
   a. Cycle 1
      1) Planning

      After giving the pre-test, the researcher made a plan to teach writing in the class. She prepared the material which was taken from books and the internet. She also prepared the teaching media in the
form of picture series which were taken from youtube video. She planned three meetings in the first cycle. She also made a lesson plan for each meeting. The researcher chose stories which were familiar but not being used in English handbook and based on several factors: the story plot and the interest and age of the students. That was to make them easy in generating the idea and developing the story. In the first meeting, she used picture series of a story entitled “Malin Kundang”. In the second meeting, she used the picture series of a story entitled “Saving a Wolf”. And in the third meeting, she used picture series of a story entitled “The Ant and the Dove”. Besides preparing the lesson plans, she also made and copied materials, picture series, and worksheets for the students to support the process of teaching and learning.

2) Action/Implementation

In this cycle, the researcher started implementing the technique of using picture series as teaching media in the class. There are three meetings in this cycle.

a) The first meeting

On Saturday, March 6th 2010, the researcher began her research. She entered class VIII C. The English teacher introduced the researcher to the students. The researcher started her teaching with some pre-activities. She told the students about the technique of using picture series as teaching media and the objectives of the
lesson. Before she began discussing the materials, she did brainstorming with the students about narrative story and the examples. In this meeting, she used picture series of “Malin Kundang”. Then, she showed the pictures of Malin Kundang and his mother. The students were asked to guess the title of the story. Most of them gave the correct answer. To lead the students to the story, the researcher gave some guiding questions. It would help them generate the idea and develop the plot of the story. Most of them still answered the questions in Bahasa Indonesia. After that, the researcher gave the complete picture series of Malin Kundang and asked the students to guess the plot of the story. While guessing the plot of the story, they were asked to mention some vocabularies related to the picture series. They mentioned many words such as Malin kundang, mother, wife, harbour, sea, boat, ship, rock, water, etc. Some of them still mentioned some words in bahasa Indonesia, such as bermamitan, mengakui, menolak, mengutuk, etc. Then, the teacher and the students discussed how to change those words into English. The teacher contextualized those words by using them in sentences to help the students understand the meaning. 

In the modelling stage, the researcher reviewed simple past tense and gave some examples of simple past sentences related to the picture series. The students could easily understand the
teacher’s explanation because they had ever got the materials about past tense before. Then, the students were asked to change present verbs into past verbs. Some of them could easily change, but some others still opened the book. They were also asked to find more vocabularies related to the picture series and made sentences in the form of past tense from those vocabularies. The researcher together with the students checked their works by asking them to write their works on the white board. Most of their works were correct. They made past sentences, but some still did not make good sentences. They seemed confused in constructing a good sentence. The teacher checked and corrected their sentences. Their mistakes were about subject-object agreement and the predicate of the sentence. The teacher gave more reviews and examples of those materials while checking and correcting their writing.

After giving exercises about sentences, the students were given task about paragraphs. It was about generic structure of narrative text (orientation, complication, and resolution). The exercises were to make the students understand more about generic structure (organization) of narrative text. The students were given jumbled paragraphs with missing words. The students were asked to fill the blanks with the vocabularies in the box. They were also asked to change the present verbs into past verbs. After that, they arranged the jumbled paragraphs into a good narrative text based
on the picture series. Last, to check their work, they matched the paragraphs in the text with the pictures in the picture series. They were able to finish the tasks. Then, the students, together with the researcher, checked and discussed their works. That narrative text was as the example for the students. The remaining time was used to review the plot of the story and the language features used in narrative text. Before closing the lesson, the researcher asked whether there were still any questions so far and gave the students homework related to constructing good sentences. No student asked any questions. Then, the researcher closed the lesson by saying good bye since the time was up.

b) The second meeting

On Monday, March 8th 2010, the researcher came to class VIII C for the second meeting. She entered the class together with the observer. After the observer took her seat in the back corner of the class, the researcher opened the class. She greeted the students then checked their attendance and reviewed the previous lesson about narrative text and past tense. Then, the students were engaged to brainstorm about fables as a kind of narrative text and the examples. The researcher showed pictures of a wolf and a crane. The students were asked to guess the story about them. The students then became very crowded. They tried to express their opinions. After that, the students were given complete picture
series of the story “Saving a Wolf”. The students were asked to mention vocabularies related to the picture series and the plot of the story. Most of them mentioned some verbs related to the picture series. Some of them still mentioned the words in Bahasa Indonesia. Then, they were asked to change them into English. The students seemed to find it difficult. The teacher then guided them to use those words in sentences. It would make them easier to understand the meaning of those words. After that, the teacher reviewed about past tense as taught in the previous meeting. Most of them seemed to understand and able to mention the pattern. When the students were asked to give any examples of past sentences, there was a student who mentioned “Wolf ate meat”. From the students’ responses, the researcher concluded that the students had mastered the material of past tense. Then, the students were asked to make past sentences based on the picture series “Saving a Wolf”. They seemed enthusiastic in doing the task. However, there were some students who seemed confused in finding the appropriate words since they still had difficulties to use words appropriately in their writing. The teacher then guided them individually. The students in back rows tended to disturb the other students who were doing the task. The class situation was very crowded.
After they finished the task, the students and the teacher checked and discussed their work. The students were asked randomly to read their own sentences loudly. Most of their works were still in the form of simple sentences that generally consisted of subject, predicate, and object/complement. Moreover, there were some students who made sentences without any predicate or with double predicate. Their sentences consisted only of subject and object/compliment. Some of them still made mistakes in constructing past sentences. Then, the teacher gave little review about past tense and sentence construction again. In the time gaps, the researcher asked the students whether there were any questions or not. So far, there were still no questions.

The next task was group work. The students were asked to make groups of four. They were asked to make an outline and to develop the outline into a narrative story based on the picture series “Saving a Wolf”. Their works were still in the form of simple narrative text which was only the rearrangement of the sentences that had been made before. In this activity, most of the groups could not finish their writing. The researcher gave them a chance to finish it at home and discuss it in the next meeting. Before closing the lesson, the researcher asked again whether there were any questions or not and asked them to bring dictionary for the next
meetings. The researcher, then, closed the lesson by saying good bye.

c) The third meeting

On Saturday, March 13th 2010, the researcher came for the third meeting. After opening the class, she reviewed the materials of the previous meeting and checked the homework. The researcher together with the students discussed the homework. After that, the researcher gave the picture series of another story entitled “The Ant and the Dove”. Then, the researcher together with the students discussed the plot of the story and found some vocabularies from the picture series. In groups of four, the students were asked to make narrative story based on the picture series and the vocabularies. They did the task more silently because they have had more writing practices in the previous meetings. Their writing ran more smoothly. Their works in this meeting were better than the previous ones. Before closing the lesson on that day, the researcher told them that for the next meeting, they would have a writing test. Some students asked questions “tesnya disuruh ngapain Miss? Trus soalnya gimana?” the researcher answered “tesnya ya menulis, seperti yang telah kalian kerjakan tadi, bedanya tesnya nanti dikerjakan secara individu, tidak berkelompok”. Because there were no more questions, the
researcher closed the lesson by thanking the students for their attention and saying good bye.

3) Observation

a. The first meeting

In the first meeting, two students were absent because they were sick. There were some problems faced by the students. The students still seemed ashamed and awkward to the researcher. They paid attention to the researcher, but some of them in the back rows were still noisy. The students seemed interested in the picture series. The interesting media made them try to do the task well. They still lacked of vocabulary. They also still had difficulty in constructing sentences in past form. Most of their works were still bad. They were able to make past sentences but still unable to make good sentences. They did the tasks still by opening the dictionary and book. No students were brave to raise their hand when they were ordered to write past sentences voluntarily on the board.

b. The second meeting

In this meeting, the researcher divided the students in group of four. There were 7 groups of four and 2 groups of five. When the researcher was dividing class in groups, the students were very noisy. It took much time to get them in group. Some students did not feel comfortable with their group’s members, so the researcher had to match and mix again. The students paid
attention to the instructions given by the researcher. But sometimes, they asked and clarified the instructions for many times. It took much time. The students seemed to try hard to make a good narrative text. They still had difficulty in finding the words so they opened the dictionary. It took more time to finish the task. Because of the limited time, most of the groups could not finish their work. The researcher asked them to finish at home.

c. The third meeting

The result of the students’ homework showed that the students’ writing in previous meeting was still not good enough. There were still many mistakes in choosing the appropriate words, constructing good sentences, using noun phrase, temporal conjunctions, adverbs of time and place, and organizing the generic structure of narrative text. Nevertheless, the students improved in expressing their ideas. Their writing showed some knowledge of the story with little elaboration. It was more in quantity but lack of detail. It was better than that in the pre-test which showed limited knowledge of subject with no elaboration of idea.

In this meeting, the students began more enthusiastic than the previous meeting. The researcher used different picture series. The students paid attention to the discussion because they seemed interested to the plot of the story. They began to guess and express
their idea freely. In brainstorming stage, the class was very noisy. But it was good since the students were brave to express their idea. When they were asked to make a narrative text in group, they did it more silently and faster than in the previous meeting. It was because they had known the plot of the story and they knew what to write. There were still some groups that disturbed other groups because they still seemed confused with the task and what to do. Their writing in this meeting showed that still seemed to have difficulties in constructing good sentences, using noun phrase, using temporal conjunction and adverbs of time and place, choosing the appropriate words for their writing, and organizing the generic structure of narrative text. Their writing was more in quantity and more detailed but not organized well. It was still not clear about the orientation, complication, and resolution. Nevertheless, there were positive progress achieved, namely the enrichment of the students’ vocabularies and the use of past tense in their writing. It could be seen from the use of more vocabularies than in the previous meeting and the use of past tense in their writing.

4) Reflection

After analyzing the observation result and the test result in the first cycle, the researcher did reflection in order to evaluate the teaching and learning process she did so far. She found the students’
progress in writing ability. The observation result showed that there were some improvements achieved after doing the action.

The improvements were not only of the students’ writing skill but also the students’ attitudes toward writing itself. The mean score of post-test result done at the end of the first cycle was 76.99. It was better than the mean of the pre-test score (61.78). In the first meeting, the students were still ashamed and awkward to get involved in the activities, but in the next meetings, they began to participate actively by giving their opinion in brainstorming stage and asking questions. They also tried to be active in answering the researcher’s questions and responding the researcher’s instructions. Besides, the students mastered more vocabularies. Their writing was better and better both in quality and quantity. The students’ attitude toward writing changed to be better. They were not reluctant anymore to write. They were also interested and motivated to join and get involved in the teaching learning process.

Besides some improvements, the researcher also found some problems faced by the students. They still had difficulties in constructing sentences, making noun phrases, and organizing generic structure of narrative text. Moreover, they sometimes made some errors or mistakes in choosing the appropriate temporal conjunction and adverbs of time and place. Those problems arose because the students still had low knowledge about the use of language. It was
important to review the materials because some of the students were still confused. The researcher should engage the students to find more vocabularies in brainstorming to enrich their vocabulary mastery. She also motivated and gave more control to the students because there were some students who were still busy with other activities and disturbed the other students. In the second cycle, the researcher should pay more attention on the group works. Sometimes some students still did not involve in groups’ activities. They were busy disturbing other groups. The researcher should also give more time for the students to do the tasks.

Based on the observation, questionnaires, and tests result, the improvement of the students’ learning and achievement can be drawn as in the table below.

Table 3. The Improvement of the Students’ Learning and Achievement in the End of Cycle 1

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Before the Action</th>
<th>After the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>1. Teaching and learning process</td>
<td>1. Teaching and learning process</td>
</tr>
<tr>
<td>Interview</td>
<td>- The students were not interested in joining English class especially writing.</td>
<td>- They were interested and motivated to join the teaching learning process.</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>- The students tended to be more passive during the teaching and learning process.</td>
<td>They were not too reluctant anymore to write.</td>
</tr>
<tr>
<td>Pre-test</td>
<td>- The teacher did not give adequate time, models,</td>
<td>- The students began to participate actively by giving their opinion, responding and answering the researcher’s instructions and questions</td>
</tr>
</tbody>
</table>
Post-test 1 | and practices for the students to write.
- No media and creative techniques were used in teaching learning process

2. Writing Ability
   - Development of idea (content)
     The students’ writing showed limited knowledge of subject. There was not any elaboration of idea
   - Organization of text
     The students’ writing was still confusing, choppy, and lack of logical sequencing and development
   - Vocabulary mastery
     There were limited range of vocabulary, still frequent errors of word/idiom form, choice, and usage. The meaning was sometimes also confusing.
   - Language use
     There were major problems in sentence constructions, frequent errors of agreement, tense, word order/function, pronoun, and prepositions.
   - Mechanism
     There were still frequent

- The teacher gave adequate time, models, and practices for the students to write.
- The teacher used picture series as teaching media and various techniques in the teaching learning process

2. Writing Ability
   - Developing the idea (content)
     The students’ writing showed some knowledge of subject. There was little elaboration of idea. Their writing was more in quantity but lack detail
   - Organization of text
     The students were more fluent in expressing the idea but loosely organized.
   - Vocabulary mastery
     There were adequate range of vocabulary, occasional errors of word/idiom form, choice, and usage. The meaning was sometimes obscured.
   - Language use
     There was effective but simple construction of the students’ writing. There were minor problems in sentence constructions, several errors of using tense, noun phrase, temporal conjunctions, and
There were still occasional errors of spelling and paragraphing.  

**Test**  
The mean score of pre-test: 61.78  
The mean score of post-test 1: 76.99

<table>
<thead>
<tr>
<th>Problems/Weaknesses Which Must Be Solved:</th>
<th>Problems/Weaknesses Which Were Still Found:</th>
</tr>
</thead>
</table>
| 1. The students’ low interest, motivation, and attitude toward English lesson especially writing  
2. The students’ low writing skill | 1. Some students still had difficulties in constructing good sentences, using noun phrases, and organizing generic structure of narrative text.  
2. They still made frequent errors in using temporal conjunction and adverbs of time and place.  
3. They still found difficulties in choosing appropriate vocabulary  
4. There were some students who were still busy with other activities |

b. Cycle 2  

1) Revising Plan  

Based on the result of the first cycle, the researcher realized that there were improvements of the students’ writing skill, but the researcher still found some problems faced by the students. Some students still had difficulties in constructing good sentences, using noun phrases, temporal conjunctions, and adverbs of time and place, organizing generic structure of narrative text, and choosing appropriate vocabularies for their writing. There were also some students who were still busy with other activities during teaching and learning process. Dealing with those problems in the first cycle, the researcher
revised her plans. The revised plans were: (a) Teaching the students how to construct good sentences including how to make good past sentences and noun phrases, how to choose vocabularies and temporal conjunctions, and adverbs of time and place appropriately, and how to organize generic structure of a narrative text; (b) The researcher should give more interesting picture series and be active in engaging the students to get involved in the teaching learning process; (c) The researcher needed to engage the students to find many vocabularies and give the students understanding of the meaning of any difficult/new words; and (d) the researcher should give more time and control for the students to do the tasks.

2) Action/Implementation

a) The First Meeting

On Saturday, March 20th 2010, the researcher came to the class to start the first meeting of the second cycle. After opening the class and telling the students her aims of coming to the class for the second cycle, the researcher began to start the lesson by engaging the students to brainstorm about fables. The students mentioned more stories than in previous meeting. In the brainstorming stage, the researcher showed pictures of a rat, a deer, a crow, and a tortoise. The students were asked to guess the possible stories among them. They mentioned many stories about the animals. They could freely express their opinion. They seemed
more active and enthusiastic since the pictures were about animals that they had known. The researcher then reviewed about noun phrase since the students were still confused about the materials about noun phrase. The researcher gave examples of noun phrase in the correct order, then the students were asked to do the task as their exercise.

The researcher gave complete picture series of story “The Wise Rat” with some vocabularies in the pictures. The students were asked to make past sentences containing noun phrase. The noun phrases were made by arranging the words provided in the bracket. The sentences were in the past form. The students were given several minutes to do the task. After they finished the task, the researcher checked their works by asking the students from the front rows to read their work. Most of them did the task well. There were just several students who made mistakes in making the noun phrases. When the researcher asked about the difficulties, the students replied by saying that there were still no questions so far. The students seemed not to find it difficult. Most of their works were still in the form of simple sentences. Some students still made little mistakes in constructing sentences. There was a student who wrote “The pity small brown tortoise was walked to the friends.” It should be “The pity small brown tortoise walked to his/her friends.” Some students were asked to write their works on the
whiteboard. The students discussed the mistakes with the researcher while checking their works. Next, the students were given exercises about temporal conjunctions, adverbs of time and place, and noun phrase. They completed the text entitled “Pinocchio”. Most of them did the task well. When discussing their works with the researcher, they were very enthusiastic to raise their hand and mentioned their answer.

Last, the students in pairs were asked to make an outline of a simple narrative text based on the picture series of the story “The Wise Rat” after the researcher gave brief review about generic structure of narrative text. They wrote only what they saw in the picture series so that their outline was not organized well. The researcher reviewed the lesson on that day and asked the students to learn more in making noun phrase and constructing sentences when the time was almost up. Then, she gave the students homework to develop their outline into a simple draft of narrative text. The researcher closed the lesson by saying goodbye after checking the students’ difficulties.

b) The Second Meeting

The researcher entered the class for the second meeting of the second cycle on Monday, March 22nd 2010. After the students were more quiet and the observer took her seat in the back corner of the class, the researcher opened her lesson. She greeted the
students and checked the students’ attendance. No student was absent on that day. The students were asked to open the previous materials while the researcher was reviewing the materials. The researcher then gave some guiding questions to help the students understand and develop their imagination about the story in the picture series. After having discussion with the students, the researcher reviewed briefly the whole previous materials about narrative text including past tense, noun phrase, temporal conjunction, adverbs of time and place, and the generic structure. The students gave their responses by completing the researcher’s sentences orally and telling what they have known.

The next activity was discussing the students’ homework of making their first draft of narrative text based on the picture series. Their homework showed that some students still made mistakes on choosing the appropriate vocabularies, using adverbs of time and on organizing their writing. After discussing their works with the researcher, the students made the correct narrative story as their final draft based on the picture series and the discussion. There were fewer students who opened the dictionary than the previous meeting. They took less time to finish the task.

Before closing the lesson, the researcher reviewed the lesson on that day and asking the students’ difficulties. The
researcher closed the lesson by thanking the students and saying goodbye.

c) The Third Meeting

On Saturday, April 10th 2010, the researcher entered the class to have her third meeting of the second cycle. After opening the class by greeting and checking the students’ attendance, the researcher reviewed the lesson in the previous meetings. Then, the researcher showed pictures of a monkey and a demon and asked the students to guess the story about them. The students gave their opinions about what could happen between the two animals. After that, the researcher showed the students the complete picture series of story “The Monkey Chief and a Demon”. The students together with the researcher discussed about the plot of the story and mentioned vocabularies related to the picture series. Some of the students still mentioned in Bahasa Indonesia, then they were asked to change them into English. They mentioned “cerdik, pintar, bergelantungan, rapat, kayu bakar, danau, jejak kaki, muncul, menyambung, bingung, menyedot, memancar”. They changed them in English becoming “smart, clever, hang on, meeting, discussion, firewood, lake, footstep, arise, appear, join, confused, suck, spout”. The researcher checked the students’ vocabulary mastery by asking them change the words again without opening the dictionary. After that, the students made past sentences based
on the vocabularies and the picture series. Before going to the next stage, the researcher gave review about the whole materials of narrative text including past tense, noun phrase, temporal conjunctions, adverbs, and generic structure and language features of narrative text briefly.

In group work, the students were asked to make a part of narrative text based on the picture series. It was such kind of jigsaw. Before they made the story, they were asked to make an outline of what they were going to tell. It would help them in developing the story. They were divided into six groups. The researcher was still guiding them while they were doing the task. Sometimes, the students asked the researcher when they found any difficulties. The researcher checked their work by asking them in groups to read their work in front of the class based on the plot of the story. Their writings were mostly still simple but it was more and better than the previous. Before closing the lesson, the researcher asked whether there was any question and difficulty or not. There was no student who raised his/her hand to ask question. The researcher then told the students that the next time was for post-test. The students were asked to learn more about narrative text and prepare for the test. The researcher then gave brief description about the test. The lesson ended with the researcher’s review about the lesson, thanking, and saying goodbye.
3) Observation

a) The First Meeting

In this cycle, the researcher used story of fables in all meetings. The students were more interested in the story. It was easier for the students to get an idea and develop the story. The students were enthusiastic in giving their opinion in the brainstorming stage. They mentioned more stories than in the previous meeting. They seemed to know more about fables. The students were also active in the discussion activity. They gave their idea and opinion freely. Some students still seemed little confused when they were asked to construct plot of the story based on the picture series. When the researcher explained the materials about noun phrase, temporal conjunctions and adverbs, the students paid full attention and gave a good response by mentioning the examples of temporal conjunctions and the meanings in Bahasa Indonesia.

In the next activity, the students were asked to make sentences containing noun phrase based on the picture series. The students seemed not to find it difficult. Most of their works were still in the form of simple sentences. The students still made little mistakes in constructing sentences. There was a student who made “The pity small brown tortoise was walked to the friends.” It should be “The pity small brown tortoise walked to his/her
friends.” They were more quiet when they were doing the task in pairs. Most of them focused only on their work. Nevertheless, some students in the back rows were still noisy and tended to cheat other students’ work. Generally, the students’ responses were better and better in every meeting.

b) The Second Meeting

In the second meeting of the second cycle, there was no student absent. All students joined the lesson. In that meeting, all students were present and joined the class. In the brainstorming activity, the students’ responses were very good. They expressed their opinion freely and bravely. Sometimes they had different opinions about the answer. The researcher responded the students’ opinion well and accepted the students’ different opinion as a very good response. The researcher never refused and said wrong to the students’ opinion. When the researcher reviewed all the materials, the students gave their responses by completing the researcher’s sentences orally and telling what they have known. Generally, the students’ responses were very good and satisfying. They gave good responses when they discussed their homework. They asked whether their work was correct or not by mentioning it.

c) The Third Meeting

The third meeting of the second cycle was done on Saturday, April 10\textsuperscript{th}, 2010. After opening the lesson, the researcher
reviewed the materials in the previous meetings. The students gave their responses well. In brainstorming stage, the students gave their opinions the possible stories. After that, the researcher showed the students the complete picture series of story “The Monkey Chief and a Demon”. The students together with the researcher discussed about the plot of the story and mentioned vocabularies related to the picture series. The students’ vocabularies were much better. At first, they mentioned some words still in Bahasa Indonesia, but later they could find the meaning in English. The students’ mastery of the materials of narrative text was also better. They responded actively when the researcher was reviewing the materials. Their responses showed that they have mastered the materials.

In group work, the students sometimes asked the researcher when they found any difficulties. The researcher checked their work by asking them in groups to read their work in front of the class based on the plot of the story. This time, it was not hard either to ask them to come forward in groups and read their work. The other students also paid attention to the group in the front and sometimes responded to what they read and did. Their writings were mostly still simple but it was more and better than the previous.

4) Reflection
After analyzing the observation result and the test result in the second cycle, the researcher did reflection in order to evaluate the teaching and learning process she did. She found the students’ progress in writing ability. The observation result showed that there were some improvements achieved after doing the action.

The improvements in this cycle were not only of the students’ writing skill but also of the students’ attitudes toward writing itself. The students’ writing skill got little improvement from the first cycle. It was because there was great improvement of the first cycle. The mean score of post-test 2 done at the end of the second cycle was 78.88. It was better than the mean of the post-test 1 score (76.99). In the second cycle, the students participated actively by giving their opinion freely in the brainstorming stage and asking questions when they found any difficulties. They gave their full attention to the researcher’s explanation and responded every instruction and question from the researcher. They were also brave to express their idea and opinion although they had different opinion. Besides, the students mastered more vocabularies. Their writing was better and better both in quality and quantity. The computation of t-test showed that there was a significant improvement of the students’ writing skill. The result of t-test computation of pre-test and post-test 1, post-test 1 and post-test 2, and pre-test and post-test 2 were (19.73), (3.41), and (22.11). Those are all bigger than the $t_1$ (at the level of significance 5%) of 38.
students (2.02). Since $t_0$ is higher than $t_1$, it means that there is a significant difference between the score in the pre-test and post-test. Therefore, it can be concluded that picture series can improve the students’ skill in writing narrative text. Moreover, the use of picture series as media in teaching writing gave new atmosphere in the class. The students showed positive attitudes towards writing lesson. The students became more active and enthusiastic both in responding the researcher and in finishing the exercises given. The students’ attitude toward writing had changed to be better. They were not reluctant anymore to write. It was not hard to ask them to read or write their work in front of the class. They were also interested and motivated to join and to get involved in the teaching learning process. There were great improvements in the students’ attitude toward writing lesson, students’ writing skill, and students’ motivation in joining the English lesson.

Based on the observation, questionnaires, and tests result, the development of the students’ learning and achievement can be drawn as in the table below.

Table 4. The Improvement of the Students’ Learning and Achievement in the End of Cycle 2

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Before the Action Cycle 2</th>
<th>After the Action Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching and learning process</td>
<td>- The students were interested and motivated to join the teaching</td>
<td>- The students were interested and motivated to join the teaching</td>
</tr>
<tr>
<td>Observation Questionnaire</td>
<td>Interview</td>
<td>Post-test 1</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>learning process. They were not too reluctant anymore to write.</td>
<td>learning process. They were enthusiastic and active when they were asked to write.</td>
<td></td>
</tr>
<tr>
<td>- The students began to participate actively by giving their opinion, responding and answering the researcher’s instructions and questions.</td>
<td>- The students paid full attention and participated actively in the activities during the lesson. They were brave enough to express their different ideas and opinions. There were some students came in front of class voluntarily to read or write their work.</td>
<td></td>
</tr>
<tr>
<td>- The teacher gave adequate time, models, and practices for the students to write.</td>
<td>- The teacher gave more time, models, and practices for the students to write.</td>
<td></td>
</tr>
<tr>
<td>- The teacher used picture series as teaching media and various techniques in the teaching learning process</td>
<td>- The teacher used more interesting picture series as teaching media and various techniques in the teaching learning process</td>
<td></td>
</tr>
<tr>
<td>2. Writing Ability</td>
<td>2. Writing Ability</td>
<td></td>
</tr>
<tr>
<td>- Developing the idea (content)</td>
<td>- Developing the idea (content)</td>
<td></td>
</tr>
<tr>
<td>The students’ writing showed some knowledge of subject. There was little elaboration of idea. Their writing was more in quantity but lack detail</td>
<td>The students’ writing was better both in quality and quantity and more relevant to the topic. There was more elaboration of idea.</td>
<td></td>
</tr>
<tr>
<td>- Organization of text</td>
<td>- Organization of text</td>
<td></td>
</tr>
<tr>
<td>The students were more fluent in expressing the idea but loosely organized.</td>
<td>The students were more fluent in expressing the idea and their writing was logical and better organized.</td>
<td></td>
</tr>
<tr>
<td>- Vocabulary mastery</td>
<td>- Language use</td>
<td>- Mechanism</td>
</tr>
<tr>
<td>----------------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>There were adequate range of vocabulary, occasional errors of word/idiom form, choice, and usage. The meaning was sometimes obscured.</td>
<td>There was effective but simple construction of the students’ writing. There were minor problems in sentence constructions, several errors of using tense, noun phrase, temporal conjunctions, and adverbs of time and place</td>
<td>There were still occasional errors of spelling and paragraphing.</td>
</tr>
</tbody>
</table>

| Test | The mean score of post-test 1: 76.99 | The mean score of post-test 2: 78.88 |

**The problems/weaknesses which must be solved:**
1. Some students still had difficulties in constructing good sentences, using noun phrases, and organizing generic structure of narrative text.
2. They still made frequent errors in using temporal conjunction and adverbs of time and place.
3. They still found difficulties in choosing appropriate vocabulary
4. There were some students who were still busy with other activities

**The final result of the research:**
1. Teaching and learning process
- The students were interested and motivated to join the teaching learning process. They were enthusiastic and active when they were asked to write.

- The students paid full attention and participated actively in the activities during the lesson. They were brave enough to express their different ideas and opinions. There were some students came forward voluntarily to read or write their work.

- The teacher gave more time, models, and practices for the students to write.

- The teacher used more interesting picture series as teaching media and various techniques in the teaching learning process

2. Writing Ability

- Developing the idea (content)
  The students’ writing was better both in quality and quantity and more relevant to the topic. There was more elaboration of idea.

- Organization of text
  The students were more fluent in expressing the idea and their writing was logical and better organized.

- Vocabulary mastery
  The students mastered more vocabularies. They began to be able to choose appropriate words for their writing.

- Language use
  There was effective but simple construction of the students’ writing. The students made better sentences and used tense, noun phrase, temporal conjunctions, and adverbs of time and place in a better way.

- Mechanism
  The students’ writing was better organized in paragraphing and also much better in spelling.

B. Discussion

This section presents the discussion of research findings containing important points from the first cycle to the second cycle as the final reflection.
1. Picture series as teaching media improves the students’ interest and motivation

The use of interesting media such as picture series will make the students to have higher motivation and interest. As stated by Woolcott, Visual should provide a source of contextualization, stimulation, and motivation for learners to use language in a meaningful way. However, one further aspect which can be considered is to include and encourage the learners’ own personal response to what they see (1992: 6). Wright (1989: 17) supports that statement by stating that pictures can motivate the students and make them want to pay attention and want to take part.

2. Picture series as teaching media can be implemented with various techniques in teaching learning process

Teaching language with certain technique can use any various media. Otherwise, certain media can also be used for various techniques and strategies. Picture series can be used as teaching media for any various techniques and strategies. It can also be used for any kinds of activities in teaching learning process. A picture can be the basis for not just one task but many, ranging from fairly mechanical controlled compositions, sentence-combining exercises, of sequencing of sentences to the writing of original dialogs, letters, reports, or essays (Ginny Wiehardt, available at About.com Guide). This technique can be collaborated with the other techniques, for example jigsaw, story telling, etc. The activities can be done individually or in group.
3. Picture series as teaching media helps the students in getting and developing the idea of their writing

   Picture series or pictures in sequence gives plot of certain narrative story that will help the students get idea for their writing and developing and elaborating the idea to be a chronological story. Raimes (1983: 36) states that a picture sequence provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip.

4. Picture series as teaching media helps the students to find the appropriate vocabularies for their writing

   After seeing and observing the pictures, the students will be engaged and motivated to find the vocabularies related to the pictures. They will try hard to find words for expressing what they see and feel from the pictures. Related to this point, Raimes (1983: 27) states that with a picture, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. So pictures are valuable, too, in that they provide for the use of common vocabulary and common language forms.

5. Picture series can help the students in using noun phrases in their writing

   Pictures provide with them description of any objects and situation. The students can make and use noun phrases to describe things or situation in the pictures. They will easily use noun phrase in their writing to give more elaboration of their intention.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication, and suggestion of the study conducted by the researcher that is about improving writing skill using picture series.

A. Conclusion

This research was conducted in the eighth grade of SMP Negeri 1 Cawas, Klaten for three months (February-April). From the research, the researcher gets some findings:

1. Picture series as teaching media improves the students’ interest and motivation
2. Picture series as teaching media can be implemented with various techniques in teaching learning process
3. Picture series as teaching media helps the students in getting and developing the idea of their writing
4. Picture series as teaching media helps the students to find the appropriate vocabularies for their writing
5. Picture series helps the students in using noun phrases in their writing

Based on the result of the research findings, some conclusions can be drawn. First, the result of this action research shows that the use of picture series improves the students’ skill in writing narrative text. It is shown from the scores they got in the tests either in the first or second cycle. Through picture series, the students are able to improve their skill in writing narrative text. They can easily
generate the idea and develop their writing. They also improve their sentence structure, choose appropriate vocabularies, and organize text structure properly depending on the story.

Besides, the students’ motivation and attitude toward English lesson especially writing get better. The students are interested in participating and taking part in the lesson and to the media. They got involved actively in every activity during the lesson. Most of them were brave to ask questions and express their different ideas. They were very enthusiastic and not reluctant to write and do the tasks. Picture series, as interesting media, helps them to have higher motivation and interest in joining writing class.

**B. Implication**

In teaching writing in Junior High School, it is important to use any media which can attract the students’ attention and interest. The use of appropriate media in conveying the materials during the teaching and learning process will make the students have high motivation and interest in joining the lesson. It can also help them receive and understand more the materials. The use of picture series in teaching writing has proven an effective way to improve the students’ skill in writing narrative text. The research result shows that there are some improvements in the students’ writing skill and motivation after implementing the research. The use of picture series in teaching and learning process can help the students develop their imagination and give them visualization of the story. They can get the structure of the story from the picture series. The students will easily
get the idea of their writing and develop the idea into a good writing. The use of picture series can also attract the students’ motivation and interest. They were more interested, enthusiastic, and active during the teaching learning process.

C. Suggestion

Based on the research findings, some suggestions can be provided to improve the students’ writing skill.

1. To teachers

   English teachers should enhance their knowledge and their ability in teaching. They should use an interesting way or strategy to attract students’ attention and interest. They should also use any media in teaching. Picture series is one of effective media that can be used in teaching writing. Teachers can find any authentic pictures from any sources or make it by themselves. They then bring it into the class and use it as teaching media collaboratively with any interesting techniques and activities. They must make the situation alive and make the students get involved in the activities during teaching learning process.

2. To students

   Students should motivate themselves to learn English. They should get involved actively in the activities during the lesson and finish the task well. They must also pay full attention to their teacher’s instruction. They must also do more practices especially for writing English lesson either in
school or at home because practices make perfect. They should join some organizations either in school or not to improve their skills especially writing.

3. To other researchers

This study discusses the implementation of picture series as teaching media to improve students’ skill in writing narrative text in Junior High School. It is expected that the result of this study can be used as an additional reference for further researches, especially researches dealing with the teaching of writing.

4. To institutions

Education institutions should encourage English teachers to improve the quality of their teaching. They should provide organizations of institutions or events in which students can have more practices of what they have learned such as wall magazine, school magazine, writing journal, and writing contest. They should also facilitate various media and materials supporting the teaching and learning process. Picture series can be a kind of teaching media that should be provided for either teachers or students. It should be provided in library or in classroom. It must also be available to be used both by teacher and students.
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