

**USING PICTURE SERIES TO IMPROVE THE WRITING ABILITY OF
THE EIGHTH GRADE STUDENTS AT SMP NEGERI 2 WONOSARI
IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as a partial fulfillment of the requirements for the attainment of the
Sarjana Pendidikan Degree on the English Language Education



Written by:

Evi Amalia Mayasari

10202241055

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2014**

APPROVAL SHEET

**Using Picture Series to Improve the Writing Ability
of the Eighth Grade Students at SMP Negeri 2 Wonosari
in the Academic Year of 2013/2014**

A Thesis

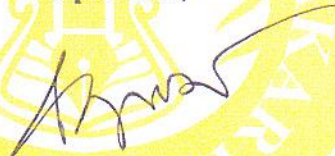
by

Evi Amalia Mayasari

10202241055

Approved by the supervisor on October 7th, 2014

Supervisor,



Dr. Agus Widyantoro, M. Pd.

NIP. 19600308 198502 1 001

RATIFICATION SHEET

**USING PICTURE SERIES TO IMPROVE THE WRITING ABILITY OF THE
EIGHTH GRADE STUDENTS AT SMP NEGERI 2 WONOSARI
IN THE ACADEMIC YEAR OF 2013/2014**

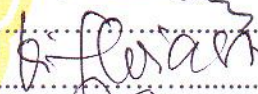
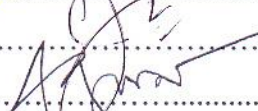
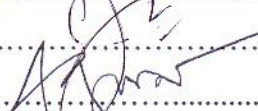
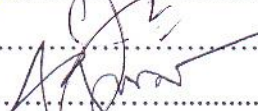
A Thesis

Evi Amalia Mayasari

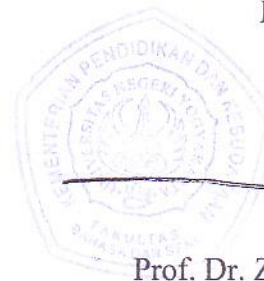
10202241055

Accepted by the Board of Examiners of Faculty of Languages and Arts,
Yogyakarta State University on October 2014 and Declared to Have Fulfilled the
Requirements to Acquire a *Sarjana Pendidikan* Degree

Board of Examiners

Chairperson	: Drs. Samsul Maarif, M.A.	1.	
Secretary	: Tri Wahyuni Floriasti, M.Hum.	2.	
Main Examiner	: Dra. Nury Supriyanti, M.A.	3.	
Second Examiner	: Dr. Agus Widyantoro, M.Pd.	4.	

Yogyakarta, October 21st, 2014
Faculty of Languages and Arts
Yogyakarta State University
Dean,



Prof. Dr. Zamzani, M.Pd.
NIP.19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Evi Amalia Mayasari

NIM : 10202241055

Prodi Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

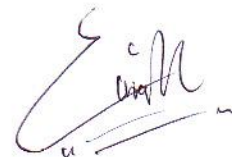
Judul Skripsi : *Using Picture Series to Improve the Writing Ability of the Eighth Grade Students at SMP Negeri 2 Wonosari in the Academic Year of 2013/2014*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, hal tersebut sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 9 Oktober 2014

Penulis,



Evi Amalia Mayasari

DEDICATIONS

This thesis is dedicated to
my beloved parents, my brother, and my friends.
I thank them for all the love, prayers, support, and patience.
I love you all.

MOTTOS

“Man Jadda Wa Jadda”

Whoever does something persistently will succeed.

Allah will make a way when there seems to be no way.

ACKNOWLEDGEMENTS

Alhamdulillah hirobbilalamin, all praises are always sent to Allah SWT, the Almighty who bless me with so many miracles and for always giving me the ability, competency, and opportunity to finish this thesis.

I would like to express my sincere gratitude and appreciation to my supervisor, Dr. Agus Widyantoro, M. Pd for his guidance, feedback, patience, time, and support throughout the process of writing this thesis. His feedback and suggestions were a big help for me in finishing this thesis.

I also express my deepest gratitude to the headmaster of SMP Negeri 2 Wonosari, Drs. Suparto, for giving me permission and support to conduct the research. Without him, the thesis would have never been here. Deepest thanks are also given to Mr. Farid Gunawan, S.Pd. for the suggestions, guidance, and support in conducting the research. I want to express my thanks to the students of VIII D for the cooperation during the process of the research. I hope they all succeed in their study.

My special gratitude is expressed to my beloved father, mother, and brother. I really thank them for all their prayers, support, and love for me. Their prayers and support are the source of my strength.

Special thanks are also given to my beloved classmate (PBI C 2010) and my family in Kos Polos and Kos Narada 14 B. I really thank them for the great togetherness, beautiful friendship, and love. I also thank my friend, Tanti, who always encourages me and supports me to finish this thesis. To my special BABO girls (Rintik, Arin, Galih, and Tatik) who have always been there for me and support me, thank you so much for all the beautiful memories and beautiful friendship. I hope we will be good friends forever.

At last, I realize that this thesis is far from being perfect so any criticism, idea, and suggestion are always appreciated in order to improve it. I hope that this thesis would give many advantages to the readers and other researchers who conduct similar topics.

Yogyakarta, October, 2014

Evi Amalia Mayasari

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL	ii
RATIFICATION	iii
DECLARATIONS	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABSTRACT	xiv
CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	7
E. Objectives of the Study.....	7
F. Significance of the Study	7
CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	
A. Review of Theories	9
1. Theories of Writing.....	9
a. Definitions of Writing.....	9
b. Processes of Writing	11
c. Microskills and Macroskills of Writing.....	13
2. Teaching Writing	14

a.	Differences between L1 and L2 Writing	14
b.	Strategies in Teaching Writing	16
c.	Approaches in Teaching Writing	20
d.	Types of Classroom Writing Performances.....	22
e.	The Roles of Teachers in Writing	23
f.	Teaching Writing in Junior High School	25
g.	Text-Based Instruction.....	27
h.	Media in Teaching and Learning	29
i.	Picture Series as Visual Media in Teaching Writing	32
B.	Reviews of Related Studies	35
C.	Conceptual Framework.....	37
CHAPTER III: RESEARCH METHOD		
A.	Research Type.....	39
B.	Research Setting	40
C.	Research Subjects	41
D.	Instruments.....	41
E.	Data Collection Techniques.....	42
F.	Data Analysis Techniques	44
G.	Research Validity and Reliability	45
H.	Research Procedures	47
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION		
A.	Research Findings	
1.	Reconnaissance	50
a.	Identification of the Field Problems	50
b.	Identification of the Field Problems to Solve	53
2.	The Implementation of Cycle I.....	55
a.	Planning.....	55
b.	Actions and Observations of Cycle I	58
c.	Reflection	73

3. The Implementation of Cycle II.....	77
a. Planning	77
b. Actions and Observations of Cycle II	80
c. Reflection	96
B. Discussion	99
CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	
A. Conclusions.....	105
B. Implications	106
C. Suggestions.....	108
REFERENCES.....	109
APPENDICES.....	111

LIST OF TABLES

	Page
Table 2.1 : Standard of Competence and Basic Competence of Junior High School Students Grade VIII Semester 2	26
Table 2.2 : Microskills and Basic Competence in the Research	27
Table 4.1 : Field Problems in the English Teaching and Learning Process of VIIID SMPN 2 Wonosari.....	52
Table 4.2 : Table of Field Problems to solve.....	53
Table 4.3 : Table of Field Problems and Possible Causes.....	55
Table 4.4 : The Schedule of Cycle I.....	58
Table 4.5 : The Schedule of Cycle II.....	80
Table 4.6 : The Comparison between Cycle I and Cycle II.....	99
Table 4.7 :The Comparison of the Students' Writing Scores.....	104

LIST OF FIGURES

	Page
Figure 1 Scheme of Action Research by Kemmis and McTaggart.....	40

**USING PICTURE SERIES TO IMPROVE THE WRITING ABILITY OF
THE EIGHTH GRADE STUDENTS AT SMP NEGERI 2 WONOSARI
IN THE ACADEMIC YEAR OF 2013/2014**

**Evi Amalia Mayasari
10202241055**

ABSTRACT

The objective of this research was to improve the eighth grade students' writing ability by using picture series in SMPN 2 Wonosari.

This was an action research study which consisted of two cycles. The procedures of the research were reconnaissance, planning, action and observation, and reflection. The researcher collaborated with the English teacher and the collaborators. The subjects of the research were VIII D students of SMPN 2 Wonosari in the academic year of 2013/2014. The class consisted of 30 students. The data were obtained by observing the teaching and learning process, interviewing the students and collaborators, holding discussions with the collaborators, giving tests, taking pictures, and recording the teaching and learning process. The instruments used in this research were observation checklist, interview guidelines, and scoring rubrics. The data from the observation and interview were analyzed by making qualitative descriptions while the data from the pre-test, Cycle I, and post-test were analyzed by comparing the mean score of the students' writing scores.

The research results showed that the use of picture series was able to improve the students' writing ability. Based on the qualitative data, picture series could help the students to generate and organize their ideas. They also helped the students to guess the meanings of some words and showed the students the actions done by the characters of the story. Some detailed exercises given such as the crossword, pictures matching, and the vocabulary box could support the action in improving the students' writing ability. The picture series and compliments could improve the students' motivation in learning English. Based on the quantitative data, the students' mean score for the writing skill was improved from 64 in the pretest to 80.25 in the posttest.

Keywords: *picture series, writing ability.*

CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of the skills that has to be learned by English learners. It is a productive skill that can help them to be able to express their ideas into good readable written forms. Therefore, by learning writing, they can be able to communicate effectively through the written way. Besides, the writing skill will also be a skill that is dominant after the speaking skill since communication and business matters will be done a lot through writing. Having a good writing skill will help students to apply for jobs, write academic writings, and formal letters.

Based on *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006*, the aim of teaching and learning writing in junior high school is to make students able to express meanings in interpersonal and transactional language, both informally and formally, in the form of *recount, narrative, procedure, descriptive, and report* in the daily life context. Furthermore, the standard of competency of writing for Grade VIII students is that students should be able to express meanings of written functional texts and short simple essays in the form of *recount and narrative* texts accurately, fluently, and acceptably to interact with the closest environment. Therefore, junior high school students are expected to have good writing ability.

Writing is a complicated skill that needs processes and many aspects to be considered. Brown (2001: 335) states that written products are the result of

thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise a text for clearer meaning and how to edit a text for appropriate grammar and how to produce a final product. There are many aspects that have to be paid attention to to make a good piece of writing. Since English is a foreign language in Indonesia, some writing aspects such as grammatical rules, organization of ideas, motivation to write, and vocabulary mastery can be some of the problems faced by students. Silva (1993: 657) in Brown (2001: 339) states that second language writers did less planning, and less fluent in writing (use fewer words), less accurate (made errors), and less effective in stating goals and organizing material. Because English is a foreign language in Indonesia, the different sentence structure between English and Bahasa Indonesia also becomes one of the factors that makes the students find it difficult to write in English.

The same problem also faced by Grade VIII students of SMPN 2 Wonosari. The students of Class D have problems in learning writing. Based on the result of the observation conducted on January 22nd, 2014, there were some problems in the teaching and learning process of writing. Students had difficulties in generating and developing their ideas. They spent much time in finding the ideas. Thus, many of them could only write some sentences and could not develop their ideas well.

Another problem faced by the students was they could not write well organized paragraphs. Many of them did not pay attention to the organization of the text so their writing was not cohesive and coherence. Besides, grammar rules also became one of the other problems. The students often found it difficult to learn grammar. They had difficulties in using the appropriate grammar rules, in this case was tenses, for a certain text. In the observation, many students still used the present tense in writing a recount text. Moreover, they also had difficulties in choosing the diction. Many of them used inappropriate collocations and words for their writing because of their lack of vocabulary mastery.

Furthermore, based on the interview conducted to some students, many of them considered English as a difficult subject and they often found that writing in English was difficult and complicated. Therefore, many of them were less motivated to learn writing. The media that are used in the teaching and learning process could not attract the students' attention. In fact, media are one of important aspects that can help the teacher to deliver his/her message. Related to the problems, media can be used to help students to learn writing. One of the media that can be used by the teacher in teaching writing is picture series. According to Wright (1989: 2) pictures contribute to increase the students' interest and motivation, make the students have sense of the context of language and pictures can be a specific reference point or stimulus. Picture series can enhance students' motivation in learning writing. Besides, picture series can help students to generate the idea. Yunus (1981:49) states, " *A picture series is a*

number of related composite picture linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.” Because picture series contain a story or a sequence of events, they can help students to generate and develop their ideas. They also can help the students to organize their writing as they consist of a series of pictures that can help them to see the steps and the order. They will help the students to develop their imagination and integrate their paragraphs to produce coherent and well organized writing.

Considering the problems above and the advantages of using picture series to improve the students' writing ability, it is necessary to conduct research on improving the writing ability of the students of SMPNegeri 2 Wonosari by using picture series.

B. Identification of the Problem

Based on the result of the observation conducted in SMPN 2 Wonosari on January 22nd, 2014, there were four problems faced by Grade VIID students in learning writing.

The first problem is the difficulty of generating ideas. The students had difficulties in it. The idea was one of the very important aspects in writing. The writers' ideas were reflected in the content of their writing so to make a good writing, students had to be able to generate and develop their ideas. Meanwhile, many of the students of class VIII D found it difficult to find the ideas in writing their story. They often felt confused at what to write and needed a long time to

generate the ideas. The difficulty of generating the idea was also shown in the result of their writing where they could only write some sentences without fully developed the content of their writing.

The second problem is about the organization of the text. The students had difficulties in organizing their writing. The organization of the text was one of the important aspects that had to be paid attention to make a good piece of writing. The students had to be able to make a coherence, cohesive, and well-organized text. Based on the result of the observation, they had difficulties in writing well-organized writing. Many of them were not able to organize their ideas in logical order so their writing was not cohesive and coherent.

The third problem is in terms of grammar and vocabulary. Grammar and vocabulary were very important to express the students' ideas into a readable text. However, the students found it difficult to apply the appropriate grammar in their writing. In the observation, they were asked to write a recount text but many of them still used the present tense in their writing. Meanwhile, in term of vocabulary, the students had limited vocabulary mastery. They also had difficulties to choose the appropriate words for a certain context in their writing.

The fourth problem is related to the media used in the teaching and learning process. The media that were used could not attract the students' attention and made them less motivated in learning English. In fact, media were very useful to bridge the teacher's explanation to the students and make the teaching and learning process more interesting.

In short, many problems were faced by the students in learning writing which were also became obstacles for them to be able to produce a good writing. Based on these problems, the researcher decided to conduct a classroom action research to overcome the problems. She proposed to use picture series as media in teaching writing as they could help the students generate and organize their ideas.

C. Limitation of the Problem

Related to the actions, the researcher limited the space, the time, and the topic of the research. She chose one class of grade VIII. The class was Class D. The research was conducted in two cycles during semester 2 in the academic year of 2013/2014. The text taught in this research was a narrative text containing two main topics. The topics were *Stories from Other Countries* and *My country's Folk Tales*.

The researcher believed that there are many media that can be used to solve the problems. In this case, she proposed to use picture series as the teaching aid in teaching writing. The reason why she chose them is because they give the detail of the events of each picture. They can help the students to generate their ideas by looking at the pictures. They also can help the students to organize their writing as they can see the order from the pictures. They are also attractive visual media that can attract the students' attention. Implementing picture series was hoped to improve the students' writing ability.

D. Formulation of the Problem

Based on the identification of the problem and the limitation of the problem presented above, the research question can be formulated in this question. How can picture series be used to improve the writing ability of the eighth grade students at SMPN 2 Wonosari?

E. The Objective of the Study

Related to the formulation of the problem, the aim of the study is to improve the writing ability of the eighth grade students at SMPN 2 Wonosari by using picture series.

F. Significance of the Study

1. For English teachers of SMPN 2 Wonosari

The research can be used as a reference for teachers in selecting appropriate media in teaching writing in order to improve the students' writing ability.

2. For the students of Grade VIII in SMPN 2 Wonosari

The result of the research can be used to give the students new experience and motivation to help them to improve their writing ability.

3. For further research

This study can be a useful source for other researchers who conduct research on using picture series to improve the writing skill or other skills.

4. For Course Book Writers

The result of the research can be used as a reference in designing course books which give information that pictures series can be used in writing activities.

5. For Material Developers

The findings of the research can be used as references in developing teaching materials in the writing lesson.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Review of Theories

1. Theories of Writing

a. Definitions of Writing

Writing is one of the four language skills that has to be learned by students at school. Writing is the last stage that students have to learn after they are able to listen, speak, and read. Writing is an important skill that helps students to communicate in the form of writing. As stated by Brown (2001: 3) education (including numeracy and literacy) is desirable for the whole population, not only for the efficient running of society, but also for fulfillment and advancement of individuals. Because of this reason, it is important for students to have a good writing ability. However, writing is not as simple as writing symbols and words but writing is a more complex activity. Writing is different from speaking which can be naturally acquired as it gets a lot of exposure. Grabowski (1996) in Weigle (2002) states that writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. On the other hand, writing has to be learned consciously because there are many aspects that have to be considered and paid attention to make a good piece of writing.

Writing belongs to the productive skill as it produces language to communicate. Spratt, Pulverness, and Williams (2005:26) state that writing and speaking belong to productive skill because speaking and writing produce

language rather than receive it. Therefore, writing is a product that can be one of the indicators whether the students have achieved the goal of the teaching and learning process or not.

Besides, writing is also both a mental activity and a physical activity. Nunan (2003:88) states that the nature of writing can be defined as both mental and physical activities that is aimed to express and impress. Writing is a mental activity because the writer has to be able to commit the idea and it is a physical activity because the writer has to be able to express and organize the idea into a readable text. Brown (2001: 335) also states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise the text for clearer meaning and how to edit the text for appropriate grammar and how to produce a final product. It can be assumed that writing contains both physical activity where students are expected to know how to arrange the words and mental activity where students have to be able to invent and express the ideas. Therefore, in order to make a good piece of writing, a writer has to be able to know how to generate the idea, organize it into a cohesive writing, and has good knowledge in some aspects of writing such as grammar, punctuation, and vocabulary.

Hayes (1996) in Weigle (2002: 20) has another definition of writing where writing is not simply learning about grammar and vocabulary. He states

that writing is also social because it carries out in a social setting. The content, the way the writer writes, and to whom the writer writes are shaped by the history of social interaction. In learning writing, it is also important to learn the culture of the native speakers in order to make the writing understandable and acceptable. It can be assumed that teachers also have to teach the students the culture in order to be able to deliver the exact message of the writing.

Hayes (1996) in Weigle (2002: 25-26) also states that the process of writing involves three main cognitive activities, involving text interpretation, reflection and text production. Text interpretation is the process of creating internal representations derived from linguistics and graphics input. Reflection is a process of creating new internal representations from the existing representations. Text production is the last process in which new written linguistics forms or graphic output are produced from the internal representations. Therefore, to produce a writing there are some processes that the writer has to go through.

Based on the theories of writing above, it can be concluded that writing is a productive skill which is an activity of inventing ideas and feelings, organizing it, and expressing it with the right words into a good piece of writing.

b. Processes of Writing

In learning writing, students cannot only focus on the product or the output but they also have to pay attention to the process of writing itself. A writer

has to go through some stages in producing a good piece of writing. Harmer (2004:4-6) suggests four main stages of the writing processes. They are planning, drafting, revising, and final drafting.

The first stage of the processes is planning. In this stage students plan what they are going to write and decide what they are going to say. There are three main issues that have to be paid attention in planning a writing. The first one is they have to consider the purpose of the writing. The second is the audience they are writing for and the third one is the content structure of the piece. In the planning stage, students have to consider those three elements because those three elements can influence the shape of the writing, the choice of language, and the sequence of ideas.

The second stage is drafting. At this stage, students begin to write down their ideas. The drafts that they made can be amended later. They also can make outlines of things that they are going to write.

The next stage is editing. After making the drafts, students can check their drafts to know where it works and where it does not. To reflect and revise their drafts, they can ask other readers to comment and make suggestions.

The last stage is final version. After editing the drafts and change things that are necessary to be changed, students can make their final version. It is the final product that is ready to be sent to the readers.

In short, all of the five stages are important to be applied to students in practice writing. It is done to make the students not only focus on the product but

also pay attention to each stage of writing process in order to produce a good final product.

c. Microskills and Macroskills of Writing

Brown (2004: 221) mentions a list of the microskills and macroskills of writing. The microskills and macroskills are presented below.

Microskills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macroskills

- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implies meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The macroskills and microskills of writing have to be considered in order to make a good writing. Microskills and macroskills of writing are also important as the base in conducting writing activities.

2. Teaching Writing

a. Differences between L1 and L2 Writing

Writing is a complicated skill which has many aspects to consider in making a good one. There are some obstacles that are faced by second language learners in learning writing. English is a foreign language in Indonesia so many students find it difficult in learning writing. Therefore, teachers have to find ways in order to teach them effectively.

Related to second language writing, Silva (1993: 688) in Weigle (2002:36) states the differences between first and second language writing. He finds that writing in a second language tends to be more constrained, more difficult, and less effective than first language. Silva (1993: 657) in Brown (2001: 339) also states that second language writers do less planning, and less fluent in writing (use fewer words), less accurate (made errors), and less effective in stating goals and organizing material.

Weigle (2002:36) states that second language writers may find difficulties in the cognitive process of writing because of the limited language proficiency. They often find problems in grammar rules that is different from their first language and limited vocabulary mastery that become the obstacles in expressing their ideas. These will also affect the content of their writing that cannot be fully expressed.

Second language learners also have limited linguistic resources. Because of this reason, they may be disadvantaged by the social and cultural factors where

they may not have awareness of the social and cultural uses of writing in the second language and the appropriate ways to express some functions (Weigle 2012: 36). Cultural and social factors are very important for writers to be learned in order to be able to convey the message to the readers. Understanding the social and cultural factors will also help the writers to make a good readable text.

Considering these differences, Silva (1993: 670) in Brown (2001: 339) gives some pedagogical implications. They are a) it is important to determine appropriate approaches to writing instruction for L2 writers in different contexts, b) writing teachers need to be equipped to deal effectively with the sociocultural and linguistic differences of L2 students, and c) the assessment of L2 writing may need to take into account the fundamental differences between most L1 and L2 writing. Because English is a foreign language in Indonesia, there are limited sources of English that can be found by students. Therefore, teachers have to consider some implications above in teaching writing.

In summary, writing in second language is more difficult and complicated. As English is a foreign language in Indonesia, students also find many difficulties in producing good writing. Teachers have to apply appropriate approaches and equip the students with many writing aspects when teaching writing.

b. Strategies in Teaching Writing

Writing is one of four skills that teachers has to teach to students. In order to make the students to be able to produce good writing, teachers have to be able to implement good strategies in teaching them. Harmer (2004: 11) proposes some strategies that need to be considered when teaching writing.

1. The way teachers get students to plan

Teachers should encourage students to think about what they are going to write by planning the content and the sequence of what they will put down on paper. There are some ways in doing this. The most common ways are brainstorming and guided task. Brainstorming can be done in pairs or groups to do a discussion. Guided task includes activities which leads the students for a forthcoming task. Besides encourage students about the content, teachers also should encourage them about the purpose and the audience of their writing.

2. The way teachers encourage students to draft, reflect, and revise

Students need to be encouraged to reflect what they have written and learn to believe that their drafts are not their final products. They still have to reflect and revise it. Students can work together in pairs or groups to respond to each other's ideas (both in terms of language and content), make suggestions for changes, and contribute to the success of the finished product.

3. The way teachers respond to students' writing

There are some ways for teachers to respond to students' writing. The first is respond to a work in progress. It can be applied when the activities are

done in groups. Teachers can talk to one of the students or write a suggestion for them. The second way is by giving reformulation to them. Teachers write their own version of a good writing and students can compare theirs to it. The third way is peer response. The students can discuss together and give comments to each other's work.

Besides those strategies suggested by Harmer (2004), Brown (2001:346-356) suggests some principles for designing writing techniques. The principles are very important when teachers are designing a technique to teach writing.

1. Incorporate practices of "good" writers

In finding a good technique, teachers should consider various things that efficient writers do. The techniques that are used by teachers should include some of the practices such as focus on goal in writing or main idea in writing, perceptively gauge the audience, spend some time planning to write, easily get the ideas, follow the general organization of the texts, consider the grammar, revise the works, and make as many revision as needed. Therefore, teachers should consider these aspects in designing the technique of teaching writing in order to make the students have good writing ability.

2. Balance process and product

Writing is a composing process that needs multiple drafts. Teachers as guides and responders have to be able to lead students through the appropriate stages of the process of composing. Teachers also have to make sure that students

can produce a clear, articulate, well-organized, and effective piece of writing as a final product.

3. Account for cultural or literary background

Writing is not only about grammar and vocabulary. Cultural or literary background is also one of important aspects that teachers have to pay attention. Teachers have to make sure that students understand. If there are some apparent contrasts between students' native tradition and those that teachers are going to teach, teachers have to help them understand what they are accustomed to and bring them to use acceptable English rhetoric.

4. Connect reading and writing

There is a relation between reading and writing. Students can learn how to write by observing or reading the written words. By reading and studying texts, they can get much information about what to write in their writing and about how to write a good writing.

5. Provide much authentic writing

The meaning of authentic writing is that the purposes for writing are clear to students, the audience is specified overtly and there is some intent to convey meaning, displaying and sharing writing to add authenticity. There are some activities can be conducted by teachers that can be seen as authentic writing, such as publishing a class newsletter, writing letters to people outside the class, resuming, and writing advertisements.

6. Frame the process of writing

Teachers have to guide students to learn about the processes of writing which are framed into three stages. They are prewriting, drafting, and revising. The prewriting stage encourages the generation of ideas which can be done in many ways such as by reading a passage, skimming or scanning a passage, brainstorming, listing, and clustering. Drafting and revising stages are the core of writing processes. Several strategies that can be applied to the drafting and revising are getting started, optimal monitoring of one's writing, peer reviewing for content, editing grammatical errors, reading aloud technique and proofreading.

7. Provide interactive techniques

Interactive learning is an effective technique in teaching writing to the students. Writing techniques that focus on purposes other than compositions (such as letters, forms, and memos) are subjects to principles of interactive learning. Group collaboration, brainstorming, and critiquing are some of writing focused techniques that can be applied by teachers.

8. Apply methods of responding to and correct the students' writing

Teachers can respond and correct the students' writing from the drafting and revising stages. Teachers' responses are very important for students in the process of making final products. Teachers as guides and facilitators indeed have to assume and judge students' writing but also give comment that make students to be better.

9. Instruct students on the rhetorical, formal conventions of writing clearly

Each type of writing has its formal properties. Because not all of the students can understand it directly and easily, teachers have to teach them explicitly. They can use reading approach to writing in teaching the students.

c. Approaches in Teaching Writing

There are many approaches in teaching writing such as product-oriented approach and process-oriented approach. Product approach focuses on the final product as stated by Nunan (1999: 272) that product approach focuses on the final product, coherent, and error-free text. It focuses on tasks in which the learners imitate, copy, and transform models provided by the teacher and/ or the textbook. However, nowadays many teachers implement process-oriented approach. Process-oriented approach concerns on how writing is produced. Nunan (1999:272) states that the process approach focuses on the steps that are involved in drafting and redrafting a piece of work. In this approach, the final product is not the one and only thing that is important but the students are given chances to experience and practice the process of writing from organizing the idea, planning, revising, to editing the writing. Kroll (2001: 220-221) in Hasan (2010: 79) also defines process approach as follows:

The “process approach” serves today as an umbrella term for many types of writing courses What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and

receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts.

Therefore, process approach focuses on more varied classroom activities. In this approach, the teacher does not act as the only one who controls the activities in the class. In process-oriented approach, the teacher facilitates, guides, and gives the students feedback. The collaboration between the students and the teacher is necessary to develop the students' skills over several drafts (Furneaux(1998) in Tangkiengsirisin (2006)).

The activities in the process approach are also designed for the students to be the ones who create the language. Brown (2001:335-336) mentions the activities done in process-oriented approach. They are:

- a) focus on the process of writing that leads to the final written products;
- b) help students to understand their own composing process;
- c) help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d) give students time to write and rewrite;
- e) place central importance on the process of revision;
- f) let students discover what they want to say as they write;
- g) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h) encourage feedback from both the instructor and peers;
- i) include individual conferences between teachers and students during the process of composition.

Based on the theory above, Product approach focuses on the final product and process approach concerns how a text is produced. Process-oriented approach takes the importance of letting the students experience each stage and process of producing their own writing. Teachers need to balance between the process and product in teaching writing.

d. Types of Classroom Writing Performances

There are some types of writing performances that can be done in the class. According to Brown (2001: 343-344) there are five major categories of classroom writing performance.

1. Imitative, or writing down

In this classroom writing performance the students simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictations belong to this category.

2. Intensive, or controlled

Intensive writing often appears in controlled written grammar exercises. Controlled writing form that is commonly used is a task where the students have to change a given paragraph based on a given structure. In guided writing, the teacher's control is loosen but still offers a series of stimulators for the students. Another form of controlled writing is a dicto-comp.

3. Self-writing

Self-writing is a writing with only the self in mind as an audience. The examples of self-writing are note-taking, where the students take notes during a lecture for the purpose of later recall, and diary or journal.

4. Display writing

Short answer exercises, essay examinations, and even research reports will involve an element of display for all language students. Display writing technique is one of the academic stuff that has to be learned by the students.

5. Real writing

Real writing aims at the genuine communication of messages to an audience in need of the message. Real writing can be in the forms of an academic writing, vocational or technical, and personal scope.

Based on the theory above, it can be concluded that there are five types of classroom writing performances which have different levels of difficulty. In writing class, the teacher can teach the students the five types of classroom writing performances from the easiest one to the most difficult one.

e. The Roles of Teachers in Writing

Teachers have important roles in teaching writing. There are many kinds of teachers' roles in different types of classroom writing performances. According to Brown (2001:340), the role of teachers must be as facilitators and coaches, not authoritative directors and arbiters. As facilitators, teachers should offer guidance on helping the students to engage in the thinking process of composing but still respect their opinions. In this role, teachers have to be able to guide the students on understanding their writing and help them in every stage of the processes of making a good writing. In giving them guidance, teachers still have to give the students opportunities to speak out their ideas and opinions so that they can learn to develop their ideas. Furthermore, Reid (1993:273) points out that instead of entering the conversation of composing, drafting, their interests and experiences, it is better for teachers to provide feedback that respects students' values and

beliefs. Based on the theory, teachers should not act as the only ones who control the activity and the writing process in the class because the students also have to develop their own ideas and their critical thinking. Teachers should provide guidance and feedback for the students in the process of writing.

Teachers have to realize that they have important roles in every stage of the writing processes to help the students to produce a good piece of writing. In relation to teachers' roles, Harmer (2001:261-262) adds some of the teachers' roles in teaching writing. They are 1) teachers as motivators, 2) teachers as resources, 3) teachers as feedback providers.

For the first role, as motivators, teachers should be able to motivate the students in learning. They also have to create a comfortable classroom atmosphere that will make the students feel comfortable in order to help them to generate the ideas. Teachers also should persuade and tell the students about the importance of the activities that are done. They also have to encourage the students to always put much effort and work hard in order to get maximum result. A creative writing activity can be one of interesting activities that can be used by teachers in order to motivate students in learning writing.

The second role is teachers as resources. As resources, teachers are one of students' sources during the processes of writing. Teachers should be able to supply students with information that they do not know yet or information that can be the topic of the writing. Besides providing information, teachers also should be ready to supply language because students need various vocabulary to

write their work. In this role, teachers are available for giving advice and suggestions for the students in a constructive and tactful way during the process. It can be said that teachers should provide enough knowledge for the students to help them in each stage of writing processes. They also should always be available in the process of writing to help students and give them advice.

The third role is as feedback providers. Giving feedback is very important in writing as students can reflect from the feedback given by teachers. Teachers should respond and comment positively and encouragingly to the content of what the students have written. In giving feedback, teachers should know and choose what and how much to focus on what students need at this particular stage of their studies and on the tasks they have undertaken. In conclusion, teachers should give useful feedback for the students that still respect their opinions.

As summary, teachers have important roles in teaching writing. Teachers have to realize and be responsible to their roles as facilitators, motivators, resources, and feedback providers.

f. Teaching Writing in Junior High School

According to the school-based curriculum that is developed by BSNP (2006) the purposes of teaching English in Junior High School in Indonesia are:

- 1) developing the students' oral competence and writing competence in order to achieve functional literacy level,

- 2) developing students' awareness of the importance of English in improving Indonesia's competitiveness at the world's level,
- 3) developing students' understanding on the relationship between cultures and language.

Related to school based curriculum, National Education Department has proposed the aim of teaching writing in junior high school and also the standard competence and basic competence that can be used by teachers in teaching writing. Based on *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006*, the aim of teaching and learning writing in junior high school is to make students able to express meanings in interpersonal and transactional language, either informally or formally, in the form of *recount, narrative, procedure, descriptive, and report* in the daily life context. Furthermore, the standard of competence and the basic competence of Grade VIII students of junior high school in the second semester are presented as follows.

Table 2.1: Standard of Competence and Basic Competence of Junior High School Students Grade VIII Semester 2

Standard of competence	Basic competence
12. Expressing meanings of written functional texts and short simple essays in the form of <i>recount and narrative</i> texts to interact with the closest environment.	12.1 Expressing meanings of short functional text using written language accurately, fluently, and acceptably in daily life contexts. 12.2 Expressing meanings and rhetorical steps within short essays using written language accurately, fluently, and acceptably in daily life contexts in the form of <i>recount and narrative texts</i>

The curriculum in SMPN 2 Wonosari was developed based on School-Based Curriculum (SBC). Based on the standard of competence and the basic competence above, Grade VIII students in the second semester are expected to be able to express meaning in the form of recount, narrative texts and some short functional texts such as announcement, advertisement and invitation. In this research, the researcher focused on one type of texts only which was narrative texts.

Table 2.1: Microskills and Basic Competence in the Research

Microskills	Basic Competence
1) Produce graphemes and orthographic patterns of English. 2) Produce writing at an efficient rate of speed to suit the purpose. 3) Produce an acceptable core of words and use appropriate word order patterns. 4) Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns, and rules. 5) Express a particular meaning in different grammatical forms. 6) Use cohesive devices in written discourse.	12.2 Expressing meanings and rhetorical steps within short essays using written language accurately, fluently, and acceptably in daily life contexts in the form of <i>recount and narrative texts</i>

g. Text-Based Instruction

Text-based instruction (TBI), also known as a genre-based approach, sees communicative competence as involving the mastery of different text types (Richards, 2006:36). Furthermore, he states that a text is used in specific contexts in specific ways. It can be in the form of casual conversation, conversational exchange, and telephone calls. He says that all the uses of language can be

considered as a text in that it exists as a unified whole with beginning, middle, and end, it conforms to norms of organization and content, and it draws on appropriate grammar and vocabulary.

Feez and Joyce (1998) in Richard (2006:36) states TBI involves some activities:

- 1) Teaching explicitly about structures and grammatical features of spoken and written texts
- 2) Linking spoken and written texts to cultural context of their use
- 3) Designing units of works which focus on developing skills in relation to whole texts
- 4) Providing students with guided practice as they develop language skills for meaningful communication through whole texts.

Furthermore, they proposes some phases of Text-Base Approach. They are:

- 1) Building the Context

In this stage, students are introduced to the social context of an authentic model of the text type being studied. They also explore features of the general cultural context in which the text type is used and the social purpose of the text. They also explore the context of the situation by investigating the register of a model text.

- 2) Modeling and Deconstructing the Text

In this stage, students investigate the structural pattern and language feature of the model and compare the model with other examples of the same text type.

3) Joint Construction of the Text

Students begin to the construction of whole examples of the text type and the teacher reduces the guidance to the text construction. Some activities that can be used by the teacher are skeleton texts, jigsaw, and a dicto-gloss.

4) Independent Construction of the Text

In this stage, students work independently and their work are used for achievement assessment.

5) Linking to Related Texts

Students investigate how/what they have learned in this teaching/ learning cycle can be related to other text in the same or similar context and future or past cycles of teaching and learning.

As summary, Text-Based Instruction can be one of approaches that can be used by teachers. It involves many types of texts and there are also some phases in implementing the approach.

h. Media in Teaching and Learning

Media is one of the great factors in the teaching and learning process. It has been recognized that media can help the students to understand the material better and help the teacher to teach more effectively. Media used to deliver message in the teaching and learning process and building the bridge between the gap of the teacher's explanation and the students' comprehension.

Mohan et al. (2001) in Naz et al.(2008) state that if the media are properly designed, skillfully produced and effectively used have great influence on teaching & learning because they produce impact of:

- 1) saving time,
- 2) increasing interest,
- 3) holding attention,
- 4) clarifying ideas,
- 5) reinforcing concepts,
- 6) adding tone,
- 7) proving a point,
- 8) aiding memory.

Based on the theory above, the use of media has good impacts in the teaching and learning process if the media are designed properly. Media can be in various forms. They can be in the form of videos, audios, pictures, and diagrams. Smaldino et al. (2005:9) mention six media used in learning and instruction. They are:

- a. Text. It is alphanumeric characters that can be displayed in various types of formats, such as book, poster, chalk board, and computer screen.
- b. Audio. It refers to anything that we can hear. It can be in the form of a person's voice, music, mechanical sounds, and noise. It can be live or recorded.

- c. Visual. It is highly used to promote learning. It can be in the form of diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in books, and cartoons.
- d. Motion media. They are media that show motion. Examples of motion media are video-tape and animations.
- e. Manipulatives. They are three dimensional media that can be touched and handled by the students.
- f. People. These can be teachers, students, or subject-matter experts. People are critical to learning because students learn from teacher, other students, and other people.

Furthermore, in selecting the media, there are some factors that teachers need to be considered. Sugeng (2010:166-169) mentions four components to consider in selecting media.

1. The instructional components

The instructional components in this case are the instructional objective, the learners, and the teacher. The first is about the instructional objective. There is always the learning objective in every learning process. Because of this reason, the teacher has to consider the learning objective in selecting the media to teach the students. The teacher should choose media that are suitable for the objective so that the media can function appropriately and effectively.

The second is about the learners. The selecting of media should consider the learners' characteristics. The media used should be suitable for the students'

level of proficiency, competence, ability, needs, and interest. The third is about the teacher. Teachers can choose the media based on their preferences.

2. The instructional technique

In this case, the teacher has to consider the learning technique used in the classroom interaction. It is because different techniques or methods used will use different media.

3. The situational factors

The teacher has to consider the logistic and situational factors. For example, the time, and the cost needed in preparing the media.

4. Students' involvement

It is important that the media can improve the students' involvement in the teaching and learning process. One of the characteristics of good classroom interaction is enough students' involvement in the use of media.

As summary, media make the teaching and learning process more effective and there are various media can be used to teach the students. One of the visual media can be used in the teaching and learning process is pictures. In this research, the researcher focused on the use of picture series as media in teaching writing.

i. Picture Series as Visual Media in Teaching Writing

As stated before there are many types of media can be used in teaching writing. Media plays some important roles in the teaching and learning process.

Media also available in many kinds of forms that can be used to support the teaching and learning process.

One type of media that is commonly used is visual media. Smaldino et al. (2005: 82-83) state the roles of visual media in instructional processes.

1. Providing a concrete reference for ideas. Words do not usually look or sound like what it is supposed to be but visuals are iconic that can help people to represent what it is. Visuals are also easier to be remembered than words and they also can motivate the learners by getting and holding their attention, and generating their emotional response.
2. Simplifying information which is difficult to understand. There are some information or things that are difficult and complicated to explain with words. By using visual media, the information that are difficult to explain with words can be described clearly, for example is the use of diagram.
3. Functioning as a redundant channel. A visual can give a different representation when supporting spoken or verbal language. It helps the listeners or readers comprehend visually what they miss verbally.

Pictures as one of the visual media also can be an effective teaching aid in teaching writing. There are some functions of pictures as the teaching aid in teaching writing. Wright (1989: 2) states that pictures contribute to increase the students' interest and motivation, make the students have sense of the context of language, and pictures can be a specific reference point or a stimulus. Harmer (2007: 178) says that 'Pictures can be in the form of photographs or illustrations

(typically in a textbook)' and 'facilitate learning'. He also says that colourful pictures and illustrations are often entertaining to look at. Pictures as 'ornamentation' appeal to students and engage them. From the theory, it can be concluded that pictures have many benefits for teaching writing by improving the students' motivation and helping them to generate their ideas.

Pictures as visual media can be gotten from many sources, such as newspapers, magazines, and the internet. However, teachers have to be careful and choose the appropriate pictures that are feasible for the students and the learning objective. Wright (1989: 3) mentions some criteria to select pictures to be used as the teaching aid. The first is it is easy to prepare. Teachers should choose the one that is easy to prepare and not complicated as it is used as the teaching aid to help the students to learn writing. The second is easy to organize. Teaching aids that are easy to organize will not need much time to be prepared so they will not disturb the teaching and learning process. The third is interesting. Interesting pictures and activities will attract the students' attention and improve their motivation in learning. The fourth is meaningful and authentic. Meaningful and authentic pictures will help the students to understand the story of the pictures. The last is sufficient in the amount of language. Based on those criteria, teachers should choose the appropriate pictures to use as the teaching aid. The use of the appropriate pictures will make the teaching and learning process more effective.

In this research, the researcher focused on the use of picture series as the teaching aid in teaching writing. Yunus (1981:49) states, "*A picture series is a*

number of related composite picture linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.” Based on the definition, picture series enable to help the students to write a narrative text based on some factors. They will provide the students with a sequence of pictures that has a function to tell a sequence of events. The detail of each event in the pictures helps the students generate and develop their ideas. They will also give guidance on the organization of the text by showing the sequence of events which helps the students write a well-organized writing. They also can attract the students’ attention to be more motivated in writing by providing colourful and interesting pictures. They can also give guidance for the students in term of vocabulary that is possibly used in the story by looking at the pictures and help them guess the meanings of some words.

In summary, picture series will be effectively help teachers to teach writing because they can help the students to generate their ideas by looking at each picture. They also can improve the students’ motivation in learning.

B. Reviews of Related Studies

In the teaching and learning process of writing, there are various teaching aids that can be applied by the teacher. One of them is picture series. They provide the students with a sequence of pictures that can help them to generate, develop, and organize their ideas. There are some similar researchs that had been conducted before. The result of the research is described as follows.

The first research was conducted by Nurjanah (2012). She conducted research in the context of English teaching and learning in Indonesia. She conducted a study for the tenth grade students by using picture series. She used picture series to improve the students' writing ability in some aspects which were content and organization. Furthermore, she used another action which was picture-based activity to improve the students' writing skill in terms of vocabulary and language use. The study showed that after the used of picture series in teaching writing, the students could generate and organize their ideas. They also became more motivated to learn English. Picture-based activities conducted also could help to improve the students' vocabulary mastery and also their understanding about the use of simple past tense.

Another study was conducted by Ayuningtyas and Wulyani (2012). They conducted a study in SMAN 1 Srengat-Blitar. The subjects of their study are the eleventh grade students and they used picture sequences to improve their writing skill. They focused on the students' attitude and the writing products. They conducted the study in one cycle consisted of two meetings. The research findings proved that the sequence of pictures could improve the students' attitude and writing ability. The students became more active in the teaching and learning process and in the peer review activity. The result of the questionnaire showed that they gave positive responses to the use of picture sequences where they were interested in using picture sequences to help them producing narrative texts. They also felt that their writing ability was improved. The students' improvement was

also shown in their writing products. Their mean score showed better improvement especially in term of vocabulary.

Based on those previous research conducted, it can be concluded that picture series have a good impact towards the students' writing ability. They can help the students to generate and organize the students' ideas. They also can improve the students' motivation. However, in order to have maximum result, other supporting actions need to be implemented. That is the reason why the researcher tried to conduct a research on "Using Picture Series to Improve Writing Ability of the Eighth Grade Students at SMPN 2 Wonosari in the Academic Year of 2013/ 2014"

C. Conceptual Framework

Writing is one of the four skills that students have to learn and master in learning English. As stated in the previous chapter, students are expected to be able to write in English accurately, fluently, and acceptably in the daily life context.

However, as it has been stated in Chapter I, Grade VIII D students in SMPN 2 Wonosari had difficulties to write in English. Based on the observation and interviews with the English teacher and some students, the researcher found some problems related to the students. First, the students had difficulties to generate and develop their ideas. Second, they found it difficult to organize their writing into good, cohesive, and coherent writing. Third, many of them also had

difficulties in using the appropriate grammar rules for a certain text and they also had limited vocabulary mastery. Many of them also did not really excited to participate in the teaching and learning process.

Therefore, the researcher wanted to overcome the problems by using picture series in the writing class. They have many benefits as media in teaching writing. They can help the students to generate their ideas. By looking at them, it can help the students express their ideas of what they are going to write. They also can help the students to organize their writing because they are in the form of sequences.

CHAPTER III RESEARCH METHOD

A. Research Type

This research was a type of action research study. Action research is a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices both social and educational practices, as well as their understanding of these practices and the situations in which practices are carried out (Carr and Kemmis : 1986) in Burns (2010: 5). In line with Carr and Kemmis, Koshy (2005: 9) considers action research as a constructive enquiry, during which the researcher constructs his or her knowledge of specific issues through planning, acting, evaluating, refining and learning from experience.

Burns (1999) in McKay (2006: 30) states some characteristics of action research. First, action research is contextual, small-scale and localized, and identified and investigated problems within a specific situation. In this research, the researcher identified the problems faced by the students related to writing. Second, it is evaluative and reflective as it aims to bring about change and improvement in practice. Third, action research is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers. In this research, the researcher collaborated with the English teacher in conducting the research. Fourth, changes in practice are based on the collection of information or data which provides the impetus for changes.

To improve the students' writing ability, the researcher used the action research model developed by Kemmis and Mc. Taggart as cited in Burns (2010: 7-9). This model consists of four main steps in each cycle : 1) planning; 2) acting; 3) observing and 4) reflecting.

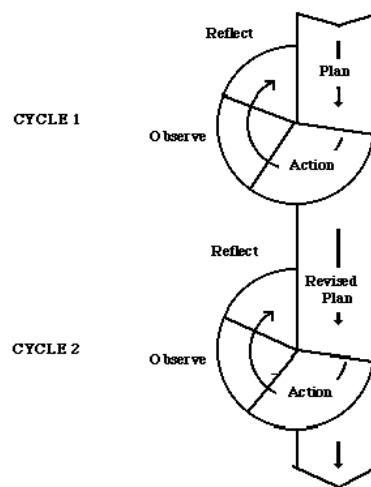


Figure 1: Scheme of Action Research by Kemmis and McTaggart

B. Research Setting

The research was conducted at SMP Negeri 2 Wonosari which is located in Jl. Veteran No. 8, Wonosari, Gunungkidul. The actions were carried out in March - May using the students of class VIII D as the subjects of the research. The research study was conducted in the second semester of the academic year of 2013/2014. The observation was done on January 22nd, 2014. After the observation, a pre-test was conducted and Cycle I of the research was done for three meetings which were on March 19th, 20th, and April 3rd. The Cycle II was

also conducted for three meetings. They were on April 30th, May 14th and May 21st.

C. Research Subject

The subjects of the research were Grade VIII D students of SMPN 2 Wonosari who were in the second semester by the academic year of 2013/2014. Class VIII D consisted of 30 students. They were chosen based on the observation and discussion done with the English teacher that they have problems in writing especially in generating and developing the ideas.

D. Instruments

1. Observation checklist

The observation checklist was used to gather the information during the teaching and learning process. It was given to the collaborator who observed the researcher during the teaching and learning process. It was also used to gather the information about what happened in the teaching and learning process, how the researcher taught and the students' responses. The data of the observation checklist were taken from the information collected by the collaborators.

2. Interview Guidelines

The researcher used interview guidelines in the reconnaissance stage and also in the end of every meeting. In the reconnaissance stage, the researcher interviewed some of the students and the teacher to know the problems faced by

the students in learning English especially writing and to gather the information about the teaching and learning process. The researcher also conducted some interviews with some students and the English teacher at the end of every meeting to gather the information about the actions implemented in the teaching and learning process and used it as the reflection for the next meeting.

3. Camera and Recorder

The photograph and video were taken during the teaching and learning process by the collaborator. They were used to know about the situation happened in the teaching and learning process.

4. Writing Rubric

The writing rubric was used to score the students' work. There were some categories which were scored using the writing rubric. They were content, organization, grammar, vocabulary, mechanics. The students' writing were scored by the researcher and the English teacher. The scores that were used were gotten from the pre-test and post-test done by the students. The scores showed whether there was an improvement before the actions were implemented and after the actions were implemented. The writing rubric that was used was writing rubric by H. Jacobs et al. (1981) in Reid (1993: 236-237).

E. Data Collection Techniques

The data were collected in the form of qualitative data and quantitative data. The qualitative data were in the form of vignettes, interview transcripts,

photographs, and videos got from the observation. The quantitative data were in the form of the pre-test, Cycle I, and post test scores.

The process of collecting the qualitative data will be explained as follows:

1. Observations

Observations were done to gather the information about the situation during the teaching and learning process. The first observation was done on January 22nd, 2014 in order to know the students' difficulties and the process of the English teaching and learning before the actions. The observation was also done during the implementation of the action. It was done to gather information from live situation. The researcher observed the condition of the teaching and learning process and the students' behaviour during the class. During the observation, the researcher gained data in the form of vignettes, photographs, and videos. The researcher collaborated with the English teacher and the researcher's colleagues to gain the data.

2. Interviews

The interview was done in the reconnaissance step to gather information about the problems existed in the English teaching and learning process. It also helped the researcher to identify the problem. Interviews also conducted by the researcher at the end of every meeting to know the students' and the collaborator's responses about the actions implemented. The data gained from the interview helped her to reflect on the weaknesses of the actions.

3. Tests

The quantitative data were obtained through tests. Tests were used to know the students' improvement in learning English especially writing. The researcher gave a pre-test and a post-test to the students. The tests given were to know the students' writing ability before and after the actions implemented. The scores gotten from the tests then be analysed by her. The assessment was based on the writing rubric that consisted of content, organization, grammar, vocabulary, and mechanics.

F. Data Analysis Techniques

The data collected were in the form of qualitative and qualitative data. To analyze the qualitative data, the researcher referred to the steps suggested by Burns (2010: 104-105). In the first step, assembling the data, the researcher collected all the data, reviewed the initial and looked for board patterns, ideas that seemed to answer the question. The next step was coding the data where the researcher coded the data into more specific patterns and identified which data could be coded qualitatively and quantitatively. The third step was comparing the data in which the researcher compared the data to see whether they said the same thing or whether there were contradictions. The fourth step was building meanings and interpretations. To sense the data, the researcher analysed the data several times to pose questions, rethink the connections, and develop explanation of the situation. The last step was reporting the outcome. The researcher described the

context of the research, outlined the findings and provided data samples to support them, interpreted how the findings related to the context and suggested how the project could lead to other areas for research.

The quantitative data were collected from the score of the pre-test and post-test. The researcher analyzed using Excel program to know the comparison of the students' mean scores before and after the actions conducted.

G. Research Validity and Reliability

The data gained in the research have to be valid and reliable. According to Anderson et al. (1994) in Burns (1999) there are five validity criteria that should be fulfilled to get the valid data in action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. Democratic validity

Democratic validity was gained by having discussion with the collaborators. The discussions were done during the research. The collaborators were given chances to give their ideas, opinions, comments, and suggestions toward the research. Some discussions were also held at the end of every cycle to evaluate the actions implemented and to plan the actions in the next cycle.

2. Outcome validity

Outcome validity was related to the notion of actions leading to outcomes that were successful within the research context. To fulfill this validity, the

researcher formulated some indicators that measure the improvement of the students' writing ability. The data gotten by the researcher were obtained from assessing the students' work and also interviewing the students and the collaborators related to the actions implemented.

3. Process validity

Process validity was related to the criterion to make the action research believable. To gain this validity, the researcher collected the data by observing and taking notes during the research. The collaborators, as the observers, collected the data by observing, recording the video of the teaching and learning process, taking photographs and completing the observation checklists during the research.

4. Catalytic Validity

Catalytic validity is related to the extent to which the researcher allows the participant to deepen their understanding of the social realities of the context and how they can make change with it. During the research, she had chances to learn more about the realities in the teaching and learning process. It also included the English teacher and collaborators as the people who monitored the research.

5. Dialogic Validity

Dialogic validity is the process of peer review that is commonly used in the academic research. It was gained by discussing the research findings with the collaborators. The members of the discussion had the same opportunity to give comments, opinions, and suggestions for the research.

The researcher also used two kinds of triangulations to obtain the trustworthiness (Burns: 1999). They are:

1. Time triangulation

The data were collected over a period of time in order to identify factors that were involved in the actions. The researcher interviewed the students at the beginning, middle and end of the course. To get the data about the improvement of the students' writing skills, she conducted a pre-test and a post-test.

2. Investigator triangulation

Investigator triangulation was fulfilled by involving another party in the research. The researcher used more than one observer in the same research setting. She conducted discussions with the collaborators to avoid biased interpretation.

Meanwhile, in order to ensure the reliability, the researcher took the scores of the students' writing. She also analysed the data in the form of interview transcripts and vignettes. To obtain the data about the teaching and learning process, she interviewed the collaborators and the students after the class.

H. Research Procedures

The researcher used the procedure of action research proposed by Kemmis and McTaggart (1988: 11-14) in Burns (2010: 8) with some modification. They are reconnaissance, planning, action and observation, and reflection.

1. Reconnaissance

The objective of this stage was to find facts and information on the problems in the field about the students' writing ability. In order to find the information, the researcher conducted an observation and interviews with the English teacher and some of the students. The researcher then conducted a pre-test to measure the students' writing skill. After identifying the problems gained from the interview, observation, and pre-test, the researcher planned actions to overcome the problems related to the students' writing ability.

2. Planning

The researcher and the collaborator worked together to find the solutions that were feasible to overcome the problems. They planned to use picture series as media in teaching writing to overcome the students' writing ability problems.

3. Action and observation

In this step, the researcher implemented the action and the collaborators, who were also acted as the observers, observed, and took notes during the process. She then collected the data based on what happened during the teaching and learning process. The researcher and collaborators then reviewed the materials, reviewed the result of the action and did discussions for the next action.

4. Reflection

The researcher and the collaborators made reflections related to the actions implemented. It was done by interviewing the students and the teacher about the action implemented. The reflections were used to know the successful

and unsuccessful actions that were implemented. The successful action would be reapplied and the unsuccessful one would be changed to suit the needs.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and the discussion. There will be three sections in this chapter. The first section presents the processes of the research, the second section reports the findings, and the third section presents the discussion of the research.

A. Research Findings

1. Reconnaissance

In reconnaissance, some activities were conducted to find problems in the field. First, an observation was done to know the teaching and learning process of class VIIIID of SMPN 2 Wonosari. Then, the researcher also interviewed the English teacher and some of the students to get some information about the current condition of the teaching and learning process. It also included the weaknesses and suggestions which could be used to make the teaching and learning process better.

a. Identification of the Field Problems

The findings of the problem were based on the observation and interviews. The observation was done on January 22nd, 2014. The result of the observation can be seen in the vignette as follows.

Vignette

January 22nd, 2014

VIII D classroom

The teacher entered the classroom and then greeted the students. Before starting the lesson, the teacher asked the students to clean the class by picking the rubbish. The teacher began the lesson by asking the students what topic they learned in the last meeting. Only some of the students answered. The teacher then asked the students to mention some words related to the topic. Only one student voluntarily wanted to answer. Not all of the students wanted to participate. Some of the students were talking by themselves. Then, the teacher asked the student to point his friends to answer.

After that, the teacher asked the students to read the words together. There were some words that the students pronounced them in the wrong way so the teacher asked them to check it in the dictionary on how to pronounce them. However, not all of the students brought dictionaries during the English lesson. After that, they read the words again.

The teacher then asked the students about the word class of the words, whether they belong to noun or verb. Many of the students did not understand the questions and did not respond to the teacher's questions. The lesson then continued to discuss about the recount text. The teacher checked the students' homework where they had to write some events in their holiday. However, not all the students did their homework because some of them did not know what they were going to write. Then, the teacher asked them to continue to do the homework and asked two other students to write their work on the white board.

The students then asked to make a good paragraph based on the sentences which contained events using words of sequences. When the teacher asked them about words of sequences, only some students answered and the others kept silent. The students then started to write the paragraphs. Many of the students were confused about what to write and needed a long time to find the idea. The teacher walked around to help the students. The students who had difficulties asked the teacher but they still asked in Bahasa Indonesia and Javanese. Not all of the students could finish their writing on time. After that, the teacher asked some students to write their paragraphs on the white board and the others were asked to analyse their friends' work. However, many of them did not pay attention and walked around in the class. There were also some students that looked sleepy during the class.

The students then read aloud the paragraphs together. After that, the teacher asked whether there were some difficult words that they did not know. The teacher and the students then analysed the paragraphs together. There were some students who still used simple present tense in writing recount texts. There were also some of them used inappropriate words for a certain context and had difficulties in producing good sentences. After that, the teacher ended the class by saying goodbye.

Some interviews were done in order to get more information. The researcher interviewed the English teacher to know the condition of the teaching and learning process including the problems faced by the teacher and also the information about the students' ability. She also interviewed some of the students to know the problems they faced in learning English especially the writing skill. After the data were collected, she discussed the actions that would be implemented with the English teacher. Based on the result of the observation, interviews, and discussion, there were several problems identified during the teaching and learning process. The field problems can be seen in the following table.

Table 4.1: Field Problems in the English Teaching and Learning Process of VIIRD in SMPN 2 Wonosari

No.	Problems	Code
1.	The students gave little attention to the teacher's explanation.	S
2.	The students frequently made noises during the class.	S
3.	The media used could not motivate and attract the students' attention in the teaching and learning process.	M
4.	The teacher used insufficient media.	M
5.	The students had low motivation in learning.	S
6.	Some of the students did not do their homework.	S
7.	The students had difficulties in generating the idea of what to write.	S
8.	The students had limited vocabulary mastery.	S
9.	Some students had difficulties to arrange the sentences into good paragraphs.	S
10.	Some students showed low interest in answering the teacher's questions.	T

(continued)

(continued)

No.	Problems	Code
11.	The students were reluctant to open their dictionaries.	S
12.	The students had difficulties in using the correct grammar in writing.	S
13.	Students rarely spoke in English.	S
14.	Students found writing as a difficult skill to master.	S
15.	Not all of the students finished their work on time.	TM

S: Students

M : Media

T: Teacher

TM : Time management

b. Identification of the Field Problems to Solve

As mentioned in the beginning of Chapter I, the research focused on improving the students' writing skills by using picture series. Therefore, the researcher decided to overcome the field problems based on the urgency level and the feasibility. The field problems to solve are presented in the table below:

Table 4.2: **Table of Field Problems to Solve**

No.	Problems	Necessary	Feasible	Urgent	Not costly
1.	The students gave little attention to the teacher's explanation.	X	√	√	√
2.	The students frequently made noises during the class.	√	X	X	√
3.	The media used could not motivate and attract the students' attention in the teaching and learning process.	√	√	√	√
4.	The teacher used insufficient media.	√	√	√	√

(continued)

(continued)

No.	Problems	Necessary	Feasible	Urgent	Not costly
5.	The students had low motivation in learning.	√	√	√	√
6.	Some of the students did not do their homework.	X	X	X	√
7.	The students had difficulties in generating the idea of what to write.	√	√	√	√
8.	The students had limited vocabulary mastery.	X	X	X	√
9.	Some students had difficulties to arrange the sentences into good paragraphs.	√	√	X	√
10.	Some students showed low interest in answering the teacher's questions.	X	√	√	√
11.	The students were reluctant to open their dictionaries.	√	X	X	X
12.	The students had difficulties in using the correct grammar in writing.	√	√	X	√
13.	The students rarely spoke in English.	X	X	X	√
14.	The students found writing as a difficult skill to master.	X	X	X	√
15.	Not all of the students finished the work on time.	X	X	X	√

After determining the field problems to solve, the researcher had a discussion to analyse the field problems and the possible causes of the problems. This step was important to recognize the weaknesses and the obstacles related to the problems found in the field.

Table 4.3: Table of Field Problems and Possible Causes

No.	Problems	Main Causes
1.	The students gave little attention to the teacher's explanation.	The teacher did not use attractive media and/or activities to attract the students' attention during the teaching and learning process.
2.	The media used could not motivate and attract the students' attention in the teaching and learning process.	
3.	The teacher used insufficient media.	The school did not provide enough media for the teacher to teach English, especially to teach writing.
4.	Some students showed low interest in answering the teacher's questions.	The classroom activities that done were not varied that made the students felt bored. The students also considered English as a difficult subject that made them less motivated to learn.
5.	The students had low motivation in learning.	
6.	The students had difficulties in generating the ideas of what to write.	The students have difficulties in generating and developing their ideas by only imagining the subject of their writing in their mind.
7.	The students found it difficult to organize sentences into good paragraphs.	

2. The Implementation of Cycle I

a. Planning

After getting some information about the problems that were found in the reconnaissance stage, the researcher and the collaborator planned some actions to solve the problems. The actions conducted were focused on the use of picture series to improve the students' writing ability. The actions are:

1) Implementing Picture Series

During the implementation of the action, the researcher acted as the teacher and collaborated with the English teacher as the observer. She also planned to use both English and Bahasa Indonesia in delivering the material and communicating with the students because most of them could not understand English well. She used picture series as the media in teaching writing, in this case she taught a narrative text. They were expected to be able to help to stimulate the students' ideas and organize their writing. It was because from the information obtained, it was known that the students had difficulties in generating and organizing the ideas to write. By giving them a series of pictures which contained a story, it was expected that they could generate their ideas by looking and analysing the plot of the story in the pictures. It was also expected that they could organize their writing well by looking at them. They also could help her to show which one belonged to the orientation, the complication, and the resolution of the narrative text to the students.

2) Vocabulary Exercises and Keywords

As the students had limited vocabulary mastery, the researcher planned to give some vocabulary exercises to them. In the first meeting, they had to match some words with the synonyms. In the second meeting, they had to find the meanings of some words and some keywords were also given in the next task in order to enrich their vocabulary mastery and help them in writing the texts. Some

picture series were also given to help them show the real actions done by the characters in the story. They could help them guess the meaning of some words.

3) Grammar Exercises

In order to improve the students' writing skill in terms of language use especially tenses, the researcher explained the use of simple past tense to them in the first meeting. She then gave them a grammar exercise where they had to change the words in the brackets into the past forms. They were also had to write a story in groups and individually which could help them to try to use simple past tense. The picture series given to them also could show them the actions done by the characters.

4) Colourful Pictures and Compliments

The use of picture series was expected to make the students more motivated in the teaching and learning process. The researcher used colourful and interesting pictures from various stories. She expected that they became more interested in learning writing. In Cycle I, she used the stories from other countries. She also gave compliments to them for their hard work in order to encourage them and gave them confidence.

In the planning process, the researcher with the help of the collaborators prepared all the important instruments used in the teaching and learning process. They made the course grid, lesson plans, learning material, and students' writing activities. She also prepared the picture series used in the teaching and learning process. During the planning process, they gave her some feedback and comments

in the lesson plans made by her to meet the syllabus. The summary of the actions are presented in the course grid and lesson plans (see Appendix D & Appendix E).

b. Actions and Observations of Cycle I

The researcher worked with the English teacher and the researcher's colleague as collaborators in implementing the actions. They observed her when acting as the teacher by completing the observation checklist and also taking notes about the implementation of the actions. At the end of the teaching and learning process, they gave her some feedback on the implementation and advice for the next meeting.

The implementation of the actions in Cycle I was conducted in three meetings. The schedule of Cycle I can be seen in the table below.

Table 4.4: The Schedule of Cycle I

Meeting	Day and Date	Time	Material
1	Wednesday, March 19 th , 2014	1 x 40 minutes (09. 20 – 10.10)	Narrative text
2	Thursday, March 20 th , 2014	2 x 40 minutes (07.00 – 08.20)	Narrative text
3	Thursday, April 3 rd 2014	2 x 40 minutes (07.00 – 08.20)	Narrative text

The actions in Cycle I focused on using picture series to improve the students' writing ability in stimulating the idea, enriching the students' vocabulary, improving the language use in the use of the past tense and organization. The data in Cycle I were gained from the classroom observations, interviews, and the students' work. Further explanation is provided below.

1) Implementing Picture Series

Picture series were given in all of the three meetings. They were given in the jumbled sentences task in the first meeting and they were given for the students to write a narrative text given in the second and third meetings. The details of the activity presented as follows:

In the first meeting, she asked the students some questions related to the topic that they would learn in the meeting. She asked them whether they knew stories such as *Cinderella* and *Snow White*. This was done in order to introduce the topic of the lesson. After that, she gave them a model text entitled *Hansel and Gretel*. They were asked to read and answered some questions collectively given by her. The questions were related to the content and the organization of the text. She asked them about the characters of the story, the problem happened in the story, and how the characters solved the problem. They were given to check the students' understanding about the story and also related to the organization of the text. When discussing the answers of the questions, some of the students could answer correctly but there were also some of them who could not answer the questions. She then guided them carefully to make all of them understand the answers. This can be seen in the vignette below.

To check their understanding, The R then asked the Ss some questions about the text. The R asked, "Who are the main characters of the text?" Then, the students responded, "Hansel and Gretel Miss." The R responded, "Very good. What problems did they have? *Apa masalah yang dihadapi sama Hansel di situ?*" Some students replied, "Dibuang di hutan Miss (They were left in the middle of the forest)." The R continued, "Iya, jadi dibuang ke hutan oleh orangtuanya. Di hutan mereka ketemu apa itu? (Right, they were left in the middle of the forest by their parents. Who did they meet in the forest?)" One of the students answered,

Nenek sihir Miss,” (A witch, Miss) The R replied,” Very good. Mereka mau dimakan nenek sihir. Terus gimana mereka bisa lolos? Diapain itu nenek sihirnya?... Didorong ya.. ke dalam tungku” (They would be eaten by the witch. How did they run away? What did they do to the witch?..... They pushed her into the oven)”. Some students responded to the questions but there were still some of them did not understand the text. The R then discussed with the Ss the content of the text, the components of a narrative text, and the characteristics of a narrative text.

Vignette 2, March 19th, 2014 (see Appendix A)

After discussing the questions, the researcher then discussed the details of the story and explained the generic structure of a narrative text. She connected the model text and the characteristics of a narrative text in order to make it easier for them to understand.

In the next activity, the students were provided a picture series of *Cinderella* with jumbled sentences. They were given to stimulate their ideas about the story so that they can arrange the sentences into a good story. Sequencing the jumbled sentences also helped them to learn how to make a well organized and cohesive writing. In this activity, she asked them to work in pairs and asked them to write the correct sequence on their books. She gave them chances to discuss it with their friends but they still had to be responsible for their own work. However, because of the limited time, they could not discuss the answers in the first meeting and continued it in the next meeting.

In the second meeting, the researcher showed the picture series one by one to the students by using LCD to discuss the correct sequences of the *Cinderella* story. They discussed together the correct sentences of each picture. Not only asked about the correct sentence, but she also asked about the content of the story to check whether the completely understood the story or not. Most of

them participated in the discussion and could answer the right sequences of the story. This shown in the vignette below:

The R and the Ss discussed the correct order of the sentences based on the *Cinderella* picture series. The R showed the picture one by one and asked the Ss to answer the correct sentence for each picture. The R asked, “ Which sentence is correct for picture no.1? *Kalimat yang mana yang cocok dengan gambar yang pertama?* (Which sentences fit the first picture?) The student answered,” *Yang h Miss* (Sentence h, Miss)” The R continued,”Good, what is it?” The S answered,”Once upon a time there lived a girl named Cinderella. She lived with her stepmother and her stepsister. The R said,”*Iya betul. Jadi tentang apa ini?* (Right, what is the story about?)” The Ss answered,” Cinderella.” The R said,” *Cinderella tinggal dengan siapa?* (With whom did Cinderella live?)” The Ss, answered,” *Ibu tiri sama saudara tirinya* (Her stepmother and stepsisters). Then, the students continued to answer the next number.

Vignette 3, March 20th, 2014(see Appendix A)

After that, she showed the whole sentences to the students. Then, she asked them collectively to mention which sentences belong to the orientation, the complication, and the resolution of the text. All of them actively answered her questions and most of them could answer which one was the orientation, the complication and the resolution of the *Cinderella* text. It can be seen from the vignette below.

Then the R showed the whole text and asked the Ss the generic structure of the story, which sentences belong to the orientation, the complication and the resolution. The R asked,” Can you tell me which sentences is the orientation?” The Ss answered,” *yang kalimat yang C miss*, (It’s the sentence C) once upon a time miss there lived.....” The R responded,” very good. What about the complication? *Waktu masalah terjadi?* (The part where the problem happen) The Ss answer,” *Yang mulai kalimat A miss, sampai yang sepatunya lepas,*” (It’s from sentence A until the sentence where Cinderella missed one of her shoes)... The Ss then continued to mention until the resolution. Most of the students could answer the questions.

Vignette 3, March 20th, 2014 (see Appendix A)

In the next activity, another picture series were given to the students. Each student was given a picture series of *Snow White and the Seven Dwarfs*. In

groups, they were asked to write the possible sentences used in each picture in order to make a good story. Some keywords that were possibly used in the story were also given to help them. In this activity, they could discuss with their friends the sentences which possibly fitted each picture. By analysing the picture series, they learned to generate and develop their ideas of the story and make cohesive and coherence writing. In the beginning of the activity, she gave them brainstorming by asking them some questions. They could help them to stimulate their ideas i.e. she asked, “What is the story about?”, “What do you see in the first picture?”, “What happened to Snow White in the third picture?” They then could find and relate the story by looking at the pictures. This can be seen in the vignette below.

The R also gave them some questions about the pictures to stimulate the idea. The R asked, “*Di gambar kan ratunya pengen jadi yang paling cantik, tapi cerminnya bilang yang paling cantik Cinderella. Terus kira-kira perasaan ratunya gimana?* (In the picture, the queen wanted to be the most beautiful girl but the mirror said that Snow White was the most beautiful. So how was the Queen feel?) Then, the students answered, “*Marah* (She is angry)” The R then asked the Ss again, “Good, so in the next picture what will she do to Snow white?”, the students answer “*Dibunuh Miss*(She would kill her)”. The R replied, “Very good.”

Vignette 3, March 20th, 2014(see Appendix A)

The researcher also gave the example by doing the first picture together with the students. After that, she walked around to help and guide them. During the activity, there were some of them who were confused or unsure about the story so she helped them. However, most of them could write the topic sentence for each picture and there were also some of them who could write supporting sentences. By using picture series, they found it easier to write the story and found

the learning process more interesting. They helped them to find the ideas to write.

This can be seen from the following interview transcript.

R: *Tadi gimana pelajarannya?* (What do you think about the previous activities?)

S: mmm....

R: *Apa biasa aja, mbosenin, apa lebih menarik?* (What do you think? Is it interesting, boring or there is no difference from the usual one?)

S: *Menarik mbak, pake gambar soalnya.* (It's interesting because we use picture series.)

R: *Kalo pake gambar, menurut kamu gimana? Membantu ngga?* (What do you think about the use of picture series in writing? Does it help you?)

S: *Lebih gampang Miss, soalnya tau mau nulis apa.* (It is easier to write because it helps me to get the idea)

7th interview, March 20th, 2014 (see Appendix C)

In the third meeting, the students and the researcher discussed the writing of each group. She asked some of them to write their writing on the white board. Then, she gave them feedback on their writing in front of the class in order to help them to know their mistakes. The content of their writing was better as they could write more sentences and they could write the complete story of the picture series.

When discussing the students' writing of *Snow White* story, she also asked them collectively some questions about the organization of the text. It was done to check whether they fully understood the content and the organization of the narrative text or not. She connected the organization of the text with the picture series to make them understand easily. Most of them answered her questions but there were also some of them at the back who did not involve in the discussion. This can be seen in the following vignette.

After R finished checking the Ss' writing, the R then asked the Ss the generic structure of the text. "Which one is the orientation?" The Ss answered, "Gambar yang no. 1 Miss (The first picture)" Then the R asked "How about the

complication? When did the problem happen?" The Ss answered it. The last "How about the resolution?" The students answered "the picture number 7 and 8". Then R gave a compliment to the Ss' answer. However, there were also some Ss who did not pay attention to the R' explanation.

Vignette 4, April 3rd 2014 (see Appendix A)

After that, the students were given another picture series of *Frog Prince*. They had to write a story about it individually. In this task, the researcher gave them guidance by asking them some questions related to them in order to help them to stimulate their ideas. Most of them could understand the story of the pictures and could answer her questions by looking at the picture series. This can be seen in the vignette below.

The next activity, the R gave the Ss a picture series entitled The Frog Prince. To help the Ss understand the pictures the R discuss the pictures briefly. The R asked the Ss, "What do you see in the first picture?" They answered, "*Perempuan, putri Miss* (Princess, Miss)." R replied, "Ok, a princess. *Sedang apa putrinya? What is she doing?*", Ss answered, "*Menari Miss* (She is dancing, Miss)" The R then said, "*Yang kuning-kuning itu apa sih?*(What is the yellow thing in the picture?)," Ss answered, "*Bola ya miss?* (Is it a ball?)," Then the R said, "That's right, *jadi dia sedang main bola ya* (That's right, She was playing a ball)". "What happened to the ball in the next picture?" The Ss answered, "*Masuk ke sumur* (It falls into the well)," The R then asked, "Good. *Setelah itu bagaimana?* (What happen next?)" The Ss answered, "*Muncul kodok* (A frog appeared)," The R said, "*Kira-kira kodoknya mau ngapain itu setelah melihat bolanya putri jatuh kesumur?* (What do you think the frog will do?) The ss answered, "*Mau menolong* (It want to help the princess)," The R and the Ss continued to discuss other pictures.

Vignette 4, Thursday, April 3rd 2014 (see Appendix A)

When doing this task, some students asked her about some words they did not know and other difficulties they found in writing the text. She walked around and approached them to give them guidance and help them to solve the problems they found in writing the text. In this task, most of them found it easier to write the text because of the picture series provided. They knew what they were

going to write by looking at the pictures. It can be seen in the interview transcript below.

R: *Kalau menulis ceritanya tadi gimana? Bingung ngga jalan ceritanya?* (Did you feel confused when writing the story?)

S: *Ngga. Lumayan bisa tadi Miss soalnya ada gambarnya.* (No, I can write the story because there are pictures provided)

R: *Ok, jadi tadi ngga bingung ya urutan ceritanya gimana. Tapi kalau kemampuan menulisnya sendiri udah ada sedikit perkembangan belum dek, menurut adek?* (Ok, so you are not confused to write the story, right? What do you think about your writing ability? Is there any improvement?)

S: *Mmm... dikit mbak.. hehe..* (A little, Miss. Hehe)

9th interview, April 3rd, 2014 (see Appendix C)

Most of the students were improved in the aspect of content. However, there were still some of them who were confused in arranging or organizing their sentences in logical sequences based on the generic structure. Some of them still wrote in one paragraph only and did not differentiate their writing into each part of the narrative text. This also can be seen from the interview transcript below.

R: *Tadi gimana ada yang susah ngga?* (What do you think about the previous activities? Is there any difficulty?)

S: *Itu Miss, masih suka bingung nyusun kalimat-kalimatnya.* (I have difficulties in arranging the sentences)

R: *Masih kesulitan menyusun biar tulisannya runtut ya?* (So you still have difficulties to organize your sentences?)

S: *Iya Miss, bingung yang mana masuk ke itu perkenalan gitu-gitu.* (I am still confused at organizing the sentences based on its generic structure)

R: *Oww... ya, makasih ya dek* (Ok, thank you)

10th interview, April 3rd, 2014 (see Appendix C)

2) Vocabulary Exercises and Keywords

To improve the students' writing ability in the aspect of vocabulary, the researcher gave them some vocabulary exercises in all of the three meetings. In

the first meeting, she gave them a model text and provided a vocabulary exercise for them which was matching some words from the text with the meanings. This activity aimed and focused on improving their vocabulary mastery. After reading the text and answering the questions from her, they were asked to match some words with the meanings. To do the exercise, she asked them to look for the meanings of the words in the dictionary. Most of them could match the words and the meanings correctly. However, there were some of them who did not bring their dictionaries. Because of this reason, they had some difficulties in doing the task. She then asked them to borrow the dictionary from their friends and reminded them to bring theirs to the class in the next meeting. This can be seen in the vignette as follows:

After that, in the next activity the R asked the Ss to match some difficult words from the text with the meanings to enrich their vocabulary mastery. The Ss did the task but there were some Ss who did not bring their dictionary so they had some difficulties to do the task. The R then asked them to borrow the dictionary from their friends and asked them to bring their dictionary in the next meeting. After they finished doing the task, the R and the Ss discussed together the answers. Most of the Ss could answer them correctly and some of them got one or two numbers wrong. Vignette 2, March 19th, 2014 (see Appendix A)

In the second meeting, the researcher provided the students with texts and picture series entitled *The Ugly Duckling*. In this task, they were asked to fill the blanks in the text with the correct past form of the words in the brackets. They also had to find the meanings of five difficult words from the text. The picture series were given to show the action done by the characters and help them to guess the meanings of some words in the text. They also gave them guidance about the words used in the story and the possible meaning of them. Before asking

them to do the task, she explained and gave them the example of how to do the task. Some of them could guess some words asked by her by looking at the pictures. This can be seen in the following vignette.

Before asking the students to do the task, the R asked the Ss questions about the text. The R asked the students “What is the title of the story?” The Ss answered, “The Ugly Duckling.” Then, the R asked, “Could you tell me what is the ugly duckling means? You already know what ugly means right? So, what is duckling? What do you see in the picture?” Then the students answer, “*Bebek miss, anak bebek* (It’s a duck)” The R then answered, “very good”. Then the R continue.....

Vignette 3, March 20th, 2014(see Appendix A)

There were also some other words that the students could analyse from the picture series. For this task, most of them could answer the questions correctly.

The next activity, the students had to write some sentences related to the picture series entitled *Snow White* in groups. In this task, the researcher provided them with some keywords in each column in order to enrich and vary their vocabulary which were used in their texts. They also could be the guidance for them to decide some vocabulary related to the pictures. They did not have to use them if they could find other words that were more suitable for their ideas of the story. They found it easier to write the text because of the keywords given and they also found new words from the keywords.

In the third meeting, the researcher and the students discussed their writing. Their vocabulary was more varied but there were some of them used inappropriate words for their writing. After that, they were asked to write a narrative text individually based on the *Frog Prince* picture series. She walked

around the class to help them when they had any difficulty. They still asked her for some words that they did not know. However, she asked them to look for the words in the dictionary and later could ask her when they did not find it in the dictionary.

3) Grammar Exercises

In order to improve the students' writing ability in terms of language use, in Cycle I the researcher explained Simple past tense to them. Because Simple past tense was already taught by the teacher previously, she continued to explain it briefly to them. Most of them could understand the use of it.

After that, she gave them a picture series of *The Ugly Duckling* with a past tense task. They were given to show some actions done by the characters in the story. They were provided some words in the brackets and they had to change them into the past tense. In the *The Ugly Duckling* task, there were 10 words that they had to change into the correct form. The verbs consisted of irregular and regular verbs. The picture series given could visually show the actions that could help them understand the meaning of the verb. When doing this task, they looked for the past form in the dictionary but there were still some of them who asked her the past form of some verbs. There were also some of them who had difficulties in doing the task because they did not bring their dictionaries. However, most of them could do the task and answer the questions correctly. This can be seen from the interview transcript below.

R: *Menurut kamu pelajarannya tadi gimana? Ada yang susah ngga?* (What do you think about the previous activities? Is there any difficulty?)

S: *Lumayan bisa Miss ngerjain soal-soalnya.* (I can do the tasks.)

R: *Yang mengubah kata jadi past tense tadi ada kesulitan ngga?* (Do you have any difficulty in changing the words into the past tense?)

S: *Alhamdulillah bisa Miss.* (Alhamdulillah, I can do it)

6th interview, March 20th, 2014 (see Appendix C)

In the second meeting, the students in groups were asked to write some sentences related to the picture series given. They were about *Snow White and Seven Dwarfs*. Most of them could write the topic sentences for each picture. This activity could help them try to write a narrative text by using simple past tense. When they were writing the story, she walked around the class to help and guide them. However, there were many of them still used the present tense to write narrative texts. They often forgot to use the past tense.

The researcher and the students discussed their writing in the third meeting. She asked one student from each group to write their writing on the white board. After that, they discussed it together. She always asked their opinions on their writing and their friends' writing. This activity was done to make they knew the mistakes of their writing. There were some of them who still forgot to use the past tense but they could fix their mistakes when she gave them guidance. This can be seen from the following vignette.

The R then checked the Ss writing by discussing it with the Ss. Most of the students could write the topic sentence and supporting sentences although there were still some Ss who forgot to use past tense. Before correcting the Ss' work, the R asked the Ss, "Do you think there are something that need to be changed? What kind of tense used in narrative text?" the Ss answered "past tense" After that, the R asked the Ss, "So What about this word?" and the Ss answered "went". The R responded, "Very good. The word *go* must be *went*".

Vignette 4, April 3rd 2014 (see Appendix A)

After that, they were asked to write a narrative text based on the picture series individually for the production stage. She gave them guidance by asking them some questions related to the picture series and also some points that they had to be remembered when writing a narrative text. However, when doing this task, many of them still forgot to use the past tense. There were many of them who still used the present tense to write a narrative text. It can be seen from the interview transcript as follows.

R: *Tadi gimana menulisnya? Ada kesulitan?* (What do you think about the previous activities? Is there any difficulty?)

S: *Kadang-kadang ngga tahu Bahasa Inggrisnya Miss.* (Sometimes I do not know the English words.)

R: *Kalau yang penggunaan past tensenya?* (How about the use of the past tense?)

S: *Itu juga kadang ngga tau Miss.* (I also sometimes do not know that)

R: *Masih sering lupa kalau pake past tense juga ya?* (Do you also often forget to use the past tense?)

S: *Hehe.. iya Miss, kalau lagi nulis kadang lupa pake past tense.* (I sometimes forget to use the past tense)

9th interview, April 3rd, 2014 (see Appendix C)

4) Colourful Pictures and Compliments

From the interview and the observation, the students were less motivated in learning English. To improve their motivation in learning English, in this research the researcher used colourful and interesting picture series as the teaching aid during the teaching and learning process. When she showed them to the students, they became more excited and commented on them.

In the second meeting, to discuss the answer of jumbled sentences of Cinderella, she showed the picture one by one by using the LCD. In the next activities, she also showed them the picture series of *The Ugly Duckling* and *Snow*

White. They were used not only to stimulate their ideas in writing but also used to attract their attention and to increase their motivation in the process of learning writing. After the used of those in the teaching and learning process, they paid more attention to her explanation and were actively involved in the discussion about the text. This condition can be seen in the following vignette and interview transcripts.

The R showed the picture one by one and asked the Ss to answer the correct sentence for each picture. The R asked, “Which sentence is correct for picture no.1? *Kalimat yang mana yang cocok dengan gambar yang pertama?* (Which sentences fit the first picture?) The student answered,” *Yang h Miss* (Sentence h, Miss)” The R continued,” Good, what is it?” The S answered,” Once upon a time there lived a girl named Cinderella. She lived with her stepmother and her stepsister. The R said,” *Iya betul. Jadi tentang apa ini?* (Right, what is the story about?)” The Ss answered,” Cinderella.” The R said,” *Cinderella tinggal dengan siapa?* (With whom did Cinderella live?)” The Ss, answered,” *Ibu tiri sama saudara tirinya* (Her stepmother and stepsisters). Then, the students continued to answer the next number. Then, the students continued to answers the next number. To check the answers, the researcher always asked the students’ agreement whether their friend’s answer was correct or not. During the discussion the Ss actively answered the question and paid attention to the R and the pictures.

Vignette 3, March 20th, 2014(see Appendix A)

R: *Tadi kita belajar pake gambar ya. Menurut kamu gimana?* (What do you think about the previous activities by using picture series?)

S: *Lebih enak mbak, menarik soalnya pake gambar.* (It’s interesting because we use picture series)

R: *Oww.. ya.....* (Ok, I see.)6th interview, March 20th, 2014 (see Appendix C)

R: *Menurut bapak bagaimana tadi pak, tentang berlangsungnya pelajaran?* (What do you think about the teaching and learning process previously?)

ET: *Sudah baik mbak, setelah gambarnya ditayangkan muridnya jadi lebih termanage dan memeperhatikan pelajaran. Tadi group assignmentnya bagus mbak, walaupun dibuat kelompok, tapi masih diberi tanggung jawab satu-satu jadinya semua menulis. Biasanya kalau satu kelompok dikasih satu nanti Cuma satu orang saja yang menulis. Tadi saya lihat sudah menulis semua. Jadi ga ada siswa yang off task.* (It’s good. The students paid more attention to the lesson after the use of picture series. The group assignment was good.

Although the task was in groups, each member was given the responsibility to write their own writing. Usually when it was a group assignment, only one member or two did the assignment. However, it was good that all students wrote the story. There were no students who are off task)

8th interview, March 20th, 2014 (see Appendix C)

Colourful and interesting pictures that were used as media could attract the students' attention to focus on the teaching and learning process. Besides using interesting pictures, the researcher also chose the right theme of the stories and pictures that suit their interests. In Cycle I, she chose fairy tales from abroad that were interesting for junior high school students. Using the right theme of stories also could help her to catch their attention to be more interested in discussing the text. This can be seen from the interview transcript below.

R : Menurut bapak bagaimana tentang pembelajaran di Cycle I ini? (What do you think about the teaching and learning process in the cycle I?)

ET: Untuk pemilihan temanya sendiri sudah tepat ya mbak soalnya bisa menarik perhatian siswa jadinya anak-anak lebih tertarik untuk menulis Narrative. (The selection of theme of the stories was right because it could attract the students' attention and make them more interested in learning writing narrative texts.)

11th interview, April 3rd, 2014 (see Appendix C)

Another action implemented by the researcher to improve the students' motivation in learning writing was by giving them rewards for their work and improvement. She gave them reward by giving them compliments on their work and improvement. It was expected that it could increase their motivation and confidence in learning English especially in writing. It was also done to prove that she acknowledged their hard work. This can be seen in the vignette below.

Before correcting the Ss' work, the R asked the Ss, "Do you think there are some things that need to be change? What kind of tense used in narrative text?" the Ss answered "past tense" after that the R the Ss, "So What about this word?" and the Ss answered "went". The R respond, "Very good. The word "go" must be "went". The R also..... Vignette 4, April 3rd 2014 (see Appendix A)

The use of colourful and interesting picture series made the students more active. Basically, their motivation was enhanced compared to the class before the action. Although sometimes there were some of them who did not pay attention in the class, but at least they became more active and involved in the class discussion and more excited than before.

c. Reflection

After conducting the actions in Cycle I, the researcher evaluated the actions. She and the collaborators had a discussion to analyse the data gained in the form of vignettes, interview transcripts, and students' work which were taken from the interview with the collaborators and students and the observation during the teaching and learning process.

In order to gain the democratic and dialogic validity, the collaborators could give comments, suggestions and opinions on the actions implemented. Those were taken into consideration. From the result of reflection of Cycle I, it showed that there were some improvements and weaknesses. The followings were the results of the reflection made.

1) Implementing Picture Series

Based on information obtained from the observation done, the students were having some difficulties in generating the idea to write and organizing their writing. In Cycle I, picture series were used as the teaching aid in teaching writing. They were given to help them to express their ideas into written forms and organize their writing. The improvement could be seen from their writing work which contained more sentences. It was quite different from their pre-test writing where they only wrote limited sentences with little development of the idea. After the use of picture series in the teaching and learning process, they could write more sentences in their work. They also could develop the story of their writing better. The improvement of the content also meant that they were improved in terms of idea. Furthermore, based on the interview done with the students, picture series could help them to generate and develop their ideas. They knew what they were going to write by looking at the picture series.

However, some of them still had difficulties in organizing their writing. They found it difficult to arrange their sentences into good paragraphs based on the generic structure. There were only some of them could write a well-organized and cohesive writing. Some of them had difficulties in arranging their writing so they wrote their writing in one paragraph only. The obstacles in using the picture series as the teaching aid in Cycle I was the LCD projector that was blurred so she asked help from the students and the teacher.

2) Vocabulary Exercises and Keywords

From the data obtained, the students still had difficulties in the aspect of vocabulary. In order to improve their vocabulary mastery, the researcher provided some vocabulary exercises and a picture series that showed some actions to help the students to guess some meanings of the words. In the teaching and learning process, she also always asked the students to consult in the dictionary for the difficult word that they did not know. If they could not find it, she asked the other students whether they knew the answer or not and then explained it to the class.

Generally, the vocabulary exercises given could enrich their vocabulary as they got some new vocabulary. Their vocabulary also became more varied but it was not significant. Some of them still had difficulties in choosing the right vocabulary or words that fitted the certain context. There were some of them who used some words that did not fit the context of their writing and they still did not know how to differentiate them. Besides, some of them also did not bring dictionaries to the class. Because of this reason, they had in doing some tasks and writing their texts. This problem impeded the students to improve their vocabulary mastery. The actions conducted by the researcher did make a little improvement.

3) Grammar Exercises

Based on the observation done, the students had difficulties to use the correct tenses for a certain text. Therefore, the researcher found that it was important to give grammar exercises especially about simple past tense. She explained about the rule of simple past tense to them and gave them the exercises

where they should change the verbs into the past form. In this task most of the students could do the task correctly. However, in the task where they had to write their own story, there were many of them still used the present tense in writing a narrative text. They sometimes forgot to use past tense and there were also some students who did not know the past forms of some verbs. There were also some of them who still had difficulties in constructing sentences. They still used the exact form of the words they found in the dictionary, for example in the sentence “The prince to eat with the frog”. The students still used the “*to*” like what they found in the dictionary when it actually should not be used.

4) Colourful Pictures and Compliments

The researcher used colourful picture series and gave compliments to the students to improve their motivation in the teaching and learning process of writing. They were proven in enhancing the students’ motivation in learning English. When she showed the pictures using slides, they paid more attention to her explanation and were actively involved in the discussion. The classroom management became better that the students could be adequately controlled. They gave responses to the pictures that were shown and also actively answered her questions related to them. She also gave compliments to them for their hard work. They also became happy when she complimented them. It could be said that the effort to enhance the students’ motivation was quite successful.

3. The Implementation of Cycle II

a. Planning

After having discussion about the result of Cycle I with the collaborator, the researcher planned to conduct Cycle II. Cycle II aimed at giving solutions to the weaknesses of Cycle I. The focuses of the actions in Cycle II which were planned by the collaborators and her were still the same as those in Cycle I. To overcome the problems in Cycle I, she planned some actions to be implemented. The plans are described as follows:

1) Implementing Picture Series

In Cycle II, the researcher still used picture series to stimulate the students' ideas and organize their writing. The text that was taught was still a narrative text. The theme of the text used in this cycle was stories, folk tales, and fairy tales from Indonesia. In Cycle I, they learned about stories came from other countries so in this cycle she decided to use the stories from Indonesia. Besides helping them to learn Indonesian culture, this also aimed to make them did not feel bored.

In this cycle she showed some pictures for brainstorming and used the other one for the students to work with their friends until in the last task they wrote their texts independently. In Cycle I, they were proved to be successful in stimulating their ideas. However, there were still some of them who had difficulties in organizing their writing based on the generic structure and wrote their work in one paragraph. Therefore, In Cycle II, she still used picture series

and explained briefly again about the narrative text. Then, she discussed the organization of the model text and asked them to arrange jumbled words and jumbled sentences based on the picture series and then rewrite them into good paragraphs based on the generic structure. She also always reminded them to write their writing in paragraphs. In the last task they wrote the story based on the picture series individually.

2) Vocabulary Exercises and Keywords

From the data gained from the actions implemented in Cycle I, there was a little improvement in the students' vocabulary mastery. They also still found it difficult to choose the appropriate words for a certain context. To overcome this problem, the researcher decided to give them some more vocabulary exercises with pictures where they did a crossword and also another task where they matched some pictures with the names of them in English. Besides giving them vocabulary exercises, she also gave them a vocabulary box which contained some keywords that were possibly used in the text. The words in the box also contained the word classes of the words and also V_1 and V_2 of the verbs. These words were given to help them to write the text because there were some of them who rarely brought their dictionaries in the class during Cycle I. However, in Cycle II she also always reminded them to bring dictionaries in the class.

3) Grammar Exercises

In Cycle I, it was found that the students lacked of awareness in the use of the past tense when writing a narrative text. In this cycle, the researcher gave

them picture series and explained briefly again about the past tense. Then, she also gave them some exercises about the past tense. She asked them to identify the past tense used in a text and then gave another exercise where they had to change verbs into past forms. Besides, she also gave them a vocabulary box which also contained the V_1 and V_2 of some words which could be used by them. She also always reminded them to use the past tense when writing a narrative text.

In Cycle I the students also had some difficulties in constructing sentences. They sometimes forgot to use *to be* before the noun or adjective and still use *to + verb* as they found the words in the dictionary and sometimes *to+V₂* or *V-ing*. In Cycle II, the researcher gave them a jumbled words exercise where they had to arrange the words into correct sentences.

4) Colourful Pictures and Compliments

In Cycle I, interesting and colourful picture series were proven to be successful in enhancing the students' motivation to learning English. In this cycle, the researcher also used picture series as the media. She used different themes of pictures from those in Cycle I so that they did not get bored. She chose some stories that they were familiar with and pictures that were interesting and also showed clear actions and events so that they could easily analyse them. In this cycle she also gave praise to them to improve their motivation as she did in Cycle I. In Cycle II she also tried to give praise for the students personally.

In the planning process, the researcher still had discussions with the collaborators in finding the solutions. She did some interview with them to give

her feedback and suggestions. She also did consultation to them about the lesson plan used in Cycle II.

b. Actions and Observations of Cycle II

In Cycle II the researcher also collaborated with the English teacher and the researcher's colleague. They observed her when she conducted the actions and then gave feedback to her.

Cycle II was conducted in three meetings. The schedule of Cycle II presented in the table below.

Table 4.5: The Schedule of Cycle II

Meeting	Day and Date	Time	Material
1	Wednesday, April 30 th , 2014	2 x 40 minutes (08. 20 – 10.10) including break)	Narrative text
2	Wednesday, May 14 th , 2014	2 x 40 minutes (08. 20 – 10.10) including break)	Narrative text
3	Wednesday, May 21 st , 2014	2 x 40 minutes (08. 20 – 10.10) including break)	Narrative text

The action in Cycle II also focused on using picture series to improve the students' writing ability in stimulating the idea, enriching the students' vocabulary, improving the language use in the use of the past tense, improving organization skill and students' motivation. The description of the actions presented as follows:

1) Implementing picture series

Based on the data gained from the evaluation done in Cycle I, the students already showed some improvements in generating ideas in writing the story. The data showed that they could write more sentences for each picture.

They could write not only the topic sentence but also could add supporting sentences. However, they had difficulties in organizing their writing.

In Cycle II, for the first meeting the researcher showed some pictures series of some stories to the students. They consisted of 4-5 pictures. In this stage, she asked some questions about them to stimulate their ideas. She asked them about the story and guided them to understand it. In this stage, most of them actively participated in the discussion. It can be seen in the vignette below.

The R then started the class by showing the Ss some simple picture series consisted of 4-5 pictures for each picture series using the LCD. The R then did some brainstorming by giving the Ss some questions. The R then asked the students for the first picture, "Do you know the story of the pictures?" The students answered, "Malin Kundang Miss" The researcher then asked, "Do you know the story of Malin Kundang?" The students actively answered, "Tahu. (I know)" What happened to Malin Kundang in this picture? The Ss answered, "*Durhaka sama ibunya Miss*" (He rebelled against his mother) The R continued, "*Setelah dia durhaka apa yang terjadi pada Malin Kundang?*" (What happened to him after he rebelled against his mother?). They answered, "*Dikutuk jadi batu.*" (He was cursed into a stone) Then, the R continued to ask the Ss about other pictures.

Vignette 5, April 30th, 2014 (see Appendix A)

The students then got the text of the picture series given. After that, they had to answer some questions related to the text entitled *The Legend of Banyuwangi*. In this task, they were given five questions related to the content and the organization of the text, such as the character of the story, the conflict in the story, and the end of the conflict. They were aimed to guide them to understand the organization and the content of the narrative text. She guided some of them who had some problems in understanding the questions or the story. However, most of them could answer them correctly. This can be seen in the vignette as follows.

The R pointed to a S to answer the question no.1 after that the R would check the S's answer by asking the class whether it was right or wrong. After finished discussing the questions the R also discussed the crossword. After finished discussing the tasks, the R checked the correct answer the Ss could get from the task. The R asked," *Siapa yang betul semua?*" (Who got all answers correct? Most of the Ss raised their hand. "*Salah 1?*" (Who got 1 number wrong?) Some Ss raised their hands," *Salah 2?*" (Who got 2 numbers wrong?) Some Ss also raised their hands.

Vignette 5, April 30th, 2014 (see Appendix A)

After that, the researcher explained again briefly about the organization of the narrative text. She and the students discussed together each part of the narrative text. She asked them first about what they remembered about the part of a narrative text and the content of each part of the text. When she asked them about it, most of them could answer the questions correctly. In order to check their understanding, she then asked them to identify the organization of the model text they had read before. She could see that most of them understood the organization of the narrative text. It can be seen from the vignette below.

When R asked," What is orientation?" The Ss answered," *perkenalan*"(introduction) . After that, the R continued to explain others parts. The R then showed the text *The Legend of Banyuwangi* and asked the students to appoint the parts of the text. The R asked,"Which one is the orientation?" The Ss answered" paragraph 1." Then "What about the complication?" The Ss answered." Paragraph 2". The R continued to discuss the text.

Vignette 5, April 30th, 2014 (see Appendix A)

In the second meeting, the students were given picture series about *Bawang Merah dan Bawang Putih (Garlic and Onion)*. There were 10 pictures in this picture series. They were delivered with jumbled words and jumbled sentences. After the students arranged the words into the correct order, they then asked to arrange the sentences into the correct order based on the picture series.

The activity could help them to stimulate their ideas because they learned to arrange a story by analysing the pictures. They did this task in pairs. When they did this task, there were no serious problems found. Most of them could arrange the sentences correctly and they also knew the content of the text. In order to be able to arrange the jumbled words, they had to look for the meanings of the difficult words and understand the meanings so they could understand the story. It can be seen from the vignette below.

The R and the Ss continued to discuss the sentences. After that, the R asked the Ss the correct sequence of the sentences. The R asked the Ss, "What is the correct order of the story?" All of the Ss answered, "a, c, d,b,i, e, g, h, j, f." The R responded, "Very good. *Betul semua? Jadi ini ya urutannya yang benar.*" (Does everybody get it right? Here are the correct sequence) The R then showed the correct order in front of the class. The R then continued, "*Kalimat mana yang merupakan orientation? Paragraph pertama?*" (Which sentences belong to orientation? The first paragraph?) The Ss answered, "*Yang A Miss*(Sentence A, Miss)" The R continued... Vignette 6, May 14th, 2014 (see Appendix A)

After that, the students were asked to arrange jumbled sentences based on the picture series. They were not only asked to write the correct order of the sentences but also they had to rewrite them into paragraphs based on the generic structure of the narrative text. This task aimed to improve their ability in organizing the text. When they were doing the task, the researcher kept walking around to look at their work. Most of them did not have any significant problem when doing this task. It can be seen in the vignette and the interview transcript below as follows.

After that, the R asked the Ss the correct sequenced of the sentences. The R asked the Ss, "What is the correct order of the story?" All of the Ss answered, "a, c, d,b,i, e, g, h, j, f. The R responded, " *Very good. Jadi ini ya urutannya yang benar.*"(Here are the right order). The R then showed the correct order in front of

the class. The R then continued, "Kalimat mana yang merupakan orientation? Paragraph pertama? (Which sentences belong to orientation? For the first paragraph?)" The Ss answered, "Yang A Miss." The R continued, "Good. Yang merupakan complication? Paragraph 2? (How about the complication? The second paragraph?" The Ss answered, "yang C sampai H (sentence C to H)" The R and the Ss then continued to discuss other sentences.

Vignette 6, May 14th, 2014 (see Appendix A)

R : Kalau yang menulis kalimat berdasarkan generic structure tadi gimana? (How about the task when you had to arrange the sentences based on its generic structure?)

S : Kalau itu bisa Miss, lebih gampang dari yang kata. (It is easier than the jumbled words)

R : Oww.. gitu ya. Jadi udah lebih jelas ya sekarang bagian-bagian teks nya. (I see. So, now you have a better understanding about generic structure of narrative text, right)

S: Ya lumayan Miss. (Yes, It is better)

13th interview, May 14th, 2014 (see Appendix C)

In the third meeting, the students were asked to write the story individually. In this task, the researcher gave them a picture series about *Timun Emas (Golden Cucumber)*. They consisted of 13 pictures. She gave more pictures to them to help them to get the detail of the story and stimulate their ideas about the story of the pictures. Before asking them to do the task, she asked some questions to them in order to check their understanding and help them to get the story. She walked around the class to see their work and also help them when they had problems. In this stage, she could see the improvement of their ideas in writing from the content of their work. They could write more sentences and could tell the story or events which happened in each picture. The improvement of their writing ability can be seen in the interview transcript below.

R: *Waktu menulis tadi ada yang susah ngga dek?* (Is there any difficulty in the writing activity?)

S: *Lumayan lah mbak, mending sekarang.* (So so, Miss but it's better now)

R : *Cerita gambarnya tadi susah ngga? Ada yang bingung?* (How about the story of the pictures? In there any of them that confuse you?)

S : *Ngga kok mbak, udah jelas kalo gambarnya.* (No, the pictures are clear enough)

R : *Jadi jelas ya jalan ceritanya?* (So, the plot of the story is clear, isn't it?)

S : *Iya mbak.* (Yes, Miss)

15th interview, May 21st, 2014 (see Appendix C)

The use of picture series was also aimed to help the students write well-organized and cohesive writing. They could organize their writing. They knew where to place the orientation, the complication, and the resolution of their writing. Almost all of their texts' organization was correct. It also can be seen from the interview transcript below.

R : *Bagaimana menurut bapak tentang kemampuan menulis siswa?* (What do you think about the students' writing ability?)

ET: *Sudah lebih baik. Tadi waktu saya keliling melihat lihat tulisan anak- anak juga sudah lebih runtut.* (It was better. The students' writing also became better and well-organized)

17th interview, May 21st, 2014 (see Appendix C)

2) Vocabulary Exercises and Keywords

. In Cycle I, the students' writing ability was quite improved in term of vocabulary. However, they still had difficulties in choosing appropriate words for their writing. In this cycle, to maintain the improvement of the vocabulary mastery, the researcher used a crossword, pictures, and gave them a vocabulary box which contained some keywords related to the pictures and the past forms of some verbs.

In order to improve the vocabulary mastery, in the first meeting after discussing some picture series, the researcher gave the students a text about *The Legend of Banyuwangi*. They had to answer some questions related to the text. After they finished answering the questions, they had to do a crossword to improve their vocabulary mastery. They were already given the meanings of the words in Bahasa Indonesia as clues to answer the crossword. All the English words that they had to answer were the words that were used in the text. She also gave a letter in each number as clues to help them guess the English words. When they did the task, there were still some of them who asked her and did not bring their dictionaries. However, most of them did not find any serious difficulty in doing the task. This can be seen in the vignette below.

There were also some Ss who still asked the R about the English word of “penguasa”. Then, the R asked him to look for it in the dictionary and asked him to try to guess which words in the text match with the boxes. However, there were some Ss who did not bring the dictionary so they had some problems in doing the task. The R asked him, “*Kamus mu mana? Bawa ngga?*” (Where is your dictionary? Did you bring it?) The S answered, “*Lupa bawa Miss.*” (I forgot to bring it) The R continued, “*kemarin-kemarin sudah diingetin kan selalu bawa kamus kalau pelajaran Bahasa Inggris. Besok jangan lupa ya.*” (I have reminded you to always bring a dictionary in English class. You have to bring it in the next meeting). After that, the R announced to the class to always bring dictionary to English class.

Vignette 5, April 30th, 2014 (see Appendix A)

After all of them had done doing the task, she then discussed the answers together with them. Most of them could answer the crossword correctly.

In the next activity, the students were given a text entitled *Malin Kundang*. In this task, they had to change some words into past form and then they had to match some pictures with some words provided in the box. Related to

the effort to improve their vocabulary mastery, the researcher provided seven pictures and seven words to be matched by them. The pictures and words given were all related to the text. When doing the task, they did not find any difficulty and most of them could answer the questions correctly. It could be seen in the following interview transcript.

R: *Kalau yang menjawab pertanyaan tadi sama mencari arti kata-kata sulit ada kesulitan ngga?* (Do you have any difficulty in answering questions and finding the meaning of the words?)

S: *Ngga miss, kalau itu lumayan bisa tadi.* (No, I can do the task)

R: *Oww.. gitu, makasih ya dek* (Ok, thank you)

12th interview, April 30th, 2014 (see Appendix C)

In the second meeting, the researcher gave the students a picture series about *Bawang Merah dan Bawang Putih (Garlic and Onion)*. In this task, they had to arrange jumbled words into the correct order. They not only could help them generate their ideas but it also could help them guess the meanings of some words in the task. This can be seen in the vignette below.

The S then said, “..... Kalau yang no.4 ini gimana Miss? Wash away itu apa miss?”(How about the question no.4? What is the meaning of wash away?) The R aswered,” *Coba dicari wash away itu apa? Di gambar itu bajunya kenapa?*(Try to find the meaning of wash away. What happened to the clothes in the picture?) The S answered,” *Keli Miss,*” (it was washed away) The R said,” *good. hanyut ya.. Sekarang wash away itu dicari kata sifat atau kata kerja?*” (Good. it was wash away. Now you have to know whether it was adjective or verb) The S answered “mmm...” The R then helped,” *kata sifat, adj itu kata sifat*” *Ya berarti butuh to be didepannya, yang mana yang is, am, are? Bentuk past nya are.*(It is adjective. So it needs to be. Which one is the is, am, are?)

Vignette 6, May 14th, 2014 (see Appendix A)

From the vignette above, the picture series given to the students could guide them in guessing the meanings of some words in the task.

In the third meeting, the students had to produce their own stories based on the picture series given to them. In this task, the researcher provided them with a vocabulary box which contained some keywords that they could use to write the story. She gave those because there were some of them who often did not bring their dictionaries to the English class. The keywords also contained the word class and also the past forms of some verbs. All of them were related to the picture series. They could give the real shape of the words given to them so they would understand the meanings easily. They also could enrich their vocabulary mastery and made their vocabulary more varied. Before they started writing the story, she explained about the pictures and the vocabulary box given to them. They also could guess the meaning of some words in the box by looking at the picture series. This could be seen in the vignette and interview transcript below.

The R then continued to explain the task to the Ss. “Here, you can use some words in this box in your writing. There are some words such as bamboo, cucumber. *Ada yang tahu apa itu fish paste?*(Do you know what fish paste is? *Kira-kira apa yang digambar?* (What is in the picture? Yossa?” He answered, “terasi?” The R then responded, “Betul, (correct) Very good.” *Untuk kata kerjanya disini juga ada bentuk past tense nya. Misalnya plant jadi planted.*” (There are also the past form for the verb such as plant into planted)

Vignette 7, May 21st, 2014 (see Appendix A)

R: *Gimana tadi pelajarannya?* (What do you think about the previous teaching and learning process?)

S: *Lumayan mbak, hehe* (So so, Miss)

R : *Kalo nulisnya gimana?* (How about the writing activity?)

S : *Lebih mending mbak, soalnya ada kata-kata Bahasa Inggris nya, tapi kadang masih bingung nyusun kalimatnya.* (It is better because some keywords are already provided. However, sometimes I am confused to arrange the sentence)

R : *Selama pembelajaran dapet kosa kata baru ga yang tadinya ga ngerti jadi ngerti, gitu?* (Did you get new vocabulary from the teaching and learning process?)

S : *Iya mbak, kaya terasi tadi heheh.. Fish paste. Tahunya kan fish aja.* (Yes, for example, I know the English name of *terasi* which was fish paste)

16th interview, May 21st, 2014 (see Appendix C)

3) Grammar Exercises

In cycle I, the students lacked of awareness in using the past tense. In Cycle II, to improve the language use, in the first meeting the researcher explained again briefly about the past tense. She explained about the rule of the past tense of regular and irregular verbs. At the beginning, they were given a model text. After explaining about the past tense, she discussed the past tense used in the text together with them. They were asked to underline the past verb used in the text. It was done to help them know the example of the past tense used in the narrative text. In this activity, most of them could follow the discussion but there were also some of them who missed some words during the discussion. Therefore, she needed to explain again. It can be seen in the vignette below.

After that, the R asked the Ss to underline the past form in the model text. Most of the Ss could identify the past tense used in the text. The R asked, "For the first sentence which verbs use the past tense?" The Ss answered, "Was, named" The R responded, "Very good." Then, the R and the Ss underlined until the last sentence. However there were also some Ss who missed some verbs so the researcher repeated it once again.

Vignette 5, April 30th, 2014 (see Appendix A)

In the next activity, the researcher gave the students a new text entitled *Malin Kundang*. In this task, they were asked to change the words in the brackets into past forms. There were ten words that they had to change. She always walked

around the class to look at their work when they were doing the task. There were some of them who had difficulties in finding the past form of the word “pass away”. She then guided them and helped them find it. This can be seen in the vignette below.

Most of the Ss could do the task. However there were some Ss that find difficulties in finding the past tense of “pass away”. Some students asked the R, “*Miss, kalau past tense nya pass away ini apa Miss? (Miss, what is the pass form of pass away?)*,” The R replied, “*Di kamus ada ngga? (Have you check it in the dictionary?)*,” The S said, “*ngga ada Miss (I cannot found it in the dictionary.)*,” The R replied, “*OK, sekarang, dilihat kalau pass away itu kira-kira verbnya yang mana? (Ok, which one is the verb?)*,” The student said, “*mmm....*,” The R then guided them, “*Yang pass. Berarti bentuk past tensenya pass apa? (The pass. You have to find the past form of pass.)*,” The Ss replied, “*tambah ed ya Miss? (We add ed, right?)*,” The R said, “*Iya jadi passed away (that’s right so it is passed away)*” After the Ss finished doing the task, the R asked some Ss to write their answer on the whiteboard.

Vignette 5, April 30th, 2014 (see Appendix A)

Overall, most of the students could do the task correctly and only some of them got one or two numbers wrong. However, there were some of them who still had difficulties in understanding the past tense of the irregular verb. It can be seen from the interview transcript as follows.

R: *Gimana tadi pelajarannya? Ada yang susah? (What do you think about the teaching and learning process previously?*

S: *Paling itu Miss yang irregular tadi. (The irregular verb)*

R : *Oww.. yang itu ya. Kenapa? Susah ngafalinnya? (Why? Is it difficult for you to remember it?)*

S : *Iya Miss, ga hafal (Yes, Miss)*

R : *Emang harus dibantu kamus. Nanti dibiasakan digunakan. Kalau yang regular? (I see. The past tense form of irregular verb was exactly rather difficult to be remembered. You can use dictionary and use the words regularly. How about the regular verb?)*

S : *Kalau itu udah bisa miss (I’ve already understand about it)*

12th interview, April 30th, 2014 (see Appendix C)

In the second meeting, the students were asked to arrange jumbled words and were given picture series about *Bawang Merah and Bawang Putih (Garlic and Onion)*. This activity, besides helping them to construct sentences, also could help them to learn about the past tense. When constructing the words, they needed to identify which one was the verb, the subject, and the object. Because of this consideration, they would get the examples of the use of the past tense and also became more aware to use it.

In the third meeting, the students were asked to write their own story based on the picture series. In this activity, the researcher gave the vocabulary box which contained some words and the past forms. This was given to help them to write the story and helped them to be aware of using the past tense. She also always reminded them to use the past tense when writing a narrative text. She walked around the class to help them and looked at their work. They seemed to have more confidence in writing but there were also some of them who asked her about some difficult words. It can be seen from the field note as follows.

When doing the task, there were some Ss who still asked the R about some words. The words that they asked were those which were not in the vocabulary box. The Ss asked, "*Miss kalau melewati itu Bahasa inggrisnya apa miss?*" (What is the English word of "melewati") The R answered, "*Coba kalau di kamus apa?*" (Try to find it in the dictionary) The Ss said, "cross?" The R answered, "Good. *Bentuk past tense nya?*" (What is the past form of cross?) The Ss said, "*Tambah ed ya Miss?*" (Adding ed to it?) The R said, "Iya" (That's right)

Vignette 7, May 21st, 2014 (see Appendix A)

Basically in this cycle, the students became more aware of the use of the past tense in writing narrative text.

In Cycle I, the researcher found that there were many students had difficulties in constructing sentences. There were some of them who still used the English words they got from the dictionary such as “The frog to go to the castle”. There were also some of them used *to+V₂*. In this cycle, to improve their ability in constructing sentences, she gave a task where they had to arrange jumbled words into good sentences. In this exercises, there were 16 sentences. The sentences were quite simple because it would be difficult for them if they were too complicated. She explained the task to them and gave them the example by arranging first sentence together with them. They did the task in group of three or four. Some of them had difficulties in arranging some sentences so she walked around and guided them. This can be seen in the vignette below.

The R approached the students who need more guidance and guided them. The R asked, “*Gimana ada yang sulit?*,” (Is there any difficulty?) The S answered, “*Yang no.3 ini One day she washed the clothes, bukan Miss?* (Is it One day she washed the clothes for the question no.3?) The R respond, “*Ya betul, pintar..*” (Correct. Very smart of you) The S then continued, “*Iya dong bu. Kalau yang no.4 ini gimana Miss? Wash away itu apa miss?*” (How about the question no.4? what is the meaning of wash away?) The R answered, “*Coba dicari wash away itu apa? Di gambar itu bajunya kenapa?* (Try to find the meaning of wash away. What happened to the clothes in the picture?) The S answered, “*Keli Miss,*” (it was wash away) The R said, “*Good. hanyut ya.. sekarang wash away itu dicari kata sifat atau kata kerja?*” (Good. it was wash away. Now you have to know whether it was adjective or verb) The S answered “mmm...” The R then helped, “*kata sifat, adj itu kata sifat ya berarti butuh to be didepannya, yang mana yang is, am, are? Bentuk past nya are.* (it is adjective. So it needs to be. Which one is the is, am, are?) The S said, “*Were*”. Then the R said, “*Good. berarti gimana?*,” (Good. so?) The S then answered, “*oh... her mother’s clothes were washed away accidentally Miss.* The R said, “*Yak, good. betul. Dilanjutkan nomor selanjutnya ya.*” (That’s right. Continue do the next number) The Ss seemed to have difficulties in doing the task but they could do correctly after the R gave some guidance.

Vignette 6, May 14th, 2014 (see Appendix A)

Although the students had some difficulties in arranging some sentences, they could arrange them correctly with some guidance. The picture series also could help the students to guess the meanings of the sentences.

In the third meeting, the researcher could see that there was an improvement in the students' sentences. Although there were still some grammar mistakes could be found, they became more aware of some grammar rules. It can be seen from the vignette below.

Besides asking about the vocabulary, there were also some Ss who asking about grammar. The Ss asked a confirmation of some rules. The Ss asked, "*Miss, kalo habis to pake VI kan, Miss?*" (Miss, we use v1 after to, right?) The R answered, "*Iya, bener*".(Yes). All the Ss continued to write their story until they finished.

Vignette 7, May 21st, 2014 (see Appendix A)

Although the improvement was not that great, their sentences became better.

4) Colourful Pictures and Compliments

In Cycle I, picture series were proven could enhance the students' motivation to learn English. In Cycle II, to maintain their motivation, the researcher still used them as media in the teaching and learning process. In this cycle, she used those that were from Indonesian folk tales, legends and fairytales. She also used some of them that were familiar to the students so that they will be more excited in learning.

In the first meeting, the researcher started the class by showing some picture series of some Indonesian stories. She used the pictures not only to give the students some brainstorming about the material, but also to attract their

attention to focus on the teaching and learning process. She also asked them some questions related to them to stimulate their ideas. When she showed them, the students showed some reactions. They also actively answered her questions about them. It can be seen in the vignette below.

When the R showed the pictures to the students, they actively commented on the pictures and guessing the story of the pictures. For the next picture, when the R asked about the story, a Ss answered, "*Nabi Nuh, Nabi Nuh Miss, kapal itu Miss,*" (It is prophet Nuh, Miss. It is a ship). Then the other students responded, "*Tangkuban Perahu Miss,*" The R responded to the Ss, "Very good. *Jadi Tangkuban Perahu.ya, bukan Nabi Nuh, hehe*". (It is Tangkuban Perahu not Prophet Nuh, ok?)

Vignette 5, April 30th, 2014 (see Appendix A)

The picture series used in the second meeting was also about Indonesian folk tales. The pictures used were animated pictures. Actually, all of the picture series used by her were animated and colourful pictures since they were more attractive for Junior High School students. She provided them a pictures series of *Garlic and Onion*. Most of them already knew the story so they were more interested when seeing the pictures. This can be seen in the interview transcript below.

R : *Kalo yang ngurutin kalimat gimana?* (How about the jumbled sentences task)

S : *Bisa dong miss. Ada gambarnya jadi lebih gampang, tahu ceritanya.* (I can do the task. The pictures help me to know the story)

R : *Jadi lebih enak ya kalo pake gambar?* (So, it's better to use pictures as media?)

S: *Iya miss, ngga bosen juga lihat tulisan terus, hehehe.* (Yes, it's not boring)

I4th interview, May 14th, 2014 (see Appendix C)

In the third meeting, the researcher used a picture series of *The Golden Cucumber*. In this meeting, the students were asked to write their own writing.

However, she gave some brainstorming to them before they wrote their writing. By using the picture series, they seemed to be more excited in discussing what they were about. This can be seen in the vignette below.

Before the Ss wrote their writing, the R asked the Ss some questions about the pictures to check the students understanding and to stimulate their ideas. The R asked the Ss, "Do you know the story of the pictures? *Ada yang tahu ini cerita tentang apa?* (What is the story about?) The Ss answered, "*Timun Emas*" Then the R continued, "Very good. What do you in the first picture? *Kenapa itu neneknya?*" (What happened to the old woman?) The Ss, "*Galau*" (Sad) the R then continued, "*Lalu apa itu yang datang?*" (What is coming?) The Ss all answered, "Tarzan Miss, Tarzan, hahahaha," The R responded, "tarzan? Hehe.., *bukan tarzan ya, itu giant,*" (it is not tarzan but giant) then the Ss said, "*Hahaha.. Giant kancane Doraemon,*" (Haha.. Giant is Nobita's friend).

Vignette 7, May 21st, 2014 (see Appendix A)

Besides using picture series, the researcher also gave the students compliments on their work. She also did this in Cycle I but she did it more in Cycle II by complementing them collectively and personally. She gave compliments for them in front of the class and also gave complement personally when approaching them. This was done to improve their motivation and give them confidence in their own ability. It can be seen in the field note below.

The R approached the students who need more guidance and guided them. The R asked, "*Gimana ada yang sulit?*" (Is there any difficulty?) The S answered, "*yang no.3 ini One day she washed the clothes, bukan bu?* (Is it One day she washed the clothes for the question no.3?) The R respond, "*ya betul, pinter....*" (Correct. Very smart of you) The S then continued, "*Iya dong bu. Kalau yang no.4 ini gimana Miss?*(Of course. How about the number 4?)

Vignette 6, May 14th, 2014 (see Appendix A)

From the vignette above, compliments could give positive effects to the students and make them more confident in writing. They also became more enthusiastic in doing the task.

c. Reflection

After conducting the actions in Cycle I, the researcher and the collaborators evaluated the actions. In order to fulfil the democratic and dialogic validity, they had a discussion to analyse the data gained from the observations, the interviews, and the students' writing scores. The result of reflection of Cycle II presented as follows.

1) Implementing Picture Series

The implementation of picture series to stimulate the students' ideas and organizing their writing was proven to be successful. They could develop more ideas for the story and their writing was longer than those in the pre-test. From the interview also could be seen that they found it easier to write by using picture series as media. In the Cycle I, the content of their writing was already improved and in Cycle II their writing showed a better improvement. They could write a complete story with more details. She only gave guidance in the beginning of the individual activity just to make sure they understood the story but after that all of the students could develop their ideas of the story by themselves. They also did not feel confused about what they had to write in their story anymore.

In Cycle I, the students had difficulties in organizing the text. There were many students who still wrote in one paragraph and had difficulties in arranging the sentences into a good paragraphs based on the generic structure. In this cycle, the researcher gave an explanation about the organization of a narrative text to the students and provided them some exercises with picture series as media to help

them to identify the sentences belong to the orientation, the complication and the resolution. The exercises were arranging jumbled words, jumbled sentences and then rewriting the sentences into good paragraphs based on the generic structure of the narrative text. She also used picture series as media to help them to write the text. In this cycle, she could see the improvement on their organization skill. They could differentiate the generic structure of the narrative text and write well-organized and cohesive writing.

2) Vocabulary Exercises and Keywords

There was a little improvement in terms of vocabulary in Cycle I. However, there were still many students found it difficult to use the appropriate vocabulary for a certain context. In this cycle, the researcher gave them some vocabulary exercises such as doing a crossword, matching pictures and names, using picture series in helping the students to guess the meanings of some words and also gave them vocabulary box which contained some keywords. Vocabulary exercises and the vocabulary box given to them were proved to be successful in enriching their vocabulary mastery. Their vocabulary became more varied. They also knew a lot of vocabulary. The vocabulary box given also helped them to write narrative texts.

3) Grammar Exercises

In Cycle I, the students lacked of awareness in using the past tense. In this cycle, the researcher gave them more explanation about the past tense, gave some exercises, and also the vocabulary box that contained the V₁ and V₂ of some

words. She also always reminded them to use the past tense in writing narrative text. The students showed an improvement in terms language use. The grammar exercises given were proven to be successful in improving their writing skill in the aspect of language use. They became more aware of using the past tense in writing a narrative text. They also had better understanding in the use of simple past tense.

4) Colourful Pictures and Compliments

The use of picture series in enhancing the students' motivation was proven to be successful in Cycle I. In Cycle II, to maintain it, she used another theme of them. She used Indonesian stories. They showed high interest in them when she showed that to them. They commented on them and actively answered the questions asked by her about them. Moreover, she also gave compliment to the students collectively and personally. They became more motivated and confident when she praised them for their good work. From the observation and interviews, it can be concluded that their motivation was enhanced in Cycle II.

Related to the results of Cycle II, it was shown that all actions were successful to improve the students' writing ability. As the objective of the study was achieved, the collaborator and the researcher agreed to end the research in this cycle.

B. Discussion

This part contains the discussion of the research findings. The findings of the research were in the form of qualitative data and quantitative data. The qualitative data were obtained from the observation and interview. Meanwhile, the quantitative data were obtained from the students' work. Based on the actions done in the two cycles, the result of the actions is presented in the following table.

Table 4.6: **The Comparison between Cycle I and Cycle II**

No.	Problems	Cycle I	Cycle II
1.	The students had difficulties in generating and developing their ideas	The students could generate their idea by looking at the picture series and they could write more sentences. However, they still needed guidance from the researcher.	The students could write a complete story and develop their ideas by analysing the picture series. They also became more confident in writing. The researcher gave less guidance. The researcher only asked some questions in the beginning to check their understanding.
2.	Students had limited vocabulary mastery and had difficulties in choosing appropriate words for a certain context. The students had difficulties in using appropriate tenses for a certain text.	The students did make improvement in term of vocabulary but it was not significant. Some of the students found it difficult to choose the right diction. Students started to use the past tense in writing a narrative text but sometimes they forgot to use it. Many of them sometimes still used present tense.	The students' vocabulary became more varied. They got a lot of new vocabulary. Students became more aware to use the past tense in writing a narrative text.

(continued)

(continued)

No.	Problems	Cycle I	Cycle II
3.	The students did not know the generic structure of a narrative text and they had difficulties in organizing their writing.	Most of the students understood the generic structure of a narrative text. However, some of them had difficulties to arrange the sentences into good paragraphs based on the generic structure. Some of them only wrote their writing in one paragraph.	The students could write well-organized writing and all of the students could identify each part of the narrative text.
4	The students had low motivation in learning and showed low interest in answering the teacher's questions	The students were more motivated to learn and they paid more attention to the teaching and learning process. They were actively involved in the discussion. Although sometimes some of them were not concentrated, they became more excited to learn English.	They became more active in the discussion. They showed high interest in discussing the picture series and actively answered the researcher's questions.

The table above describes the result of the implementation of the actions. It can be concluded that the use of picture series was effective to improve the students' writing ability.

The problems that were found in the English teaching and learning process of writing before the implementation were related to the students' difficulties in generating, developing their ideas and organizing their paragraphs. The students also had difficulties in using the right grammar rules for a certain text and choosing appropriate words for a certain context. They also had low

motivation in learning English. Therefore, the actions to overcome the problems were needed to the situation.

Picture series were chosen as the media to improve the students' writing ability. A picture series is a number of related composite pictures linked to form a series of sequences that has a main function to tell a story or sequence of events (Yunus, 1981:49). Therefore, picture series could help the students generate and develop their ideas because it contains a series of events. They also could help the students to organize their writing as they consist of a sequence of pictures. They also could improve the students' motivation as Wright (1989: 2) states that pictures contribute to increase the students' interest and motivation, make the students have sense of the context of language, and pictures can be specific reference point or stimulus.

In Cycle I, the students showed an improvement in generating the ideas. The use of picture series could help the students to generate their ideas. The content of their writing was improved as they could write a complete story and write more sentences. The students found it easier to write as they knew what they were going to write in their writing. However, some students had difficulties in organizing their paragraphs. They did not know which sentences belong to the orientation, the complication, and the resolution so they only wrote their writing in one paragraph. Furthermore, the students showed a little improvement in term of vocabulary. The researcher gave some vocabulary exercises and also picture series to help them guess the meanings of the words. The students got new

vocabulary but some of them still have difficulties in selecting appropriate words in writing their story. They only looked at their dictionaries without considering the meanings of the words. Grammar exercises that were given could make the students had better understanding about the use of simple past tense. The picture series given also could show the students the real actions of the verb. In this cycle, the students started to use simple past tense to write narrative texts but they often forgot to use it and used present tense.

In Cycle II, the students showed improvements in four aspects. They could develop their ideas by analysing the picture series. Picture series facilitated them to stimulate their ideas to write. In the second cycle, the researcher gave them more exercises to improve their writing ability in terms of organization, vocabulary, and language use. In this cycle, they could develop their story into good chronological order and they also could differentiate the generic structure of a narrative text. The picture series helped them to organize their ideas. Some vocabulary and past tense exercises were also given to the students. The researcher also gave a vocabulary box which contained some keywords and the past forms of some verbs to help them. Picture series were still also given to help them write their story. They also helped the students guess the meanings of some words. In this cycle, the students' vocabulary became more varied and they also became more aware in using the past tense.

Besides, there was also an improvement in the students' behaviour in the teaching and learning process. The students became more active in the discussion

and more motivated to learn writing. Picture series could attract their attention. They were more excited to learn English. They also became more confident in writing narrative texts.

The students' improvement also can be seen from the comparison of their scores in the pre-test, Cycle I, and Cycle 2 (post-test). The researcher and the collaborator assessed the students' work as the product of the teaching and learning process. There were five aspects which were assessed by them. They were content, organization, vocabulary, language use, and mechanics.

In the pre-test, the students had difficulties in generating and organizing the ideas to write and many of them still used the present tense to write a narrative text. The mean of the students' total score in the pre-test is 64. In Cycle I, the students showed some improvements especially in the content where the students could write longer writing although many of them still had difficulties in the organization of the text and the use of the past tense. The students' mean score is 73.28. In the post test, the students showed better improvements. They could write well-organized writing and they became more aware of using the past tense. The students' mean score in the post-test is 80.25. The detail of the students' scores can be seen in the table below.

Table 4.7: The Comparison of the Students' Scores

No.	Category	Mean		
		Pre-test	Cycle I	Cycle II (Post-test)
1.	Content	18.74	23.79	24.96
2.	Organization	13.74	15.15	16.76
3.	Vocabulary	13.65	14.83	15.91
4.	Language use	13.89	15.44	18.06
5.	Mechanics	3.98	4.06	4.57

Generally, the students had improved their writing ability although there were some aspects that still needed to be improved such as in terms of vocabulary and language use. In conclusion, picture series were able to improve the students' writing ability and the students' motivation in learning English.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the information of the conclusions, implications, and suggestions. The discussion of each point will be presented below.

A. Conclusions

The objective of the research was to improve the writing ability of Grade VIIIID students at SMPN 2 Wonosari by using picture series. The research was begun at March 19th, 2014 until May 21st, 2014. This research was conducted in two cycles. Based on the research findings of the previous chapter, it can be concluded that the use of picture series as media in the teaching and learning process can improve the students' writing ability. The detail of the improvements is presented as follows.

1. Picture series can help to improve the students' writing ability. The students are improved in some terms. They are content, organization, vocabulary, language use, and mechanics. Picture series contain a sequence of pictures which enables the students to generate the ideas to write, develop their imagination, and express them in the form of readable writing. They also help to guide the students to write their writing in logical order so that they can produce well-organized texts. They also guide the students in terms of vocabulary and language use, in this case is the past tense, where the pictures provided can help the students guess the meanings of some words and show the actions done by the characters.

2. The implementation of picture series as the teaching aid in teaching writing contributes to the improvement of the students' motivation. By using colourful and interesting pictures in the teaching and learning process, the students are more motivated and interested to learn English. The students are actively involved in the class discussion and pay attention to the researcher's explanation.
3. The vocabulary exercises, keywords, and grammar exercises given such as the past tense exercises, the crossword, the picture matching, and the vocabulary box also contribute to the students' writing improvement as they are able to enrich the students' vocabulary mastery and help the students understand the use of the past tense.
4. The various activities and the compliments given to the students can improve their motivation and involvement in the teaching and learning process. Various activities done in groups and in pairs can give them chances to interact with each other. Giving compliments on the students' hard work collectively and personally are proved to be successful in enhancing the students' motivation because they are happy to be appreciated. The compliments also make them more confident in their own ability.

B. Implications

The researcher wrote the implication with regard to the conclusion above that the implementation of picture series in the process of teaching and learning

writing can improve the students' writing ability in terms of content, organization, vocabulary, language use, and mechanics. Picture series can facilitate the students to generate and develop their ideas in writing. They also guide the students to organize their ideas and guess the meanings of the words. They improve the students' motivation in learning writing. They can attract the students' attention and engage them with the teaching and learning process of writing. It implies that the success of the use of picture series to improve the students' writing ability encourages the English teacher to use picture series as media in teaching writing.

The researcher also believes that some detailed exercises given to the students took an important role in the success of the implementation of the actions. They could help the students to minimize the students' mistakes in writing and train their skill. She also believes various interactive activities and some compliments given to them also contribute to improvement on the students' motivation and their involvement in the class. The compliments could encourage the students in learning writing. This implies that it is important for the teacher to give various exercises, interactive activities and give compliments to the students to improve their writing ability and their motivation.

C. Suggestions

Based on the conclusion and implication that have been explained, some suggestions are directed to the English teachers and other researchers.

1. English teachers

In order to improve the students' writing ability, it is important to teach the students with the appropriate technique and media to get maximum result. Picture series can be one of good media that can be used in the teaching and learning process of writing. They can stimulate the students' ideas and improve the students' motivation in learning writing. Because of these reasons, it is advisable for the English teachers to use picture series as media in the process of teaching and learning writing. However, English teachers should choose picture series that are interesting and clearly shows the event or the action so that they can attract the students' attention and help the students write their stories. Teachers also should give more compliments on the students' hard work in order to encourage them and give them confidence.

2. Other researchers

For other researchers who are interested in conducting researches in the same field, the researcher suggests that it is better to choose pictures that are interesting, colourful, and clearly tell the detail of each event as media in the teaching and learning process. The research subject's interests are also important to be considered.

REFERENCES

- Ayuningtyas, B. D. and Wulyani, A. N. (2012). *Using Picture Sequences to Improve the Ability of Eleventh Graders at SMAN 1 Srengat-Blitar in Writing Narrative Texts. A Thesis*. Malang. English Education Department, the Faculty of Language and Arts, State University of Malang.
- Badan Standar Nasional Pendidikan (BSNP). (2006). *Standar Kompetensi dan Kompetensi Dasar SMP/ MTs*. Jakarta: Depdikbud
- Brown, H.D. (2001). *Teaching by principles: An Interactive Approach to Language Pedagogy*. (2nd ed). San Francisco: Addison Wesley Longman, Inc.
- _____.(2004). *Language Assessment Principles and Classroom Practices*. San Francisco: Addison Wesley Longman, Inc.
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- _____. (2010). *Doing Action Research in English Language Teaching: A guide for Practitioners*. New York: Routledge.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Essex: Pearson Education Limited.
- _____. (2004). *How to Teach Writing*. Essex: Pearson Education Limited.
- _____.(2007).*The Practice of English Language Teaching*. 4th Ed. Essex: Pearson Education Ltd.
- Hasan, M.K and Akhand, M.M. (2010). *Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level*. Journal of NELTA, Vol 15 No.1-2.
- Koshy, V. (2005). *Action Research for Improving Practice: A Practical Guide*. London: Paul Chapman Publishing.
- McKay.S.L. (2006).*Researching Second Language Classroom*. New Jersey: Lea Publisher.

- Naz, A. A. and Akbar, R. A. (2008). *Use of Media for Effective Instruction Its Importance: Some Considerations*. Journal of Elementary Education A Publication of Department of Elementary Education, University of the Punjab, Lahore-Pakistan Vol. 18, 35-40.
- Nunan, D.(1999). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill.
- Nurjanah, S. (2012). *Improving Writing Skills of Tenth Grade Students of SMA 1 Prambanan by Using Picture Series in the Academic Year of 2011/2012. A Thesis*. Yogyakarta: English Education Department, the Faculty of Language and Arts, Yogyakarta State University.
- Reid, J. M. (1993). *Teaching ESL Writing*. United States of America: Prentice Hall Regents.
- Richards, J. C.(2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Smaldino, S.E.,et al. (2005). *Instructional Technology and Media for learning*. Upper Saddle River: Pearson Education
- Spratt, M., Pulverness, A., and Williams, M. (2005). *The TKT Course*. Cambridge: Cambridge University Press.
- Sugeng, Bambang. (2010). *Instructional Technology: Planning Strategies for Language Education*. Yogyakarta: UNY Press.
- Tangkiengsirisin, Supong. (2006). *Approaches to Teaching Second Language Writing*. Language Journal Vol. 3, 1-26.
- Weigle, S.C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Wright, Andrew. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.
- Yunus, Noor Azlina. (1981). *Preparing and Using aids for English Language Teaching*. Kuala Lumpur: Oxford University Press.

APPENDICES

APPENDIX A

VIGNETTES

VIGNETTES

Vignette 1 : Observation

January 22nd, 2014

VIII D classroom

The teacher entered the classroom and then greeted the students. Before starting the lesson, the teacher asked the students to clean the class by picking the rubbish. The teacher began the lesson by asking the students what topic they learned in the last meeting. Only some of the students answered. The teacher then asked the students to mention some words related to the topic. Only one student voluntarily wanted to answer. Not all of the students wanted to participate. Some of the students were talking by themselves. Then, the teacher asked the student to point his friends to answer.

After that, the teacher asked the students to read the words together. There were some words that the students pronounced it in the wrong way so the teacher asked them to check it in the dictionary on how to pronounce them. However, not all of the students brought dictionaries during the English lesson. After that, they read the words again.

The teacher then asked the students about the word class of the words, whether they belong to noun or verb. Many of the students did not understand the questions and did not respond to the teacher's questions. The lesson then continued to discuss about the recount text. The teacher checked the students' homework where they had to write some events in their holiday. However, not all the students did their homework because some of them did not know what they were going to write. Then, the teacher asked them to continue to do the homework and asked two other students to write their work in the white board.

The students then asked to make a good paragraph based on the sentences which contained events using words of sequences. When the teacher asked them about words of sequences, only some students answered and the others kept silent. The students then started to write the paragraphs. Many of the students were confused about what to write and needed a long time to find the idea. The teacher walked around to help the students. The students who had difficulties asked the teacher but they still asked in Bahasa Indonesia and Javanese. Not all of the students could finish their writing on time. After that, the teacher asked some students to write their paragraphs on the white board and the others were asked to analyse their friends' work. However, many of them did not pay attention and

walked around in the class. There were also some students that looked sleepy during the class.

The students then read aloud the paragraphs together. After that, the teacher asked whether there were some difficult words that they did not know. The teacher and the students then analysed the paragraphs together. There were some students who still used simple present tense in writing recount texts. There were also some of them used inappropriate words for a certain context and had difficulties in producing good sentences. After that, the teacher ended the class by saying goodbye.

Vignette 2: 1st meeting

March 19th, 2014

The R entered the class. The R greeted the Ss and did an introduction. The Ss responded the R's greeting and introduction. The R asked some questions related to the topic of the lesson, such as "Do you know stories like Cinderella, Snow White, Timun Emas, etc? Have you read those fairy tales or other stories?" The students answered "yes". The R introduced the topic of the lesson they were going to learn.

The R then provided the Ss an example of narrative texts. The R asked some Ss to read aloud the text. Some Ss did not read the text loudly so the R asked the Ss to read it loudly. After that, The R asked the students whether they understood the content of the story or not and some of the Ss could not understand it yet. The R also asked the Ss about difficult words and asked them to find them in the dictionary. To check their understanding, The R then asked the Ss some questions about the text. The R asked, "Who are the main characters of the text?" then, the students responded, "Hansel and Gretel Miss." The R responded, "Very good. What problems they have? Apa masalah yang dihadapi sama Hansel di situ?" Some students replied, "dibuang di hutan miss." The R continued, "Iya, jadi dibuang ke hutan oleh orangtuanya. Di hutan mereka ketemu apa itu? One of the students answered, "Nenek sihir Miss," The R replied, "Very good. mereka mau dimakan nenek sihir. Terus gimana mereka bisa lolos? Diapain itu nenek sihirnya? Didorong ya.. ke dalam tungku" Some students responded to the questions but there were still some of them did not understand the text.

The R then discussed with the Ss the content of the text, the components of a narrative text, and the characteristics of a narrative text. The R wrote in the

whiteboard the components of narrative text. Then the R asked the Ss the generic structure or the part of the model text given. Most of the Ss could answer the question. The R also asked about the tense used in the narrative text. “When u looked at the text, in your pinion what kind of tense used in the text? The R also mentioned some examples of the verb in the text. The Ss answered past tense. During the explanation of the narrative text done by the R some Ss did not pay attention to the explanation and talk to their friends. The R then approached them to get their attention.

After that in the next activity the R asked the Ss to match some difficult words from the text with the meanings to enrich their vocabulary mastery. The Ss did the task but there are some Ss did not bring their dictionary so they had some difficulties to do the task. The R then asked them to borrow the dictionary from their friends and asked them to bring their dictionaries in the next meeting. After they finished, the R and the Ss discussed together the answers. Most of the Ss could answer them correctly and some of them got one or two numbers wrong.

After that, the R gave a picture series with jumbled sentences to the Ss. The R explained to the SS what they have to do with the task. The Ss in pairs have to arrange the jumbled sentences and rewrite it into a good story based on the picture. Because of the limited time, the Ss continued doing the task in the next meeting. The R then ended the lesson by concluded the lesson with the Ss and said parting expressions.

Vignette 3: 2nd meeting

March 3rd, 2014

The R entered the class. The R greeted the Ss and The Ss responded the R’s greeting. The R started the class by praying and check the attendance list. The R asked the Ss about the lesson of the last meeting and the Ss answered the R’s question. The R presented the picture series of Cinderella in the LCD and then discussed it with the Ss. The R and the Ss discussed the correct order of the sentences based on the Cinderella picture series. The R and the Ss discussed the correct order of the sentences based on the Cinderella picture series. The R showed the picture one by one and asked the Ss to answer the correct sentence for each picture. The R asked, “Which sentence is correct for picture no.1? Kalimat yang mana yang cocok dengan gambar yang pertama? The student answered,” yang h Miss” The R continued,”Good, what is it?” The S answered,”Once upon a time there lived a girl named Cinderella. She lived with her stepmother and her

stepsister. The R said, "Iya betul. *Jadi tentang apa ini?*" The Ss answered, "Cinderella." The R said, "Cinderella tinggal dengan siapa?" The Ss, answered, "Ibu tiri sama saudara tirinya." Then, the students continued to answers the next number. To check the answers, the researcher always asked the students' agreement whether their friend's answer was correct or not. During the discussion the Ss actively answered the question and paid attention to the R and the pictures. Most of the students could arrange the sentences correctly.

After that, the R and the Ss also discussed about the content of the story. It was about what happened to Cinderella and etc. Then the R showed the whole text and asked the Ss the generic structure of the story, which sentences belong to Orientation, complication and Resolution. The R asked, "Can you tell me which sentences is the orientation?" The Ss answered, "yang kalimat yang *C miss, once upon a time miss there lived.....*" The R respond, "Very good. what about the complication? Waktu masalah terjadi? The Ss answer, "Yang mulai kalimat *A miss, sampai yang sepatunya lepas,*" ... The Ss then continued to mention until the resolution. Most of the students could answer the questions.

For the next activity, The R then gave the Ss a new story with a picture series. The story was about The Ugly Duckling. Before doing the task the R asked the Ss about the text. The R asked the students "What is the title of the story?" The Ss answered, "The ugly duckling." Then, the R asked could you tell me what is the ugly duckling means? You already know what ugly means right? So, what is duckling?. What do you see in the picture?" then the students answer, "bebek miss, anak bebek." The R then answered, "very good. Then the R continue to explain about the task. The Ss had to complete the story by changing the words in the brackets into past form. The Ss also had to find the meaning of some words in the text. The R explain to the Ss of what they should do for the task and then also gave an example to the Ss. The R walked around to the Ss to check whether they have some difficulties and help them. The R asked them to find it from the dictionary first when they find difficulty before they asked the R. However, there are still some Ss who did not bring the dictionary so the R warned them to bring the dictionary in the next meeting. There are also some Ss who still asked the R about the past form of some words and the meaning of words. For example a S asked "Miss, what is the meaning of reflection?" and the past tense of think? So the R helped them to give a clue for the answer. After they finished, the R and the Ss discuss the answers and discuss the content of the text. The R appointed a S to answer the question and then after that the S appointed their friend to answer the next questions. The R asked other Ss to check their friend's answer so that all the

Ss involved in the discussion. Besides discussing the answer the R also explain the content of the text to the Ss.

After that, in the next activity The R then divided the Ss into ten groups. Each groups consisted of three students. The R gave the Ss a picture series. Then, i groups they had to wrote minimal 2 sentences for each picture. The R explain to the Ss about the task. R gave an example to the students on how to do the task by writing the sentences for the second picture with the Ss. The R also give them some questions about the pictures to stimulate the idea. The R asked, “*Di gambar kan ratunya pengen jadi yang paling cantik, tapi cerminnya bilang yang paling cantik Cinderella. Terus kira-kira perasaan ratunya gimana?*” Then, the students answered, “*Marah*” The R then asked the Ss again, “*Good, so in the next picture what will she do to Snow white?*”, the students answer “*Dibunuh Miss*”. The R replied, “*Very good.*” Then, they continued to fo the task. Although it is a group work, each of the students has to write the story. When all of the students wrote their stories, the R move around to help the Ss who have difficulties. There are still some Ss who asked about some words and how to write it in English. There are also some Ss who are still confused with the story so the R helped the Ss to understand the story and also help them with the vocabulary when they could not find it in the dictionary. The R always asked the Ss to find difficult words in the dictionary first before they asked. Because of the limited time, the Ss finished their writing at home and the R end the lesson. At the end of the lesson, the R concluded the lesson with the Ss about what they have learned that day and say goodbye.

Vignette 4: 3rd meeting

April 3rd, 2014

The R entered the class. There are some Ss who came late to the class. The R then greeted the Ss and The Ss responded the R’s greeting. The R started the class by praying and check the attendance list. The R asked the Ss about the lesson of the last meeting. “Do you remember what we learned in the last meeting? The Ss answered the R’s question. The R asked about the homework she gave in the last meeting. However some students forgot to bring their work. The R then asked some Ss of each group to write their writing on the white board. The R asked the Ss who forgot to bring their writing to pay attention and write their friends’ work on the book. The R asked the other Ss to paid attention at their friends’ writing on the white board. However, some Ss at the back sometimes did

not pay attention so the R approached them and asked them to write and pay attention. After the Ss finished writing on the white board from the first picture until the last picture, the R asked the Ss to read aloud the writing.

The R then check the Ss writing by discussing it with the Ss. Most of the students could write the topic sentence and additional sentences although there were still some Ss who forgot to use past tense. Before correcting the Ss works, the R asked the Ss, "Do you think there are something that need to be change? What kind of tense used in narrative text?" the Ss answered "past tense" after that the R asked the Ss, "So What about this word?" and the Ss answered "went". The R respond, "Very good. the word "go must be went". The R also find that some Ss still used "to+ verb" as they find in the dictionary such as "The prince to brought Snow White to the palace" after that the R explain to the Ss to omit the "to". There are also some inappropriate used of some words. When checking the Ss writing, the R also discuss about the content of the story. After R finished checking the Ss' writing, the R then asked the Ss the generic structure of the text. "Which one is the orientation?" The Ss answered, "Gambar yang no. 1 Miss (the first picture)" then the R asked "how about the complication? When did the problem happened?" The Ss answered it. The last "How about the resolution?" The students answered "the picture number 7 and 8". Then R gave compliment to the Ss' answer. However, there were also some Ss who did not pay attention to the R' explanation.

The next activity, the R gave the Ss a picture series entitled The Frog Prince. To help the Ss understand the pictures the R discuss the pictures briefly. The R asked the Ss, "What do you see in the first picture?" They answered, "perempuan, putri Miss." R replied, "ok, a princess. Sedang apa putrinya? What is she doing?", Ss answered, "menari Miss" The R then said, "Yang kuning-kuning itu apa?", Ss answered, "bola ya miss?," Then the R said, "that's right, jadi dia sedang main bola ya. "What happened to the ball in the next picture?" The Ss answered, "masuk ke sumur," The R then asked, "Good. Setelah itu bagaimana?" The Ss answered, "muncul kodok," The R said, "Kira-kira kodoknya mau ngapain itu setelah melihat bolanya putri jatuh kes sumur? The ss answered, "mau menolong," The R and the Ss continued to discuss other pictures. The Ss answered the questions asked by the R by looking and pay attention to the pictures. After that, the R asked the Ss to write a story based on the pictures given. The R walking around help the Ss who had difficulty in writing. The Ss looked at the dictionary to find the difficult words but when they cannot find it the R help them. The R also help the Ss who still confused and still hesitate about the story. After the Ss finished their writing, the R ended the class by concluding the lesson

that they learned and then the R said goodbye to the Ss by saying parting expressions

Vignette 5: 4th meeting

April 30th, 2014

The R entered the class and greeted the students. Then, the Ss responded to the R's greeting. The R then started the class by showing the Ss some simple picture series containing 4 pictures for each picture series using the LCD. The R then started the class by showing the Ss some simple picture series containing 4 pictures for each picture series using the LCD. The R then did some brainstorming by giving the Ss some questions. The R then asked the students for the first picture, "Do you know the story of the pictures?" The students answered, "Malin Kundang Miss" The researcher then asked, "Do you know the story of Malin Kundang?" The students actively answered, "Tahu. What happened to Malin Kundang in this picture? "Durhaka sama ibunya Miss" The R continued, "Setelah dia durhaka apa yang terjadi pada Malin Kundang?" They answered, "Dikutuk jadi batu." Then the R continued to ask the Ss about other pictures. When the R showed the pictures to the students, they actively commented on the pictures and guessing the story of the pictures. For the next picture, when the R asked about the story, A S answered, "Nabi Nuh, kapal itu buk," then the other students responded, "Tangkuban Perahu Bu," The R responded to the Ss, "very good. Jadi Tangkuban Perahu.ya, bukan Nabi Nuh, hehe".

After showing the pictures, the R gave the Ss a model text entitled "The Legend of Banyuwangi".the Ss then asked to answer 5 questions related to the text and also did a crossword which contained difficult words in the text. When answering the questions there were some Ss who still unsure about the answer and asked the R. The R walking around and helped them by guiding them and let them finding the answer by themselves. There were also some Ss who still asked the R about the English word of "penguasa". Then, the R asked him to look for it in the dictionary and told him that he could find the word in the text. However, there were some Ss who did not bring the dictionary so they had some problems in doing the task. The R asked him, "Kamus mu mana? Bawa ngga?" The S answered, " lupa bawa Miss." The R continued, "kemarin-kemarin sudah diingetin kan selalu bawa kamus kalau pelajaran Bahasa Inggris. Besok jangan lupa ya." After that the R announce to the Ss to always bring dictionary to English

class. After the students finished doing the task, the R and the Ss then discussed the answers together. The R pointed to a S to answer the question no.1 after that the R would check the S's answer by asking the class whether it was right or wrong. After finished discussing the questions the R also discussed the crossword. After finished discussing the tasks, the R checked the correct answer the Ss could get from the task. The R asked, "Siapa yang betul semua?" Most of the Ss raised their hand. "Salah 1?" Some Ss raised their hands, "Salah 2?" some Ss also raised their hands.

The R then continued the activity by explaining briefly about narrative text which were the organisation and the characteristic of narrative text. Most of the Ss still remember the organisation of the text. When R asked, "What is orientation?" The Ss answered, "perkenalan". After that the R continued to explain others parts. The R then showed the text *The Legend of Banyuwangi* and asked the students to appoint the parts of the text. The R asked, "Which one is the orientation?" The Ss answered "paragraph 1." Then "What about the complication?" the Ss answered "paragraph 2". The R continued to discuss the text.

After that, the R explained briefly about past tense because past tense was already taught by the teacher. After that, the R asked the Ss to underline the past form in the model text. Most of the Ss could identified the past tense used in the text. The R asked, "For the first sentence, which verbs use past tense?" The Ss answered, "Was, named" The R responded, "Very good." Then, the R and the Ss underlined until the last sentence. However there were also some students who missed some verbs so the researcher repeat it once again. After finished underlining the text. The Ss was given a new text about *Malin Kundang*. The Ss asked to change some words into past tense. The R walked around to know whether they had difficulties in doing the task. Most of the Ss could do the task. However there were some Ss that find difficulties in finding the past tense of "pass away". Some students asked the R, "Miss, kalau past tense nya pass away ini apa Miss?" The R replied, "Di kamus ada ngga?" The Ss said, "ngga ada Miss." The R replied, "OK, sekarang, dilihat kalau pass away itu kira-kira verbnya yang mana?" The students said, "mmm...." The R then guided them, "Yang pass. Berarti bentuk past tensenya pass apa?" The Ss replied, "tambah ed ya Miss?" The R said, "Iya jadi passed away."

After the Ss finished doing the task, the R asked some Ss to write their answer on the whiteboard. After that the R and Ss discussed the answered together. The Ss actively involved in the discussion. In the next activity, the Ss

had to match some words with the pictures given and the Ss also had to arrange a jumbled pictures into correct sequence based on the text Malin Kundang. The Ss did not find any difficulties in answering the questions. After that the R and the Ss discussed the answers together. Most of the Ss get all correct and only some of them get one or two number wrong. The R and the Ss also discussed the content and also the generic structure of the text. After that, the R ended the lesson by concluded the lesson with the Ss and said parting expression.

Vignette 6: 5th meeting

May 14th, 2014

The R entered the class and greeted the students. The Ss then responded to the R's greeting. The R started the class by checking the attendance list and asking the Ss about the material the learned in the last meeting. All of the Ss answered the R's questions with,"narrative text". After that the R showed the Ss a picture series of Garlic and Onion. The R asked the Ss." Do you know the story of Garlic and Onion? The Ss answered," Tahu, Bawang Merah Bawang Putih," Then the R divided the Ss into groups of three or four Ss. Next, the R explained the task they were going to do with the Garlic and Onion text.. The Ss were asked to arrange the jumbled words into good sentences. There were 16 simple sentences that the Ss should arrange into good sentences. The R gave example to the Ss on how the should do the task. When doing the task, the Ss seemed to find difficulties in arrange the jumbled words for some sentences.

The R walked around the class to help the Ss. The R approached the students who need more guidance and guided them. The R asked,"Gimana ada yang sulit?," The S answered,"yang no.3 ini One day she washed the clothes, bukan bu? The R respond,"ya betul, pinter.." The S then said,"iya dong Miss, hehehe. Kalau yang no.4 ini gimana Miss? Wash away itu apa miss?" The R answered," Coba dicari wash away itu apa? Di gambar itu bajunya kenapa? The S answered," keli miss," The R said," good. hanyut ya.. sekarang wash away itu dicari kata sifat atau kata kerja?" The S answered "mmm..." The R then helped," kata sifat, adj itu kata sifat" ya berarti butuh to be didepannya, yang mana yang is, am, are? Bentuk past nya are. The S said," were". Then the R said,"good. berarti gimana?," The S then answered," oh... her mother's clothes were washed away accidentally Miss. The R said," yak, good. betul. Dilanjutkan no. Selanjutnya ya." The Ss seemed to have difficulties in doing the task but they could do correctly after the R gave some guidance. After arranging the jumbled words, the Ss then had to arranged the sentences into good paragraph based on the picture series below. The Ss had to write the sentences in paragraphs based on the parts the

sentences belong to. The Ss did not have problems in arranging the sentences and write the sentences in correct order and organisation.

After finished doing the tasks, the R then asked the Ss to answer the correct order of the words. The R asked the Ss, "What is the correct order of the sentence no. 3?" The Ss answered, "One day she washed clothes," The R then showed the correct sentence in the slide and said, "Good. betul. The next number?" The R and the Ss continued to discuss the sentences. After that, the R asked the Ss the correct sequenced of the sentences. The R asked the Ss, "What is the correct order of the story?" All of the Ss answered, "a, c, d,b,i, e, g, h, j, f. The R responded, "very good. jadi ini ya urutannya yang benar." The R then showed the correct order in front of the class. The R then continued, "Kalimat mana yang merupakan orientation? Paragraph pertama?" The Ss answered, "yang a miss." The R continued, "good. yang merupakan complication? Paragraph 2?" The Ss answered, "yang c sampai h" The R ans the Ss then continued to discuss another sentences. When the R asked the Ss all of the Ss actively answered the correct sequenced of the sentences. The Ss also did not have difficulty in dividing the sentences into orientation, complication and resolution.

After that the R distributed another picture series to the Ss. The picture series was about The Golden Cucumber. In this task, the Ss had to write the story individually. Before the Ss doing the task, the R explained briefly about the pictures and asked some questions. The R asked the Ss, "Do you know about The Golden Cucumber story?", The Ss answered, "Tahu." Timun Emas Miss." The R said, "Good." After that the R asked the Ss to write the story. However because of the limited time, the Ss continue to write the story in the next meeting. The R then end the class by saying a parting expression.

Vignette 7: 6th meeting

May 21st, 2014

The R entered the class. There were some Ss who came late to the class. The R then greeted the Ss and The Ss responded the R's greeting. The R started the class by checking the attendance list. The R asked the Ss about the lesson of the last meeting. "Do you remember what we learned in the last meeting? The Ss answered the R's question. The R then asked whether the Ss bring the pictures which were given to them in the last meeting. However, there were some Ss who forgot to bring the picture series to the class. The R then showed the picture series using slides in front of the class to help the Ss who did not bring the picture series.

Before the Ss wrote their text, the R asked the Ss some questions about the pictures to check the students understanding and to stimulate their idea. The R asked the Ss, "Do you know the story of the pictures? Ada yang tahu ini cerita tentang apa? The Ss answered, "Timun Emas" Then, the R continued, "Very good. What do you in the first picture? Kenapa itu neneknya?" The Ss, "Galau" The R then continued, "Lalu apa itu yang datang?" The Ss all answered, "Tarzan Miss, Tarzan, hahahaha," The R responded, "tarzan? Hehe.., bukan tarzan ya, itu giant," Then the Ss said, "Hahaha.. Giant kancane Doraemon." The R then continued to explain the task to the Ss. "Here, you can used some words in this box in your writing. There were are some words such as bamboo, cucumber. Ada yang tahu apa itu fish paste? What is fish paste?" kira-kira apa yang digambar? Yossa?" He answered, "terasi." The R then responds, "betul, very good." Untuk kata kerjanya disini juga ada bentuk past tense ntya. Misalnya plan jadi planted." The R also reminded the Ss about the tense that was used in narrative text. The R said, "what tense did you use in narrative text? tensesnya apa yang digunakan? Present atau past?" The Ss answered, "Past tense". The R then responds, "Good. Jangan lupa pakai past tense ya lalu di tulis dalam bentuk paragraph jangan cuma jadi satu paragraph."

After that, the R asked the Ss to continue to write the story about Timun Emas. The R walked around the class to look at the Ss' works and also help them when they had problems. When doing the task, there were some Ss who still asked the R about some words. The words that they asked were those which were not in the vocabulary box. The Ss asked, "Miss kalau melewati itu Bahasa inggrisnya apa miss?" The R answered, "coba kalau di kamus apa?" The Ss said, "cross" The R answered, "good. Bentuk past tense nya?" The Ss said, "tambah ed ya miss?." The R said, "iya". Besides asking about the vocabulary, there were also some Ss who asking about grammar. The Ss asked a confirmation of some rules. The Ss asked, "Miss, kalo habis to pake V1 kan, miss?" The R answered, "Iya, benar". All the Ss continued to write their story until they finished. When writing the story, most of the Ss seemed to feel easier in doing it. After all of the Ss finished writing the story. The R then asked them to collect it to the R. The R then end the class by saying parting expression and said thanks to the Ss for helping in the process of the study.

APPENDIX B
INTERVIEW GUIDELINES

INTERVIEW GUIDELINES

A. Planning

No.	Content	Items	
		For teacher	For students
1.	The obstacle in the teaching and learning process of writing	<ul style="list-style-type: none"> •What are your obstacles or difficulties in teaching writing skill? •In your opinion, what are the difficulties faced by your students in learning writing skill? 	<ul style="list-style-type: none"> • Do you like English? • What are your problems in learning English? • What is your problem in learning writing? • Do you feel confident to write in English?
2.	The teacher	<ul style="list-style-type: none"> •How about the teaching and learning process? •How did you teach the students? 	<ul style="list-style-type: none"> • Does your teacher often give you writing practice? • Tell me about the teaching and learning process in your classroom.
3	Materials	<ul style="list-style-type: none"> •Could you please tell me about materials that you use in the teaching learning process? •What are your teaching resources? 	<ul style="list-style-type: none"> • What do you think about the materials, are they difficult or easy?
4.	Instructional media	<ul style="list-style-type: none"> •Do you use any teaching media to assist your teaching? •What media did you usually use? 	<ul style="list-style-type: none"> • What media did your teacher usually use? • Do you like to learn using pictures? • Do you know some folk tales and fairy tales?

B. Reflection

No.	Content	Items	
		For teacher	For students
1.	The classroom activities	<ul style="list-style-type: none"> • Are the activities suitable for teaching writing to the students? • Is there any problem we should deal with? 	<ul style="list-style-type: none"> • What do you think about the activities? • Is there any difficulties?
2.	The teacher	<ul style="list-style-type: none"> • What do you think about the last teaching and learning process? • Do you find some problems occurred during the implementation of the action? • Do you have any suggestions for the next teaching and learning process? 	<ul style="list-style-type: none"> • Is the teaching and learning process interesting/good? • Is my voice clear or loud enough?
3.	The students' attitudes and writing abilities	<ul style="list-style-type: none"> • What do you think about your students' learning achievement in learning English especially in writing skill? 	<ul style="list-style-type: none"> • Do you enjoy your teaching and learning process? • How do you feel about your writing skill? Is there any improvement?

4.	Materials	•What do you think about the materials, are they difficult or easy for the students?	• What do you think about the materials, are they difficult or easy?
5.	Picture series	•What do you think about the use of picture series?	• Do you enjoy learning using picture series? • What do you think about picture series? • Is it helpful for improving your writing ability?

APPENDIX C
INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview Transcript 1

January 22nd, 2014

ET : English teacher

R : Researcher

R : *Selamat pagi pak, maaf mengganggu. Saya mau bertanya-tanya sedikit tentang pembelajaran Bahasa Inggris.* (Good morning Sir. May I have your time? I want to asks some questions about the English teaching and learning process)

ET : *Selamat pagi mbak. Ya, silakan.* (Good morning. Ok, go ahead.)

R : *Kira-kira kendala apa yang bapak alami saat mengajar Bahasa Inggris?* (Is there any obstacles or difficulty in teaching English?)

ET : *ya biasa mbak kadang-kadang ya anaknya agak susah diatur, ga memperhatikan waktu dijelaskan. Ya harus sabarlah mbak.* (Students are sometimes difficult to be managed. They did not pay attention to my explanation so we have to be patient)

R : *oww..ya pak. Kalau untuk pelajaran Bahasa Inggris sendiri siswa mengalami kesulitan dalam aspek apa ya pak?* (In what aspect do the students have difficulties?)

ET : *kesulitannya kebanyakan di kosa kata mbak. Penguasaan kosakatanya belum banyak. Kalau skillnya sendiri semua pasti ada kekurangannya.* (Most of the students have difficulty in terms of vocabulary. They have limited vocabulary mastery. There will be definitely weaknesses in each of the skill.)

R : *oww..Begini ya pak. Kalau boleh tau lebih detailnya dalam hal apa saja ya pak kesulitannya?* (Ok, Could you tell me in details the students' difficulties in learning English?)

ET : *Ya anak-anak biasanya masih kesulitan di writingnya, karena penguasaan kosakatanya juga pemahaman grammar mereka kan masih kurang. Di listening juga, ya karena kita kan nanti fokusnya di UN ya mbak jadi lebih banyak ke reading nya jadi kadang kita waktunya yang kurang untuk mengajarkan.* (Students still have difficulties in learning writing because of limited vocabulary mastery and lack of grammar rule understanding. They also have difficulties in listening because we focus on the national examination so we give them more reading exercises. Because of this reason, we did not have enough time to teach them.)

R : *Untuk writing sendiri selain vocab dan grammar apakah ada kendala lain yang dihadapi siswa?* (Besides vocabulary and grammar, is there another problem faced by the students on learning writing?)

ET : *anak-anak itu kadang suka bingung mau menulis apa mbak, jadi waktu menulis kita sering kurang waktu. Ya pintar-pintar kita saja untuk memancing mereka.* (They were usually confused of what to write so they

did not have enough time to finish their writing. So, we have to stimulate them)

ET : *Kalau untuk materi pelajaran biasanya diambil darimana ya pak?* (Where did you get the material?)

ET : *Ya saya ambil dari text-text, saya pilih yang authentic kadang anak-anak juga saya suruh cari sendiri.* (I got them from texts and I chose the authentic one. Sometimes I also asked the students to look for the text by themselves.)

R : *Kalau untuk proses pembelajaran sendiri biasanya seperti apa ya pak? Media yang bapak gunakan.* (How was the teaching and learning process? What media did you use?)

ET : *Ya kurang lebih seperti tadi itu mbak, saya jelaskan materinya. Kalau kelas kotor sebelum pelajaran saya suruh membersihkan dulu. Kalau media saya biasanya insidental yang ada disitu saya pakai.* Kadang ya sesekali pakai CD (It's like what you have seen in the observation. I explain the material. If there are garbage in the class, I will told them to clean the class first. I usually use incidental media. I use the media that are in the class. I sometimes used CD.)

R : *begitu ya pak. Terima kasih banyak atas bantuannya.* (Ok, Sir. Thank you very much for your time and information)

ET : *ya mbak sama-sama. Nanti terserah mbaknya, semua pasti ada yang kurang, perlu perbaikan. Nanti saya bantu.* (You are welcome. It's up to you in what skill you will conduct your research because all of the skills still need to be fixed. I will help you later)

R : *baik, Pak. Terima kasih, Pak. Saya mau pamit dulu.* (ok, Sir. Thank you very much.)

ET : *oww.. ya.* (ok, you're welcome).

Interview Transcript 2

January 22nd, 2014

R: Researcher S: Student

R: Hi dek. Lagi ngapain? Kakak tanya-tanya sebentar boleh ga?

S: Tanya apa dulu mbak?

R: Seputar pelajaran Bahasa Inggris kok.

S: Oww.. y a mbak.

R: Namanya siapa?

S: Noor mbak.

R: Ok, dek Noor suka Bahasa Inggris ngga?

S: Ga terlalu mbak.

R: Oww.. gitu ya, kenapa dek?

S: Susah mbak soalnya.

R: Yang paling susah apa dek diantara speaking writing reading sama listening?

S: Semua mbak, semua.

R: Semua ya? Kalau writing yang susah gimana?

S: Ya itu mbak kata-katanya suka ga tau nulisnya gimana.

R: Oww.. kosa katanya kurang gitu ya. kalau di kelas sering belajar menulis Bahasa Inggris ga sih?

S: Ga mbak, jarang. Seringnya mengerjakan text gitu.

R: Oww.. gitu, tadi mbak lihat waktu pelajaran tadi kan suruh menulis recount tentang pengalaman liburan. Kesulitannya tadi apa? Mungkin selain kosa katanya.

S: Bingung mbak mau nulis apa soalnya kemarin ga kemana-mana.

R: Oww.. jadi masih sering bingung kalau mau nulis ya dek. Kalau suruh menulis pake Bahasa Inggris percaya diri ngga sih dek?

S: Ngga terlalu mbak soalnya susah. Hehe..

R: Kalau pelajaran Bahasa Inggris gitu biasanya pake media apa aja sih dek? Misal gambar atau video atau apa gitu.

S : Dulu pernah itu mbak diputerin CD.

R : Tapi jarang ya dek?

S: Iya mbak, itu soale LCD nya belum lama masangnya.

R : Kalau adek sendiri kalau belajar lebih suka pake yang gambar-gambar gitu ga?

S: Ya lebih suka gambar mbak kan warna warni.

R: Oww.. gitu. Kalau cerita kaya Cinderella, Malin Kundang gitu tahu ga dek? Pernah denger atau pernah baca.

S: Tahu mbak. Pernah lihat kartunnya juga.

R: Oww.. gitu ya dek. Makasih ya dek

Interview Transcript 3

January 22nd, 2014

R: Researcher S2: Student 2

R: Hi dek. Namanya siapa?

S2: Salsa.

R: Kakak tanya-tanya sebentar ya. suka Bahasa Inggris ga sih dek?

S2: Ngga mbak.

R: Ngga ya? biasa aja?

S2: Iya mbak.

R: Paling susah apa sih kalau pas belajar Bahasa Inggris?

S2: Speaking mbak.

R: Oww.. speaking. Kalau writingnya gimana?

S2: Itu juga susah mbak, susah semua.

R: Kalau writing susahnya dimana dek?

S2: Itu lho mbak hurufnya gandeng-gandeng. Aneh pokoke. Gimana ya?

R: Kosa katanya atau gimana?

S2: Oww.. ya itulah pokoknya mbak.

R: Kalau suruh nulis suka sering bingung ga sih dek mau nulis apa?

S2: Iya mbak. Nyeritainnya itu bingung.

R: Tadi waktu pelajaran juga gitu ya?

S2: Iya mbak.

R: Pak guru sering ngajarin writing ga sih dek?

S2: Ya... kadang-kadang mbak. Seringnya baca.

R: Gimana ngajarnya?

S2: Ya kayak tadi mbak suruh nulis.

R : Kalau medianya, biasanya pake apa? Misal gambar, video, film gitu..

S2: apa ya mbak, jarang soalnya..

R: Kalau kamu lebih suka belajar yang pake gambar ngga dek?

S2: Suka mbak. Ngga bosan kalau banyak gambarnya.

R : Ok, kalau itu dek, kayak cerita Putri Salju, Cinderella gitu tahu ngga dek.

S2: Tahu mbak, sering nonton kalau pas libur di TV.

R: Gitu ya. Tentang nulis lagi nih, kalau adek sendiri kalau menulis pake Bahasa Inggris percaya diri ngga dek?

S2: Ya ngga terlalu mbak.

R: Oww.. gitu, makasih ya dek.

Interview Transcript 4

January 22nd, 2014

R: Researcher

S4: Student 4

S3: Student 3

S5: Student 5

R : Hallo dek. Boleh wawancara sebentar? Bareng-bareng aja ngga apa-apa. Namanya siapa?

S3: Melia.

S4: Annisa.

S5: Novi mbak.

R: Ok. Mbak mau tanya-tanya soal pelajaran Bahasa Inggris. Suka Bahasa Inggris ga sih dek?

S3: Suka-suka ngga mbak.

R: Suka-suka ngga ya? kalau yang lain gimana?

S4: Sama mbak. Suka-suka ngga.

S5: Lumayan mbak.

R: Kenapa dek? Susah ya?

S3&S4&S5: Iya mbak.

R: Kalau writing, menulis pake Bahasa Inggris sering kesusahan ngga sih?

S5: Ya mbak kesusahan.

R: Apa biasanya?

S5: Ngga tau tulisannya mbak.

S3: Kosa katanya mbak.

R: Jadi ngga tau kosa katanya ya.. kalau kamu gimana dek?

S4: Sama mbak bingung nyeritainnya. Ngga tau gimana nulisnya.

R: Oww.. gitu, bingung nyusun kalimatnya ya. Kalau disuruh nulis sering bingung ga? Mau nulis apa? Atau mau nyeritain tentang apa?

S3: Iya sih mbak kadang-kadang.

- S4: Kalau suruh dadakan susah mbak.
- S5: Iya mbak.
- R: Gitu ya.. kalau pak guru sering ngajarin writing ga?
- S3: Ngga.
- S4: Jarang mbak
- S5: Jarang mbak. Kadang-kadang.
- R: Paling sering apa?
- S3: Baca mbak.
- R : Kalau pelajaran Bahasa Inggris biasanya pake media apa dek? Video atau gambar atau film atau yang lain.
- S3 : Apa ya mbak, ya pelajaran biasa.
- S4 : Oww.. itu dulu diputerin CD itu mbak.
- S3 : Oww.. iya ding, tapi ya jarang mbak.
- R : Kalau kalian belajar lebih suka yang pake gambar apa ngga?
- S5 : Ya lebih suka kalau ada gambarnya mbak daripada cuma tulisan.
- S4 : Iya mbak.
- R : Ok, kalau cerita-cerita dongeng gitu kayak Cinderella gitu tahu ngga dek?
- S3: Tahu mbak, dari TV
- S4 : Putri Salju gitu kan mbak? Tahu q juga nonton di TV.
- R: Ok. Sering nonton ya. Nah sekarang balik ke nulis lagi, jadi adek-adek kalau suruh nulis pake Bahasa Inggris percaya diri ngga kira-kira?
- S3: Ya.. ga juga mbak, sebisanya.
- S4: Hehe.. sama mbak ngga terlalu. Suka bingung nulisnya soalnya
- S5: Sama mbak.
- R: Oww.. gitu ya. makasih ya dek waktunya udah mau diwawancara.
- S3&S4&S5: Ya mbak, sama-sama.

Interview Transcript 5

March 19th, 2014

ET : English teacher

R: Researcher

R :Bagaimana tadi pak?

- ET: Sudah lumayan baik. Muridnya memang agak menantang mbak soalnya saya sendiri juga agak kesulitan ngaturnya. Mungkin besok gambarnya bisa ditayangkan di LCD, materinya. Terus lebih baik juga dikasih batas waktu untuk mengerjakan soal-soalnya supaya bisa cukup waktunya.
- R: Oww..ya baik pak. Soalnya kemarin belum tau kalau ada LCD di kelas. Karena Cuma satu jam takutnya nanti waktunya berkurang.
- T: Itu memang belum lama kok mbak. Baru kapan ya itu.
- R: Oww.. ya pak. Besok saya siapkan.
-

Interview Transcript 6
March 20th, 2014

R: Researcher S: Student

- R: Dek boleh tanya-tanya bentar ya.
- S: ya mbak.
- R: Menurut kamu pelajarannya tadi gimana? Ada yang susah ngga?
- S: Lumayan bisa Miss ngerjain soal-soalnya.
- R: Yang mengubah kata jadi past tense tadi ada kesulitan ngga?
- S: Alhamdulillah bisa Miss.
- R: Tadi kita belajar pake gambar ya. Menurut kamu gimana?
- S: Lebih enak mbak, menarik soalnya.
- R: Oww.. ya. Ada kesulitan ngga tadi pas nulisnya? Gambarnya membantu ngga?
- S: Iya miss, bisa ngira-ira ceritanya. Tadi susahnyanya paling kalau ada yang ngga ngerti Bahasa Inggrisnya apa gitu miss.
- R : Oww.. gitu ya. yang selebihnya udah bisa.
- S: Lumayan Miss. Hehe.
-

Interview Transcript 7
March 20th, 2014

R: Researcher S: Student

- R: Hi dek. Tadi gimana pelajarannya?
- S: mmm....

R: Apa biasa aja, mbosenin, apa lebih menarik?

S: Menarik mbak, pake gambar soalnya.

R: Kalo pake gambar, menurut kamu gimana? Membantu ngga?

S: Lebih gampang miss, soalnya tau mau nulis apa.

R: Ok, jadi lebih mudah buat nulis ceritanya ya tadi?

S: Iya miss.

R: Kalau yang latihan sola past tense sama yang mencari arti dari kata-kata sulit tadi ada yang susah ngga?

S: Kalau yang itu lumayan bisa kok mbak. Tadi nyari di kamus.

R: Ok, makasih ya dek.

Interview transcript 8

March 20th, 2014

ET: English teacher R: Researcher

R: Bagaimanapembelajaran tadipak?

ET: Sudah baik mbak, setelah gambarnya ditayangkan muridnya jadi lebih termanage dan memeperhatikan pelajaran. Tadi group assignmentnya bagus mbak, walaupun dibuat kelompok, tapi masih diberi tanggungjawab satu-satu jadinya semua menulis. Biasanya kalau satu kelompok dikasih satu nantiCumasatu orang saja yang menulis. Tadi saya lihat sudah menulis semua. Jadi ga ada siswa yang off task.

R :oww.. ya baik pak. Terima kasih pak.

Interview Transcript 9

April 3rd, 2014

R: Researcher S: Student

R: Tadi gimana menulisnya? Ada kesulitan?

S: Kadang-kadang ngga tahu Bahasa Inggrisnya Miss.

R: Kalau yang penggunaan past tensenya ?

S: Itu juga kadang ngga tau Miss.

R: Masih sering lupa kalau pake past tense juga ya?

S: Hehe.. iya Miss, kalau lagi nulis kadang lupa pake past tense.

R: Kalau menulis ceritanya tadi gimana? Bingung ngga jalan ceritanya?

S: lumayan bisa tadi Miss soalnya ada gambarnya.

R: ok, jadi tadi ngga bingung ya urutan ceritanya gimana. Tapi kalau kemampuan menulisnya sendiri udah ada sedikit perkembangan belum dek, menurut adek?

S: mmm... dikit mbak.. hehe..

R: jadi yang masih sering lupa pake past tense nya ya..

S: iya mbak.

Interview Transcript 10

April 3rd, 2014

R: Researcher S: Student

R: Tadi gimana ada yang susah ngga?

S: Itu Miss, masih suka bingung nyusun kalimat-kalimatnya.

R: Masih kesulitan menyusun biar tulisannya runtut ya?

S: Iya Miss, bingung yang mana masuk ke itu perkenalan gitu-gitu.

R: Masih belum jelas tentang generic structure nya dek?

S: Masih agak bingung miss. Kalau pas nulis sendiri kalimatnya mana yang dimasukin mana.

R: Oww.. gitu ya. kesulitan menyusun paragraf yang runtut. Kalau yang lain ada yang masih sulit?

S: Itu miss, sama kadang ngga tahu Bahasa Inggrisnya

R: Oww... ya, makasih ya dek

Interview Transcript 11

April 3rd, 2014

R: Researcher ET: English teacher

R: Menurut bapak bagaimana tentang pembelajaran di cycle 1 ini? Proses pembelajaran? Materinya?

ET: Kalau dari sisi proses pembelajarannya sudah lebih baik mbak. Prosesnya sudah sesuai dengan langkah-langkah atau tuntutan yang ada. Kemarin juga bapak lihat ada peningkatan dari siswa yang off task, sekarang lebih baik. Untuk pemilihan temanya sendiri sudah tepat ya mbak soalnya bisa menarik perhatian siswa jadinya anak-anak lebih tertarik untuk menulis narrative.

R: Kalau penggunaan picture series sendiri dalam menulis narrative text menurut bapak apakah dapat membantu meningkatkan kemampuan menulis siswa?

ET: Kalau menggunakan picture series kan memang di desain untuk membantu siswa menulis lebih runtut. Kalau kemarin saya perhatikan sudah lebih baik, siswa jadi lebih mudah menulis. Selain itu di UN juga sering muncul soal yang mengurutkan kata menjadi kalimat atau kalimat menjadi paragraf, jadi menurut saya sangat membantu.

R: Oww.. ya. Apa saran bapak untuk cycle 2 nanti?

ET: Itu mbak mungkin nanti diperhatikan LCD nya soalnya kemarin ada gambar yang blur waktu ditayangkan.

R: Ya.. Baik pak. Terimakasih pak...

Interview Transcript 12

April 30th, 2014

R: Researcher

S: Student

R: Gimana tadi pelajarannya? Ada yang susah?

S: Paling itu Miss yang irregular tadi.

R : Oww.. yang itu ya . kenapa? Susah ngafalinnya?

S : Iya Miss, ga hafal

R : Emang harus dibantu kamus. Nanti dibiasakan digunakan. Kalau yang regular?

S : Kalau itu udah bisa Miss.

R: Kalau yang menjawab pertanyaan tadi sama mencari arti kata-kata sulit ada kesulitan ngga?

S: Ngga miss, kalau itu lumayan bisa tadi.

R: Tadi suara mbak jelas ngga dek waktu ngajar? Kedengeran ngga?

S: Jelas kok mbak, kalau yang paling belakang ngga tau.

R: oww.. ya, makasih ya dek.

Interview Transcript 13

May 14th, 2014

R: Researcher

S: Student

R: Tadi menurut kamu pelajarannya gimana? Ada yang kesusahan ga?

S: Yang itu miss, tadi yang ngurutin kata-kata acak tadi ada beberapa nomor yang susah.

R: Yang jumbled words tadi ya. Tapi setelah didiskusikan bareng temen-temen tadi gimana? Jelas ngga?

S: Iya sih miss lumayan.

R : Kalau yang menulis kalimat berdasarkan generic structure tadi gimana?

S : Kalau itu bisa Miss, lebih gampang dari yang kata.

R : Oww.. gitu ya. Jadi udah lebih jelas ya sekarang bagian-bagian teks nya.

S: Ya lumayan Miss.

Interview Transcript 14

May 14th, 2014

R: Researcher S: Student

R: Tadi gimana pelajarannya? Susah apa ngga?

S: Lumayan mbak. Tadi susahnya paling yang ngurutin kata itu ada tadi nomor berapa yang agak susah.

R : Oww.. yang itu. Kalo yang ngurutin kalimat gimana?

S : Bisa dong miss. Ada gambarnya jadi lebih gampang, tahu ceritanya.

R : Jadi lebih enak ya kalo pake gambar?

S: Iya miss, ngga bosan juga lihat tulisan terus, hehehe..

R: Jadi sekarang sudah lebih jelas tentang ngurutin kalimatnya berdasar generic structure nya kan?

S: Iya miss, sekarang lebih jelas.

R: Ok, makasih ya dek

S: Iya miss.

Interview Transcript 15

May 21st, 2014

R: Researcher S: Student

R: Waktu menulis tadi ada yang susah ngga dek?

S: Lumayan lah mbak, mending sekarang.

R : Cerita gambarnya tadi susah ngga? Ada yang bingung?

S : Ngga kok mbak, udah jelas kalo gambarnya.

R : Jadi jelas ya jalan ceritanya?

S : Iya mbak.

R: Kesulitan yang lain ada ga dek?

S: Tadi ada beberapa yang ga tau bahasa inggrisnya mbak.

R: Oww... ya, ok. Kalau menurut kamu kemampuan menulis kamu sekarang gimana? Lebih meningkat apa ga?

S: Mmm... lumayan mbak.

R: Lebih mending ya?

S: Iya mbak, hehe..

Interview Transcript 16

May 21st, 2014

R: Researcher S: Student

R: Gimana tadi pelajarannya?

S: Lumayan mbak, hehe

R : Kalo nulisnya gimana?

S : Lebih mending mbak, soalnya ada kata-kata Bahasa Inggris nya, tapi kadang masih bingung nyusun kalimatnya.

R : Selama pembelajaran dapet kosa kata baru ga yang tadinya ga ngerti jadi ngerti, gitu?

S : Iya mbak, kaya terasi tadi heheh.. fish paste. Tahunya kan fish aja

R: Tadi nentuin jalan ceritanya susah ga dek? Gambarnya jelas ga?

S: Udah kok mbak.

R: Oh.. ok. Kalau kemampuan kamu dalam menulis, menurut kamu, kira-kira ada peningkatan ngga?

S: Ya, mbak. Sedikit-sedikit ada peningkatan.

R: Sekarang jadi lebih tau gimana nulis narrative ya?

S: Iya mbak.

Interview Transcript 17**May 21st, 2014****R: Researcher ET: English teacher**

R : Bagaimana menurut bapak tentang pembelajaran di cycle 2 ini pak?

ET: Sudah baik ya mbak, tadi terlihat lebih santai memanage kelasnya. Penggunaan worksheetnya tadi juga membantu karena selain melihat gambar yang ditayangkan, anak-anak juga bisa langsung mengerjakan jadi semua tugas bisa selesai tepat waktu.

R : Bagaimana menurut bapak tentang kemampuan menulis siswa?

ET: Sudah lebih baik. Tadi waktu saya keliling melihat lihat tulisan anak- anak juga sudah lebih runtut.

R: Oww.. ya terimakasih pak.

APPENDIX D
COURSE GRIDS

**USING PICTURE SERIES TO IMPROVE THE WRITING ABILITY OF THE EIGHTH GRADE STUDENTS
AT SMP NEGERI 2 WONOSARI IN THE ACADEMIC YEAR OF 2013/ 2014**

COURSE GRID

Standard of Competence:

12. Expressing meanings of written functional texts and short simple essays in the form of *recount and narrative* texts to interact with the closest environment.

Basic Competence:

- 12.2 Expressing meanings and rhetorical steps within short essays using written language accurately, fluently, and acceptably in daily life contexts in the form of *recount and narrative texts*


Learning Objective:


At the end of the learning process the students are expected to be able to write a simple narrative text communicatively, accurately, and acceptably.



CYCLE I


Indicators	Learning Materials				Teaching and Learning Activities		Media/Picture Series
	Texts	Vocabulary	Grammar	Punctuation	Teaching Activities	Learning Activities	
1. Identify the generic structure of	A narrative text: <i>Hansel and Gretel</i>	Noun: woodcutter, cottage,	Simple past tense S + V2	<u>Capital Letter</u> • Beginning of	Building Knowledge of the Field	Building Knowledge of the Field	<i>Cinderella</i>


<p>narrative text</p> <ol style="list-style-type: none"> Change verbs in a text into the correct forms Arrange jumbled sentences into a good story Write correct and meaningful sentences related to the pictures in group Write a narrative text based on the pictures individually 	<p>Once upon a time, there lived a poor woodcutter, his wife and their two children named Hansel and Gretel. After their mother died, they lived with a stepmother. Because they were very poor, the stepmother asked the woodcutter to leave the children in the forest. In the morning, the woodcutter took the children into the forest and left them there. Hansel dropped the pebbles in his pocket along the way so they could come back home again. Next day, the woodcutter took them to the forest again. Hansel dropped breadcrumbs this time. Unfortunately, the animals ate all the breadcrumbs and they could not come back home.</p>	<p>stepmother, pebbles, forest, pocket, breadcrumbs, witch</p> <p>Verb: lived, left, dropped, took, went, ate, locked</p> <p>Adjective: poor, deep, hungry, tired</p>	<p>Regular verb: They lived with a stepmother .</p> <p>Irregular verb: The woodcutter took the children into the forest</p>	<p>sentences.</p> <ul style="list-style-type: none"> Proper nouns & titles Acronyms <p><u>Period (.)</u></p> <ul style="list-style-type: none"> Ending of sentences <p><u>Question mark (?)</u></p> <ul style="list-style-type: none"> Ending of question sentences <p><u>Exclamation point (!)</u></p> <ul style="list-style-type: none"> Ending of exclamatory sentences <p><u>Commas (,)</u></p> <ul style="list-style-type: none"> Pause within a sentence Listing items in series Separating an introductory 	<ul style="list-style-type: none"> T establishes rapport and explore Ss' schemata by having question-answer section related to the topic of narrative text. T shows a narrative text entitled <i>Hansel and Gretel</i>. T asks some Ss to read the text loudly. T asks some questions related to the text. <p>Modeling of the Text</p> <ul style="list-style-type: none"> T asks Ss to find the meanings of some difficult words and discusses 	<ul style="list-style-type: none"> Ss have question-answer activities with the T. Ss read the model text. Ss answer some questions related to the text. <p>Modeling of the Text</p> <ul style="list-style-type: none"> Ss find the meanings of some difficult words in the text and discuss them with the T. Ss discuss the content of the model text including the characters, the setting, the plot the ending, and the moral value. Ss discuss the 	
--	--	---	---	---	--	--	--


	<p>Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Suddenly, they saw a cottage made of chocolate. Both ate it hungrily.</p> <p>A wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. Then she locked them in a cage. The witch wanted to cook Hansel into soup. She asked Gretel to light up the oven. Then, when the witch checked the oven, Gretel pushed her into the oven. She died instantly. Hansel and Gretel found treasure in the cottage and carried it home. Their stepmother had died and they lived happily with their father</p>			<p>phrase from the rest of the sentence</p> <ul style="list-style-type: none"> Separating two independent clause <p><u>Apostrophe</u> (‘)</p> <ul style="list-style-type: none"> Possession Contraction <p><u>Quotation mark</u> (“)</p> <ul style="list-style-type: none"> Enclosing a direct quotation <p><u>Semicolon</u> (;)</p> <ul style="list-style-type: none"> Separating two related but independent clauses Separating complex series of items <p><u>Colon</u> (:)</p>	<p>together with them.</p> <ul style="list-style-type: none"> T discusses the content of the model text including the characters, the setting, the plot the ending, and the moral value. T discusses the generic structure and the language features of the text. T asks Ss to complete a text with the past form of the verbs. T asks the Ss to find the meaning of some words. T discusses the answers and the content of the text with Ss. <p>Joint Construction</p>	<p>generic structure and the language features of the text.</p> <ul style="list-style-type: none"> Ss complete a text with the past form of the verbs. Ss find the meanings of some words. Ss discuss the answers and the content of the text with the T. <p>Joint Construction of the Text</p> <ul style="list-style-type: none"> Ss arrange jumbled sentences based on picture series in pairs. Ss discuss the answers, the content and the generic structure 	 <ul style="list-style-type: none"> Ss are provided picture series of <i>Cinderella</i> with jumbled sentences Ss arrange the jumbled sentences into the right order based on the pictures. Ss write the right sequence on their book Ss and the T discuss the correct sequence and the content of the story together.
--	---	--	--	---	---	---	---

				<ul style="list-style-type: none"> • Introducing a list • Separating parts of a title 	<p>of the Text</p> <ul style="list-style-type: none"> • T asks Ss to arrange jumbled sentences based on picture series in pairs. • T discusses the answers, the content and the generic structure of the text. • T divides Ss into groups consist of 3-4 students • T provides Ss with a picture series and keywords • T asks Ss to write some sentences related to the picture series in groups. • T asks some Ss to write their writing on the white board. • T discusses the 	<p>of the text with the T</p> <ul style="list-style-type: none"> • Ss divide themselves into groups consist of 3-4 students • Ss receive picture series with keywords. • Ss write some sentences related to the picture series in groups. • Ss to write their writing on the white board. • Ss' discuss their writing and receive some feedback from T. <p>Independent Construction of the Text</p> <ul style="list-style-type: none"> • Ss receive picture series of <i>The Frog Prince</i>. 	<p><i>Snow White</i></p> 
--	--	--	--	---	---	--	---

					<p>Ss' writing and gives some feedback.</p> <p>Independent Construction of the Text</p> <ul style="list-style-type: none"> • T provides Ss picture series of <i>The Frog Prince</i>. • T asks Ss some questions related to the pictures. • T asks Ss to write a narrative text based on the pictures individually. 	<ul style="list-style-type: none"> • Ss answer some questions related to the pictures. • Ss write narrative texts based on the pictures individually. 	  <ul style="list-style-type: none"> • The T divides Ss in groups consists of 3-4 Ss • The T distributes picture series with some keywords in each column. • The T explains the task to Ss and gives an example by doing the first picture together with
--	--	--	--	--	--	---	---

							<p>Ss.</p> <ul style="list-style-type: none">• The Ss write a story by writing some sentences in each column based on the pictures in groups.• Some Ss write their writing on the white board and discuss it together with the T. <p><i>The Frog Prince</i></p> 
--	--	--	--	--	--	--	--

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

							 <ul style="list-style-type: none">• The T distributes picture series to Ss.• The T guide Ss by asking some questions related to the pictures.• Ss write a narrative text based on the pictures individually.
--	--	--	--	--	--	--	--

**USING PICTURE SERIES TO IMPROVE THE WRITING ABILITY OF THE EIGHTH GRADE STUDENTS
AT SMP NEGERI 2 WONOSARI IN THE ACADEMIC YEAR OF 2013/ 2014**

COURSE GRID

Standard of Competence:

12. Expressing meanings of written functional texts and short simple essays in the form of *recount and narrative* texts to interact with the closest environment

Basic Competence:

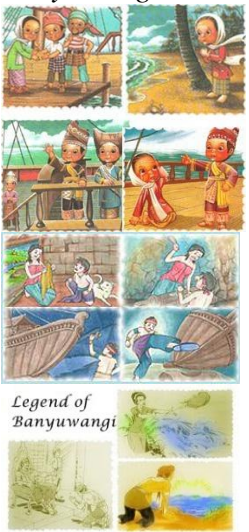
12.2 Expressing meanings and rhetorical steps within short essays using written language accurately, fluently, and acceptably in daily life contexts in the form of *recount and narrative texts*

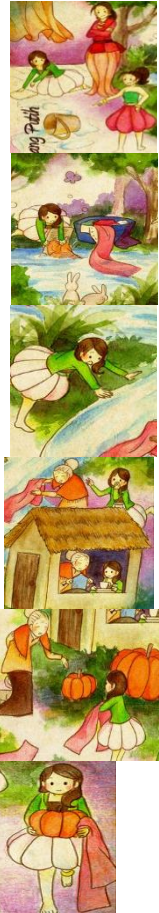
Learning Objective:

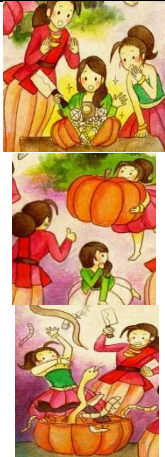
At the end of the learning process the students are expected to be able to write a simple narrative text communicatively, accurately, and acceptably.

CYCLE II


Indicators	Materials				Teaching and Learning Activities		Media/Picture Series
	Texts	Vocabulary	Grammar	Punctuation	Teaching Activities	Learning Activities	
6. Identify the generic	A narrative text : <i>The Legend of</i>	Noun: ruler, prime minister,	Simple past tense S + V2	<u>Capital Letter</u> • Beginning of	Building Knowledge of the Field	Building Knowledge of the Field	<i>Malin Kundang, Tangkuban Perahu, The</i>


<p>structure of narrative text</p> <p>7. Change words into the correct forms</p> <p>8. Arrange jumbled words into correct sentences</p> <p>9. Arrange jumbled sentences into a good story</p> <p>10. Write a narrative text based on the pictures</p>	<p><i>Banyuwangi</i></p> <p>Once upon a time, there was a local ruler named king Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife. One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King</p>	<p>wife, mission, river, fragrance, innocence, love</p> <p>Verb: had, wanted, sent, brought, killed</p> <p>Adj: beautiful, angry, dirty, clean, wonderful, sacred</p>	<p>Regular verb: The King tried to get Sri Tanjung.</p> <p>Irregular verb: The Prime Minister had a wife named Sri Tanjung</p>	<p>sentences.</p> <ul style="list-style-type: none"> • Proper nouns & titles • Acronyms • <u>Period (.)</u> • Ending of sentences • <u>Question mark (?)</u> • Ending of question sentences • <u>Exclamation point (!)</u> • Ending of exclamatory sentences • <u>Commas (,)</u> • Pause within a sentence • Listing items in series • Separating an introductory 	<ul style="list-style-type: none"> • T presents some picture series in order to introduce the topic of the lesson. • T asks some questions related to the pictures • T provides the Ss a text entitled <i>The Legend of Banyuwangi</i>” • T asks Ss to read the text and answer some questions related to the text. • T asks Ss to do a crossword. • T discuss the correct 	<ul style="list-style-type: none"> • Ss are shown some picture series. • Ss answer some questions related to the pictures asked by T. • Ss are provided a narrative text. • Ss read and answer the questions related to the text. • Ss do a crossword. • The students and the teacher discuss the answers. <p>Modeling of the</p>	<p><i>Legend of Banyuwangi</i></p>  <ul style="list-style-type: none"> • T shows some picture series using LCD. • T asks Ss some questions related to what they knew about the story of the pictures.
---	---	---	--	---	--	--	--


<p>individually</p>	<p>tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he killed her and threw her into the river, she</p>			<p>by phrase from the rest of the sentence</p> <ul style="list-style-type: none"> • Separating two independent clause <p><u>Apostrophe (‘)</u></p> <ul style="list-style-type: none"> • Possession • Contraction <p><u>Quotation mark (“)</u></p> <ul style="list-style-type: none"> • Enclosing a direct quotation <p><u>Semicolon (;)</u></p> <ul style="list-style-type: none"> • Separating two related but independent clauses <ul style="list-style-type: none"> • Separating complex series of items <p><u>Colon (:)</u></p>	<p>answers with the Ss.</p> <p>Modeling of the Text</p> <ul style="list-style-type: none"> • T have question and answer section about the content of the model text including the characters, the setting, the plot the ending, and the moral value with Ss. • T discusses the generic structure and the language features of the text with Ss. • T asks Ss to complete a text with the past form of 	<p>Text</p> <ul style="list-style-type: none"> • Ss discuss the content of the model text including the characters, the setting, the plot the ending, and the moral value with the T. • Ss discuss the generic structure and the language features of the text with the T. • Ss complete a text with the past form of the verbs. • Ss match some words with some pictures. • Ss discuss the 	<p><i>Garlic and Onion</i></p> 
---------------------	--	--	--	---	--	---	---

	<p>said that her innocence would be proven. After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, “Banyu....Wan gi... Banyuwangi”. This means “Fragrant Water”. Banyuwangi was born from the proof of</p>			<ul style="list-style-type: none"> • Introducing a list • Separating parts of a title 	<p>the verbs.</p> <ul style="list-style-type: none"> • T asks Ss to match some words with some pictures. • T discusses the answers and the content of the text with Ss. <p>Joint Construction of the Text</p> <ul style="list-style-type: none"> • T distributes picture series of <i>Garlic and Onion</i> • T divides Ss into some groups consist of 3-4 Ss. • T asks Ss to arrange jumbled words and jumbled sentences 	<p>answers and the content of the text with T.</p> <p>Joint Construction of the Text</p> <ul style="list-style-type: none"> • Ss receive picture series of <i>Garlic and Onion</i> • Ss divide themselves into groups consist of 3-4 Ss. • Ss arrange jumbled words • Ss arrange jumbled sentences based on picture series. • Ss rewrite the correct sequence in 	 <ul style="list-style-type: none"> • T divides Ss into several groups consist of 3-4 Ss. • T distributes picture series with jumbled words and jumbled sentences. • T explained the tasks to Ss. • Ss arrange jumbled words into correct
--	--	--	--	---	--	--	--

	noble and sacred love				<p>based on picture series.</p> <ul style="list-style-type: none"> • T asks Ss to rewrite the correct sequence in paragraphs based on the generic structure. • T discusses the answers, the content and the generic structure of the text. <p>Independent Construction of the Text</p> <ul style="list-style-type: none"> • T provides Ss picture series of <i>The Golden Cucumber</i>. • T asks Ss some questions related to the 	<p>paragraphs based on the generic structure.</p> <ul style="list-style-type: none"> • Ss discuss the answers, the content and the generic structure of the text with the T. <p>Independent Construction of the Text</p> <ul style="list-style-type: none"> • Ss are provided picture series of <i>The Golden Cucumber</i> with the keywords. • Ss answer some questions related to the pictures. 	<p>sentences.</p> <ul style="list-style-type: none"> • Ss arrange the jumbled sentences into correct sequence based on the pictures. • Ss rewrite the sentences into good paragraphs based on the generic structure on their book. • Ss discuss the answers, the content and the generic structure of the text with the T. <p><i>The Golden Cucumber</i></p>
--	-----------------------	--	--	--	--	---	---

					<p>pictures.</p> <ul style="list-style-type: none">• T asks Ss to write a narrative text based on the pictures individually.• Ss write a narrative text based on the pictures individually.	
--	--	--	--	--	--	--

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

						 <ul style="list-style-type: none">• The T distributes picture series to Ss.• The T guide Ss by asking some questions related to the pictures.• The T explains the keywords given in the task.• Ss write a narrative text based on the pictures individually.
--	--	--	--	--	--	---

APPENDIX E
LESSON PLANS

LESSON PLAN
(CYCLE 1)

School	: SMP N 2 Wonosari
Subject	: English
Grade/ Semester	: VIII/2
Text Type	: Narrative text
Skill	: Writing
Time Allocation	: 5x40 minutes

A. Standards of Competence:

12. Expressing meanings of written functional texts and short simple essays in the form of *recount and narrative* texts to interact with the closest environment

B. Basic Competence

- 12.2 Expressing meanings and rhetoric steps accurately, fluently, and appropriately in a simple essay to interact with the environment in the form of narrative text

C. Indicators

The students are expected to be able to:

1. Identify the generic structure of narrative text
2. Change verbs in a text into the correct forms
3. Arrange jumbled sentences into a good story
4. Write correct and meaningful sentences related to the pictures in group
5. Write a narrative text based on the pictures individually

D. Learning Objective:

At the end of the learning process the students are expected to be able to write a simple narrative text communicatively, accurately, and acceptably.

E. Material of Teaching

1. Narrative texts

A. Read the text below and answer the questions.

Hansel and Gretel

Once upon a time, there lived a poor woodcutter, his wife and their two children named Hansel and Gretel. After their mother died, they lived with a stepmother. Because they were very poor, the stepmother asked the woodcutter to leave the children in the forest. In the morning, the woodcutter took the children into the forest and left them there. Hansel dropped the pebbles in his pocket along the way so they could come back home again. Next day, the woodcutter took them to the forest again. Hansel dropped breadcrumbs this time. Unfortunately, the animals ate all the breadcrumbs and they could not come back home.

Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Suddenly they saw a cottage made of chocolate. Both ate it hungrily.

A wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. Then she locked them in a cage. The witch wanted to cook Hansel into soup. She asked Gretel to light up the oven. Then, when the witch checked the oven, Gretel pushed her into the oven. She died instantly. Hansel and Gretel found treasure in the cottage and carried it home. Their stepmother had died and they lived happily with their father.

Adapted from <http://shortstoriesshort.com/story/hansel-and-gretel/>

B. Find the meaning of the words below by matching it with the sentences in the box.

1. Poor
2. Cottage
3. Drop
4. Crumb
5. Pebbles
6. treasure

- a. Small and simple house
- b. Small stones
- c. Collection of very valuable object, like gold, silver etc.
- d. To fall something
- e. Having very little money
- f. A very small piece especially cookies, cake

C. Arrange the sentences into a good story based on the pictures.

Cinderella



(1)



(2)



(3)



(4)



(5)



(6)



(7)

Picture Source: <http://www.youtube.com/watch?v=DQSTIR7LtAE>

- a. One day, the palace held a party. The stepmother did not allowed Cinderella to come. Cinderella was very sad.
- b. Cinderella could go to the party but she must come back home at 12 o'clock. In the party she danced with the prince.
- c. Once upon a time, there was a beautiful girl named Cinderella. She lived with her stepmother and two stepsisters. They were very mean.
- d. The prince and the servants searched the owner of the glass shoe. All woman tried to wear it but no one fit the shoe. Cinderella tried it and it fit her perfectly.
- e. Suddenly, a fairy god mother appeared. She changed Cinderella's clothes into beautiful gown and changed her shoes became glass shoes.
- f. The prince brought Cinderella to the palace. He married Cinderella and lived happily ever after.
- g. Because Cinderella was so happy, she almost forgot the time. Cinderella then ran to go home. One of her glass shoes came off.

Adapted from: <http://shortstoriesshort.com/story/cinderella/>

D. Change the words in the brackets into the right forms.

THE UGLY DUCKLING



Long time ago, lived an ugly duckling. He always 1.(think) he was very ugly.



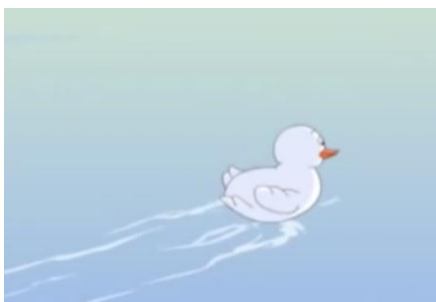
He decided to leave home and 4.(go)..... far away into the forest.



His brothers 2.(will)..... not play with him and teased him.



He saw a cottage. He 5.(stay)..... there for a while and left.



One day, he 3. (see)..... his reflection in the water and cried.



A farmer 6.(take)..... him home but he was scared of the children. Then he left.



The ugly duckling
7.(spend)..... the winter in a
pond.



One day, he saw a beautiful swan
swimming in the pond and
8.(fall)..... in love with her.

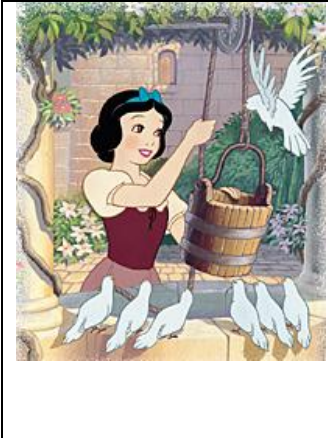


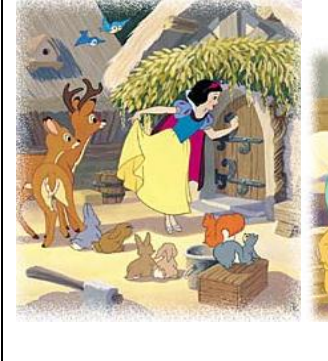





He still thought that he 9.(is)
ugly. But when he saw his own
reflection in the water he was
surprised.

E. Write the meaning of these words.

1. Tease :
2. Reflection :
3. Pond :
4. Spend :
5. Duckling:

F. Write sentences related to the pictures in the left box.

	<p>One upon a time, lived a princess named Snow white.</p> <p>She was very beautiful and kind.</p> <p>She had very white skin.</p>
	<p>(Stepmother, mirror, most beautiful)</p>
	<p>(hunter, kill, forest)</p>
	<p>(Run away, cottage, seven dwarfs)</p>

	<p>(Cinderella still alive, poison, old woman, disguise)</p>
	<p>(Glass coffin, lay, dead)</p>
	<p>(Prince, forest, kiss)</p>
	<p>(Alive, married, palace, happy)</p>

Picture source: <http://www.youtube.com/watch?v=2QdhILjv-zA>

G. Write a story based on the pictures below.

THE FROG PRINCE



(1)



(2)



(3)



(4)



(5)



(6)



(7)



(8)



(9)

Picture source: <http://www.youtube.com/watch?v=S2n0wKKrrfZM>

2. A **narrative** is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

- **The steps for constructing a narrative text are:**

- **an orientation** in which the narrator tells the audience about *WHO* is in the story, *WHEN* the story is taking place and *WHERE* the action is happening
- **a complication** that sets off a chain of events that influences what will happen in the story
- **A resolution** in which the characters solve the problem created in the complication

- **Language features:**

a. Use Simple Past Tense

Simple past tense is used to express something that happened in the past.

Pattern : S + Verb 2

For example: After Sidopekso killed her, he threw her dead body into the dirty river.. => regular verb

Hansel and Gretel found treasure in the cottage => irregular verb

b. Use action verbs: went, left

c. Use of noun, adjective, conjunctions and time connectives

F. Method

Genre-based approach

G. Teaching and Learning Activities

Each meeting is always done with 3 phases, namely:

1. Opening Activity (5minutes):

- Greeting
- Praying and Calling the roll
- The teacher introduces the students about learning by sharing knowledge

2. Main Activity (70 minutes):**a. Building Knowledge of the Field**

- Ss have question-answer activities with the T.
- Ss read the model text.
- Ss answers some questions related to the text.

b. Modeling of the Text

- Ss find the meanings of some difficult words in the text and discuss them with the T.
- Ss discuss the content of the model text including the characters, the setting, the plot the ending, and the morale.
- Ss discuss the generic structure and the language features of the text.
- Ss complete a text with the past form of the verbs.
- Ss find the meanings of some words.
- Ss discuss the answers and the content of the text with the T.

c. Joint Construction of the Text

- Ss arrange jumbled sentences based on picture series in pairs.
- Ss discuss the answers, the content and the generic structure of the text with the T.
- Ss divide themselves in groups of 3-4 students.
- Ss receive picture series with keywords.
- Ss write some sentences related to the picture series in groups.
- Ss to write their writing on the white board.
- Ss' discuss their writing and receive some feedback from T.

d. Independent Construction of the Text

- Ss receive picture series of *The Frog Prince*.
- Ss answer some questions related to the pictures.
- Ss write narrative texts based on the pictures individually.

3. Closing Activity (5 minutes):

- The T and Ss conclude the learning activities and the material.
- The T ends the activities by saying parting expressions

4. Source of Materials

Priyana, J., Riandi, and Mumpuni, A. P. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

<http://shortstoriesshort.com/>

<http://www.youtube.com/watch?v=S2n0wKKrrZM>

<http://www.youtube.com/watch?v=2QdhILjv-zA>

<http://www.youtube.com/watch?v=DQSTIR7LtAE>

<http://www.youtube.com/watch?v=rZqV1y3mtEw>

Retrieved from: 12th February 2014 at 09.00

5. Media

Picture series

LCD, slides

6. Scoring Guidance

Max score for Task G = 100

Rubric for Writing Assessment

Score	Level	Criteria	Comment
C O N T E N T	30-27	Excellent to very good:	knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to average:	sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but still lacks detail
	21-17	Fair to poor:	limited knowledge of subject, little substance, inadequate development of topic

	16-13	Very poor: does not show knowledge of subject, little substance, inadequate development of topic
O R G A N I Z A T I O N	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks original sequencing and development
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate
V O C A B U L A R Y	20-18	Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors, word/idiom choice and usage, word form mastery, appropriate register
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough evaluate
L A N G U A G E U S E	25-22	Excellent to very good: effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/complex constructions, frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate
M E C H	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling,

A N I C S		punctuation, capitalization, paragraphing, but <i>meaning not obscured</i>
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting, <i>meaning confused or obscured</i>
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate

Writing rubric proposed by H. Jacobs et al. (1981) in Reid (1993: 236-237).

LESSON PLAN
(CYCLE 2)

School	: SMP N 2 Wonosari
Subject	: English
Grade/ Semester	: VIII/2
Text Type	: Narrative text
Skill	: Writing
Time Allocation	: 6x40 minutes

A. Standards of Competence:

12. Expressing meanings of written functional texts and short simple essays in the form of *recount and narrative* texts to interact with the closest environment.

B. Basic Competence

- 12.2 Expressing meanings and rhetoric steps accurately, fluently, and appropriately in simple essay to interact with the environment in the form of narrative text

C. Indicators

The students are expected to be able to:

6. Identify the generic structure of narrative text
7. Change words into the correct forms
8. Arrange jumbled words into correct sentences
9. Arrange jumbled sentences into a good story
10. Write a narrative text based on the pictures individually

D. Learning Objective:

At the end of the learning process the students are expected to be able to write a simple narrative text communicatively, accurately, and acceptably.

E. Material of Teaching**3. Narrative texts**

- A. Read the text entitled “The legend of Banyuwangi” and answer the questions.**

THE LEGEND OF BANYUWANGI

Once upon a time, there was a local ruler named king Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he killed her and threw her into the river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, “Banyu....Wangi... Banyuwangi”. This means “Fragrant Water”. Banyuwangi was born from the proof of noble and sacred love.

Questions

1. Who are the main characters of the story?
2. Why did the King want Sri Tanjung to be his wife?
3. Why was the Raden Sidopekso very angry with his wife?

4. How did the Raden Sidopekso kill his wife?
5. What was finally proved in the story?

B. Do the crossword by answering the correct words based on the meaning.

1 U				2 I					
	3 P							6 R	
	4 S								
				5 N					
	8 B								
7 S									

Mendatar:

1. Tidaksetia, 3. Bukti, 4. Menyebar, 5. Mulia, 7. Suci

Menurun:

2. ketidakbersalahan, 6. Penguasa, 8. tepi

C. Change the words in the brackets into past form.

The Legend of MalinKundang

A long time ago, in a village in West Sumatra, 1(live)..... Malin Kundang and her mother. Malin Kundang had to live hard with his mother because his father had 2.(pass away)..... Malin Kundang was a diligent and strong boy. He usually went to sea to catch fish.

One day, Malin Kundang helped a merchant that was 3.(raid)..... by a small band of pirates. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang 4(agree)..... He left his mother alone.

Many years later, Malin Kundang 5(become)wealthy. He had a huge ship and had a beautiful wife. When he was sailing, his ship landed on a beach near a small village. The villagers 6(recognize)..... him. Malin Kundang's mother ran to the beach to meet him. She wanted to hug him. Unfortunately, Malin Kundang 7(deny)..... meeting her. For three times her mother begged Malin Kundang and for three times he 8(yell)..... at her, "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"

Finally, she 9(curse)..... Malin Kundang that he would turn into a stone if he didn't apologize. Suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. Suddenly, he 10(turn)..... into a stone.

Adapted from: <http://m.kompasiana.com/post/read/543334/3>

D. Match the words with the pictures.

Merchant	Thunderstorm
Wealthy	Beg Wreck
Yell	pirate



a).....



b).....



c).....



d).....



e)



f)



g).....

E. Arrange the pictures based on the text above.

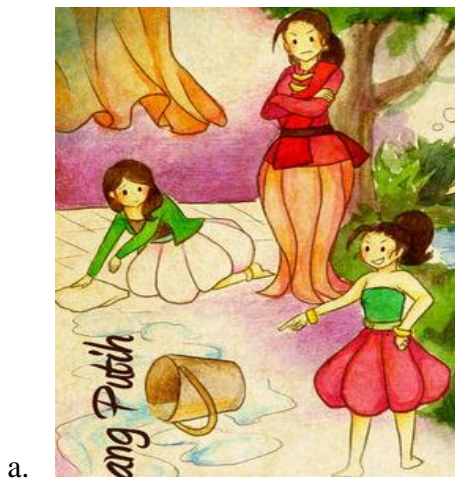


Picture source: <http://www.youtube.com/watch?v=LqkBzKXDJYE>

Answer:

.....

F. Arrange the jumbled words below into a good sentences and arrange the sentences into a good story based on the pictures.





Picture source: <http://shiseptiana.deviantart.com/art/Bawang-Merah-Bawang-Putih-202654507>

- a. (Long time ago-named-lived-a-girl-garlic) :**Long time ago lived a girl named Garlic.**
(Her stepmother-her-and-stepsister-treated-badly): **Her stepmother and stepsister treated her badly.**
- b. (Garlic-walked-theriver-along).....
.....
- c. (One day-washed- clothes-she)

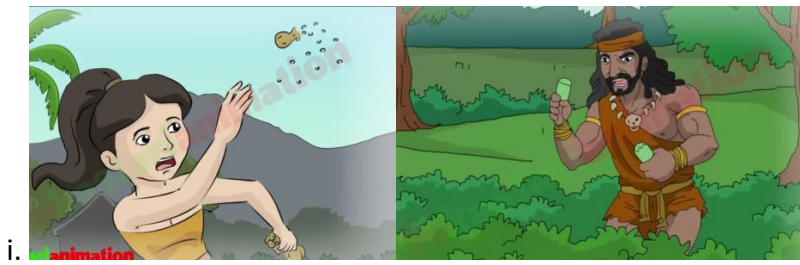
(her mother's -were-washed away -accidentally-clothes)
- d. (very-was- her stepmother-angry).....
(asked- She- to look for-Garlic-clothes).....
- e. (theold woman-Garlic-gave-and-clothes-pumpkins).....
(pumpkin-chose-Garlic-the small).....

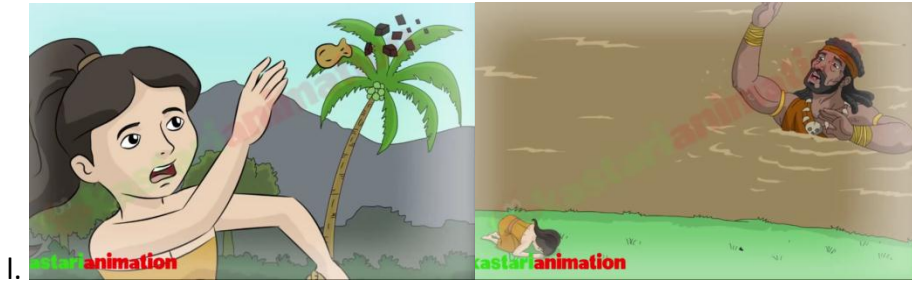
- f. (cut-they-it)but (snakes-there-inside-were).....
 (Apologized-they-to-Garlic).....
- g. (went-Garlic- home).....
- h. (saw-stepmother-the-pumpkin)
 (cut-they-it) and (jewellery-there-inside-was).....
- i. (met-she-oldwoman-an).....
 (clothes -old woman-kept-the).....
- j. (went to- the old woman’s –Onion-house).....
 (pumpkin -chose-she-thebig).....

G. Write a story entitled “The Golden Cucumber” based on the pictures.

THE GOLDEN CUCUMBER







Picture source: <http://www.youtube.com/watch?v=Hz4BasSAx0w>

Useful Words:

Giant (n)	scared (adj)
Seeds (n)	chase => chased (v)
Plant =>planted(v)	throw=> threw (v)
Ripe (adj)	needles (n)
Pouch (n)	bamboo forest (n)
Salt (n)	mud pond (n)
Fish paste (n)	sink down => sank down (v)

2. A **narrative** is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

- **The steps for constructing a narrative text are:**

- **an orientation** in which the narrator tells the audience about *WHO* is in the story, *WHEN* the story is taking place and *WHERE* the action is happening
- **a complication** that sets off a chain of events that influences what will happen in the story
- **A resolution** in which the characters solve the problem created in the complication

- **Language features:**

- Use simple past tense

Simple past tense is used to express something that happened in the past.

Pattern : S + Verb 2

For example: They lived with a stepmother. => regular verb

Hethrew her body into the river. => irregular verb

- Use action verbs: went, left
- Use of noun, adjective, conjunctions and time connectives

H. Method

Genre-based approach

I. Teaching and Learning Activities

Each meeting is always done with 3 phases, namely:

1. Opening Activity (5minutes):

- Greeting
- Praying and Calling the roll

- The T introduces the Ss about learning by sharing knowledge and give some brainstorming.

2. Main Activity (70 minutes):

a. Building Knowledge of the Field

- Ss are shown some picture series.
- Ss answer some questions related to the pictures asked by T.
- Ss are provided a narrative text.
- Ss read and answer the questions related to the text.
- Ss do a crossword.
- Ss and the T discuss the answers.

b. Modeling of the Text

- Ss discuss the content of the model text including the characters, the setting, the plot the ending, and the morale with the T.
- Ss discuss the generic structure and the language features of the text with the T.
- Ss complete a text with the past form of the verbs.
- Ss match some words with some pictures.
- Ss discuss the answers and the content of the text with T.

c. Joint Construction of the Text

- Ss receive picture series of *Garlic and Onion*.
- Ss divide themselves in groups of 3-4 Ss.
- Ss arrange jumbled words.
- Ss arrange jumbled sentences based on picture series.
- Ss rewrite the correct sequence in paragraphs based on the generic structure.
- Ss discuss the answers, the content, and the generic structure of the text with the T.

d. Independent Construction of the Text

- Ss are provided picture series of *The Golden Cucumber* with the keywords.
- Ss answer some questions related to the pictures.
- Ss write a narrative text based on the pictures individually.

3. Closing Activity (5 minutes):

- The T and Ss conclude the learning activities and the material.
- The T ends the activities by saying parting expressions

J. Sources of Materials

Priyana, J., Riandi, and Mumpuni, A. P. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: PusatPerbukuan, DepartemenPendidikanNasional.

<http://indonesianfolklore.blogspot.com/2007/11/bawang-merah-and-bawang-putih-folklore.html>

<http://m.kompasiana.com/post/read/543334/3>

<http://www.youtube.com/watch?v=LqkBzKXDJYE>

<http://shiseptiana.deviantart.com/art/Bawang-Merah-Bawang-Putih-202654507>

<http://www.youtube.com/watch?v=Hz4BasSAx0w>

Retrieved from: 26th March 2014 at 19.00

K. Media

Picture series

LCD, slides

L. Scoring

Scoring Guidance

Max score of task G: 100

Rubric for Writing Assessment

Score	Level	Criteria	Comment
C O N T E N T	30-27	Excellent to very good:	knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to average:	sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but still lacks detail
	21-17	Fair to poor:	limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor:	does not show knowledge of subject, little substance, inadequate development of topic
O R G A N I Z A T I O N	20-18	Excellent to very good:	fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
	17-14	Good to average:	somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor:	non-fluent, ideas confused or disconnected, lacks original sequencing and development
	9-7	Very poor:	does not communicate, no organization, or not enough to evaluate
V O C A B U L A R Y	20-18	Excellent to very good :	sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average:	adequate range, occasional errors, word/idiom choice and usage, word form mastery, appropriate register
	13-10	Fair to poor:	limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor:	essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough evaluate
L A N	25-22	Excellent to very good:	effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.

G U A G E U S E	21-18	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/complex constructions, frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate
M E C H A N I C S	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but <i>meaning not obscured</i>
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting, <i>meaning confused or obscured</i>
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate

Writing rubric proposed by H. Jacobs et al. (1981) in Reid (1993: 236-237).

APPENDIX F
OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST

Cycle 1 : 1st meeting

Day/Date : March 19th, 2014

Object : Researcher

Observer : Arintika Devi W.

No	Researcher's activities	Yes	No	Description
1	R opens the class by greeting and checking Ss' attendances	√		
2	R introduces the topic of the lesson	√		
3	R provide an example of narrative texts to the students	√		
4	R asks Ss to read the text	√		
5	R and Ss discuss about the text	√		
6	R explain about narrative text	√		
7	R asks Ss to match some vocabularies with the meaning provided	√		
8	R and Ss discuss the meaning of the vocabularies	√		
9	R provide Ss a picture series of a story	√		
10	R asks the students to arrange jumbled sentences based on the pictures	√		
11	R and Ss discuss about the story of the picture series		√	The task have not discussed yet
12	R and Ss concluded the learning activities and the material	√		
13	R ends the activities by saying parting expression	√		

OBSERVATION CHECKLIST

Cycle 1 : 1st meeting
 Day/Date : March 19th, 2014
 Object : Students
 Observer : Arintika Devi W.

No	Researcher's activities	Yes	No	Description
1	Ss answer the R's greeting	√		
2	R actively discuss the topic of the lesson with R	√		
3	Ss pay attention and comprehend the model text given by the R	√		
4	Ss answer the question asked by the R about the text	√		
5	Ss actively discuss with the R and pay attention to the R explanation about narrative text	√		There are some students at the back who did not pay attention to the explanation.
6	Ss match some verbs with the meaning provided by the R	√		
7	Ss actively discuss the correct answers with the R	√		
8	Ss arrange jumbled sentences based on the picture series given	√		
9	Ss discuss actively the right story based on picture series given with the R		√	
10	Ss and the R conclude the learning activity and the material	√		

OBSERVATION CHECKLIST

Cycle 1 : 2nd meeting

Day/Date : March 20th, 2014

Object : Researcher

Observer : English teacher

No	Researcher's activities	Yes	No	Description
1	R opens the class by greeting and checking Ss' attendances	√		
2	R asked what the Ss learned in the last meeting	√		
3	R and the Ss discuss the jumbled sentences based on the picture series	√		
4	R and the Ss discuss the generic structure of the text	√		
4	R distributes a new text with the picture series	√		
5	R asks the Ss to change the words in the brackets into past form and ask the Ss to find the meaning of some difficult words	√		
6	R and the Ss discuss about the text	√		
7	R divided the students into groups of three or four students	√		
8	R distributes a new picture series to the Ss and ask the students to write some sentences related to the pictures	√		
9	R gives some questions and examples to the Ss to give them the idea to write	√		
10	R ask the Ss to write their sentences on the white board	√		
11	R and Ss discuss the Ss' writing	√		
12	R and Ss concluded the learning activities and the material	√		
13	R ends the activities by saying parting expression	√		

OBSERVATION CHECKLIST

Cycle 1 : 2nd meeting

Day/Date : March 20th, 2014

Object : Students

Observer : English teacher

No	Researcher's activities	Yes	No	Description
1	Ss answer the R's greeting and questions	√		
2	Ss actively discuss the jumbled sentences and the generic structure of the text with the R	√		
3	Ss change the words in the brackets into past form	√		
4	Ss find the meaning of some words in the text	√		
5	Ss actively discuss the text and the answer with the R	√		
6	Ss answers some questions asked by the R about the pictures	√		
7	Ss actively discuss the correct answers with the R	√		
8	Ss write some sentences into a story based on the picture series given	√		
9	Ss write their sentences on the white board	√		
10	S discuss the sentences with the R	√		
11	Ss and the R conclude the learning activity and the material	√		

OBSERVATION CHECKLIST

Cycle 1 : 3rd meeting

Day/Date : April 3rd, 2014

Object : Researcher

Observer : Arintika Devi W.

No	Researcher's activities	Yes	No	Description
1	R opens the class by greeting and checking Ss' attendances	√		
2	R asked what the Ss learned in the last meeting	√		
3	R ask the Ss to write their writing on the white board	√		
4	R check the Ss writing and explain it to the Ss	√		
5	R and the Ss discuss the story of Snow White	√		
6	R distributes a new picture series to the Ss	√		
7	R asks some questions to the Ss related to the pictures	√		
8	R asks the Ss to write a story based on the pictures individually	√		
9	R and Ss concluded the learning activities and the material	√		
10	R ends the activities by saying parting expression	√		

OBSERVATION CHECKLIST

Cycle 1 : 3rd meeting

Day/Date : April 3rd, 2014

Object : Students

Observer : Arintika Devi W.

No	Researcher's activities	Yes	No	Description
1	Ss answer the R's greeting and questions	√		
2	Ss write their writing on the white board	√		
3	Ss actively discuss their writing with the R	√		
4	The Ss pay attention to the R's explanation	√		
5	Ss actively discuss the text and the answer with the R	√		
6	Ss answers some questions asked by the R about the pictures	√		
7	Ss write their own stories based on the pictures given	√		
8	Ss and the R conclude the learning activity and the material	√		

OBSERVATION CHECKLIST

Cycle 1 : 1st meeting

Day/Date : April 30th, 2014

Object : Researcher

Observer : English teacher

No	Researcher's activities	Yes	No	Description
1	R starts the class by greeting and checking Ss' attendances	√		
2	R give some brainstorming and introduces the topic of the lesson	√		
3	R provide an example of narrative texts to the students	√		
4	R asks Ss to read the text	√		
5	R asked the students to answer some questions related to the text	√		
6	R and the students discuss the answer and the content of the text	√		
7	R asks Ss to do the crosswords by answering the correct words in to the text based on the meaning	√		
8	R and Ss discuss the meaning of the vocabularies	√		
9	R explains briefly about narrative text and discuss the generic structure of the model text	√		
9	R asks the Ss to underline the pas form used in the text	√		
10	R provides a new text and asks the students to change the words in the brackets into past form	√		

11	R and Ss discuss the answers	√		
12	R ask the students to match some words with the pictures	√		
13	R asks the Ss to arrange the jumbled pictures based on the text	√		
14	R and the Ss discuss the answers and the content of the text	√		
15	R and Ss concluded the learning activities and the material	√		
16	R ends the activities by saying parting expression	√		

OBSERVATION CHECKLIST

Cycle 1 : 1st meeting

Day/Date : April 30th, 2014

Object : Students

Observer : English teacher

No	Researcher's activities	Yes	No	Description
1	Ss answer the R's greeting	√		
2	R actively discuss the topic of the lesson with R	√		
3	Ss read the model text given by the R	√		
4	Ss anwer the questions related to the text	√		
5	Ss actively discuss the answers and the content of the text with the R	√		

6	Ss match some verbs with the meaning provided by the R	√		
7	Ss actively discuss the correct answers with the R	√		
8	Ss do the crossword by answering the correct words in to the text based on the meaning	√		
9	Ss pay attention to the R explanation about narrative text and actively discuss with the R about the model text	√		
10	Ss underline the past form used in the text	√		
11	Ss change some words in the brackets into past form	√		
12	Ss discuss actively the right answers with the R	√		
13	Ss match the difficult word in the text with the pictures provided	√		
14	Ss arrange the jumbled pictures based on the text	√		
15	Ss actively discuss the answer and the content of the text with the R	√		
16	Ss and the R conclude the learning activity and the material	√		

OBSERVATION CHECKLIST

Cycle 2 : 2nd meeting

Day/Date : May 14th, 2014

Object : Researcher

Observer : English Teacher

No	Researcher's activities	Yes	No	Description
1	R starts the class by greeting and checking Ss' attendances	√		
2	R asked what the Ss learned in the last meeting	√		
3	R provide the Ss with a picture series	√		
4	R asks the SS to work in pairs	√		R monitors the class well
5	R asks the Ss to arrange jumbled words into good sentences	√		
6	R asks the Ss to arrange jumbled sentences into a good paragraph based on the pictures	√		
7	R discuss the answers with the Ss	√		
8	R distributes another picture series	√		
9	R asks the Ss to write a story based on the picture series given individually	√		
10	R explain briefly about the pictures to the Ss and R gives some questions about the pictures	√		
11	R and Ss concluded the learning activities and the material	√		
12	R ends the activities by saying parting expression	√		

OBSERVATION CHECKLIST

Cycle 2 : 2nd meeting

Day/Date : May 14th, 2014

Object : Students

Observer : English teacher

No	Researcher's activities	Yes	No	Description
1	Ss answer the R's greeting and questions	√		
2	Ss pay attention and answered the R question about the pictures	√		The class atmosphere is good
3	Ss in pairs arrange jumbled words into good sentences	√		The R monitors the Ss well so that they can complete the task
4	Ss in pairs arrange jumbled sentences based on the picture series	√		
5	Ss pay attention on the R explanation and actively discuss their writing with the R	√		Ss actively involved in the learning process.
6	Ss pay attention to another picture series	√		
7	Ss answers some questions asked by the R about the pictures	√		
8	Ss write a story based on the picture series provided	√		
9	Ss and the R conclude the learning activity and the material	√		

OBSERVATION CHECKLISTCycle 2 : 3rd meeting

Object : Researcher

Day/Date : May 21st, 2014

Observer : Arintika Devi W

No	Researcher's activities	Yes	No	Description
1	R opens the class by greeting and checking Ss' attendances	√		
2	R asked what the Ss learned in the last meeting	√		
3	R ask the Ss to continue writing their story	√		
4	R helps the students who have difficulties	√		
5	R and Ss concluded the learning activities and the material	√		
6	R ends the activities by saying parting expression	√		

Cycle 2 : 3rd meetingDay/Date : May 21st, 2014

Object : Students

Observer : Arintika Devi W

No	Researcher's activities	Yes	No	Description
1	Ss answer the R's greeting	√		
2	Ss asks the R's question about what they have learned in the last meeting	√		
3	Ss continue writing a story based on the picture series given in the last meeting	√		
4	Ss asks some questions to the R when they do not understand	√		
5	Ss and the R conclude the learning activity and the material	√		

APPENDIX G
WRITING SCORES

STUDENTS' WRITING SCORES IN PRE-TEST

Students' number	C		O		V		L		M		TOTAL	
	R	C	R	C	R	C	R	C	R	C	R	C
1	16	16	13	13	14	14	13	14	4	4	60	61
2	16	16	10	12	12	12	10	11	4	4	52	55
3	18	18	13	13	12	13	13	13	4	4	60	61
4	14	15	14	14	13	13	13	14	4	4	58	60
5	17	17	13	13	12	13	13	13	4	5	59	61
6	20	20	13	14	13	13	13	13	4	4	63	64
7	14	15	14	14	14	14	14	14	3	4	59	61
8	17	17	13	13	13	13	13	13	4	4	60	60
9	0	0	0	0	0	0	0	0	0	0	0	0
10	20	21	14	14	14	14	16	16	4	5	68	70
11	20	20	14	14	14	14	16	16	4	5	68	69
12	20	20	14	14	14	14	14	14	4	4	66	66
13	20	20	14	14	14	14	14	14	4	4	66	66
14	20	20	15	15	14	14	14	14	4	4	67	67
15	21	21	14	14	13	13	13	14	4	4	65	66
16	20	20	13	13	13	13	13	13	4	4	63	63
17	0	0	0	0	0	0	0	0	0	0	0	0
18	18	18	13	13	13	13	13	13	3	3	60	60
19	21	21	15	15	14	14	15	15	4	4	69	69
20	0	0	0	0	0	0	0	0	0	0	0	0
21	21	21	15	15	15	15	14	14	4	4	69	69
22	21	21	15	15	15	15	15	15	4	4	70	70
23	20	20	14	14	15	15	16	16	4	4	69	69
24	14	15	13	13	12	13	13	13	4	4	56	58
25	21	21	14	14	14	14	14	14	4	4	67	67
26	21	21	15	15	14	14	14	14	4	4	68	68
27	14	15	12	13	13	13	13	13	3	4	55	58
28	17	18	13	13	13	13	14	14	4	4	61	62
29	21	21	15	15	15	15	15	15	4	4	70	70
30	21	21	14	14	15	15	15	15	4	4	69	69
TOTAL	503	509	369	373	367	370	373	377	105	110	1717	1739
MEAN	18,74074074		13,74074074		13,64814815		13,88888889		3,981481481		64	

STUDENTS' WRITING SCORES IN CYCLE I

Students' Number	C		O		V		L		M		TOTAL	
	R	C	R	C	R	C	R	C	R	C	R	C
1	24	24	15	16	15	16	16	17	4	4	74	77
2	22	23	14	15	14	14	14	15	4	4	68	71
3	24	24	15	15	14	14	14	15	4	4	71	72
4	24	25	15	15	14	15	16	17	4	4	73	76
5	24	25	15	15	15	16	15	15	4	4	73	75
6	21	22	13	14	14	14	14	15	4	4	66	69
7	24	24	14	14	14	14	14	15	4	4	70	71
8	25	25	16	17	15	16	15	16	4	4	75	78
9	0	0	0	0	0	0	0	0	0	0	0	0
10	23	23	14	14	14	14	16	16	4	4	71	71
11	25	25	16	17	15	15	16	17	4	5	76	79
12	24	25	15	15	14	15	15	15	4	4	72	74
13	25	25	16	17	15	15	16	17	4	5	76	79
14	24	24	14	14	14	15	15	16	4	4	71	73
15	22	23	14	15	15	15	15	16	4	4	70	73
16	25	25	16	16	14	15	14	14	4	5	73	75
17	0	0	0	0	0	0	0	0	0	0	0	0
18	24	25	16	17	15	15	16	17	3	4	74	78
19	21	21	14	14	14	15	15	15	4	4	68	69
20	0	0	0	0	0	0	0	0	0	0	0	0
21	24	24	16	16	15	16	16	16	4	4	75	76
22	25	25	16	16	16	16	16	16	4	4	77	77
23	21	22	14	14	14	14	15	15	4	4	68	69
24	24	24	15	15	15	15	15	16	4	4	73	74
25	22	23	14	15	15	15	15	16	4	4	70	73
26	24	24	15	16	14	15	15	15	4	4	72	74
27	24	24	15	15	15	15	14	15	4	4	72	73
28	23	24	15	15	15	15	15	16	4	4	72	74
29	24	24	15	16	15	16	15	16	4	4	73	76
30	25	26	16	17	16	16	16	17	4	5	77	81
TOTAL	637	648	403	415	395	406	408	426	107	112	1950	2007
MEAN	23,7962963		15,14814815		14,83333333		15,44444444		4,055555556		73,27777778	

STUDENTS' WRITING SCORES IN POST-TEST

Students' number	C		O		V		L		M		TOTAL	
	R	C	R	C	R	C	R	C	R	C	R	C
1	26	26	18	18	17	17	21	22	5	5	87	88
2	25	26	16	16	14	15	17	17	4	4	76	78
3	24	24	15	15	14	14	17	17	4	4	74	74
4	24	25	14	15	15	15	17	17	4	4	74	76
5	26	26	18	18	17	18	20	20	5	5	86	87
6	23	24	14	14	15	15	17	17	4	4	73	74
7	23	23	16	16	14	14	17	17	4	4	74	74
8	25	25	18	18	16	16	18	18	4	5	81	82
9	0	0	0	0	0	0	0	0	0	0	0	0
10	25	26	17	17	17	17	19	19	4	4	82	83
11	26	26	18	18	16	16	20	20	5	5	85	85
12	25	26	17	17	15	16	16	16	5	5	78	80
13	26	26	18	18	16	17	19	19	5	5	84	85
14	25	25	17	17	17	17	20	21	5	5	84	85
15	25	25	18	18	16	16	18	18	5	5	82	82
16	26	26	17	17	15	15	15	15	5	5	78	78
17	0	0	0	0	0	0	0	0	0	0	0	0
18	25	25	18	18	17	17	18	18	3	3	81	81
19	22	22	14	14	15	15	18	18	4	4	73	73
20	0	0	0	0	0	0	0	0	0	0	0	0
21	25	25	17	17	16	16	18	18	5	5	81	81
22	26	26	18	18	17	17	17	17	5	5	83	83
23	22	22	14	14	14	14	18	18	4	4	72	72
24	25	25	17	17	14	14	17	17	5	5	78	78
25	25	25	17	17	16	16	18	18	5	5	81	81
26	25	26	17	17	15	16	15	15	5	5	77	79
27	25	25	17	17	17	17	18	18	4	4	81	81
28	25	25	17	17	17	17	18	18	5	5	82	82
29	26	26	17	17	17	17	20	20	5	5	85	85
30	26	26	18	18	18	18	20	21	5	5	87	88
TOTAL	671	677	452	453	427	432	486	489	123	124	2159	2175
MEAN	24,9629629		16,7592592		15,9074074		18,0555555		4,57407407		80,2592592	

APPENDIX H
ATTENDANCES LIST

ATTENDANCES LIST

No.	Name	Meetings						
		Pre-test	I	II	III	IV	V	VI
1	Alvin Syahnakri	√	√	√	√	√	√	√
2	Anisa Fitri N.	√	√	√	√	√	√	√
3	Anugraheni	√	√	√	√	√	√	√
4	Arif Nur Hidayat	√	√	√	√	√	√	√
5	Azhar Ayu N.	√	√	√	√	√	√	√
6	Bagas Mahendrata	√	√	√	√	√	√	√
7	Detan Gustama D.	√	√	√	√	√	√	√
8	Dhika Rizky A.	√	√	√	√	√	√	√
9	Fahrul Rahma R.	√	√	√	i	√	√	√
10	Faisal Adi Nugroho	√	√	√	√	√	√	√
11	Hanatun Nur H.	√	√	√	√	√	√	√
12	Henika Nur Kholifah	√	√	√	√	√	√	√
13	Hind Fariyah J.	√	√	√	√	√	√	√
14	Maratus Sholikhah	√	√	√	√	√	√	√
15	Meliya S.	√	√	√	√	√	√	√
16	Monika Frila A. S.	√	√	√	√	√	√	√
17	Muchtar Arifin	√	√	√	√	√	√	√
18	Muhammad Reiki S.	√	√	√	√	√	√	√
19	Nanda Amirul M.	√	√	√	i	√	√	√
20	Nooralifa A.P	S	√	√	√	√	√	√
21	Novi Indah S.	√	√	√	√	√	√	√
22	Novi Wahitun	√	√	√	√	√	√	√
23	R. Tomy P.	√	√	√	√	√	√	√
24	Ristiana A. P.	√	√	√	√	√	√	√
25	Salsablela Niswah H.	√	√	√	√	√	√	√
26	Septi C. S.	√	√	√	√	√	√	√
27	Syahril	√	√	√	√	√	√	√
28	Widya D.R.	√	√	√	√	√	√	√
29	Yossa Tista D.	√	√	√	√	√	√	√
30	Yusinta Galuh R.	√	√	√	√	√	√	√

APPENDIX I
STUDENTS' WRITING
SAMPLES

STUDENTS' WRITING SAMPLES

PRE-TEST

Name : Yusinta Galuh Ramdhani
Class : 8D
No : 30

19/3
2014

Title : Cinderella
Figure : 1. Cinderella
2. Prince
3. Cinderella's mother
4. Cinderella's father

Cinderella

Once upon a time, there lived unhappy girl. Her name is Cinderella. Her mother was dead, and her father had married another woman. She is very sad.

"Yohuu!! Cinderella! I'm come back! You must help me" cinderella's mother said.

"Okay, Mom. Please wait" Cinderella said

"You are very annoy! Fast.. Fast.. Fast! Cinderella's mother angry

"I'm sorry mom. If you always angry, you look old. Hehe" Cinderella said

"Oh my God!!! Really? Impossible! Okay, I must sleep, beauty" her mother worry.

"Whatever, but I'm very weak and I'm very tired" Cinderella said

Name : Hind Farihan Janati
Class : VIII D
Number : 13

1 Snowwhite
2 Prince
3 Dwarf

SNOW WHITE AND SEVEN DWARF

Once upon a time a widow who lived in the village. Her name is Snowwhite. Her live with seven dwarf.

One day, witch came. her brought apples. Snow white ate apples. Snow white sleep.

Finally prince came to help Snow white with kiss.

CYCLE I

Name : Yusinta Galuh Ramdhani

Student number: 30

THE FROG PRINCE

Once upon a time, there lived a beautiful Princess. Her ^{was} named Aura. She was 20 years old. She like playing ball in the garden near a well. One day, The Princess played ball. Suddenly the ball fell in the well. She was sad. She said "This is bad day, I hate this!" She looked very without any spirit. Suddenly, came a frog. The frog said "I will help you but you must follow me". The Princess was confuse. Finally she said yes. The frog take the ball and the frog gave to The Prince. The frog asked The Princess to kiss him. The prince asked the frog close his eyes. But, The princess ran to the castle and left the frog. The frog was angry. The princess lay the frog. The frog will be came to castle. A point of time the princess open the door came the frog. The frog said "You lay! You make me sad. Now, you must follow me. You must allow me lived in your home!". The princess allowed the frog lived in castle. They ate together. Breakfast or lunch and dinner, they always ate together. The frog asked for the princess to slept in princess's bedroom. The princess was doubt. "Can you help me again? After that I will go!" The frog said. The princess was agaze. Finally the princess allowed the frog. She helped the frog. The frog was happy. Then the frog slept soundly. When in the middle of the night, there was a light around in the frog's body. The frog screamed until the princess woke up. They was fear and the princess called some warrior. The body of the frog flew. Then came the sound of frog. The frog's legs turned into human hands and feet. Everyone was confuse. Suddenly the frog became handsome people. He said "I am a prince from Dream Kingdom. I'm masquerade as a frog so I can be closed to you. Now will you marry me?" But, she said "Oh, thank you Prince but now I must school until I become scholar". Then, the prince allowed the princess until her dream came true.

Name : Hind Fariha Janati

Student number: 13

THE FROG PRINCE

Once upon a time, there lived a woman named princess. She was very beautiful and kind.

One day, she played ball in the well. She was very happy.

Not intentionally, Princess's ball fell in the well. Princess was sad because she was very dear to the ball.

Suddenly, The frog appeared from in the well, She was surprised because the frog was able to speak. The frog said to the princess "I can put your ball but you must promise to fulfill my three requirements that were you must kiss me, ate with me, and sleep with me, okay?" Princess agreed to the frog's ideas.

In the night, Princess met the frog to fulfill the requirements. Princess kissed the frog.

After that, Princess ran to her castle.

Suddenly, The frog came to the princess's castle to fulfill two requirements.

Because of pity, Princess may enter in the castle to invite the frog dinner.

After that, Princess and the frog sleep together.

Suddenly The frog moved become prince when woke up prince was surprised and prince told princess what was happened finally, Princess married with prince and then they are happy alive.

POST-TEST

The Golden Cucumber

Once upon a time, lived an old woman. She lived alone, without husband and children. She was so sad, she always prayed to God to get children.

Suddenly, came a giant ~~at~~ ^{in front} of her. She was afraid but the giant said if he knew how to get children. The old woman was very happy and asked the giant gived the old woman ~~a~~ seeds of cucumber. The old woman ran to home and planted the cucumber.

In the morning, she saw a ripe cucumber, she took that and opened it. The cucumber shone and ~~in~~ ~~it~~ inside the cucumber there was a beautiful baby. The old woman was very happy. The baby named "Golden Cucumber". After 17 years, Golden Cucumber always helped the old woman. Suddenly, the giant came to the old woman's house. They were scared, The Golden Cucumber cried. The giant

wanted The Golden Cucumber, but the old woman ~~not~~ was not agree. The old woman asked The Golden Cucumber to run and gived her 4 pouches. The Golden Cucumber ran far away.

The giant chased her. The giant was very strong. The Golden Cucumber threw the first pouch, this pouch was contain seed of cucumber and that seeds became a cucumber field. But the giant can overcame that and ran faster. The golden cucumber opened the second pouch, this pouch was contain needles and became a bamboo forest. The giant was ill and he screamed. The bamboo hurt the giant until he must heaved his ~~feet~~ feet. But the giant kept spirit. The golden cucumber threw the third pouch, this was contain salt and became a pond. The golden cucumber ran faster ^{before} but she fell and not strong again. Finally she threw the fourth pouch, this was contain fish paste and became a mud pond. The giant sank down into pond and never got up again.

The golden cucumber came back to home. ~~she~~ They ~~were~~ lived happy forever.

Name : Hind Fariha Jarati

Number : 13

Class : VIII D

THE GOLDEN CUCUMBER

Once upon a time there lived in the jungle. She not have a child whose name was Mbok Rondo. One day, Mbok Rondo sat in the jungle. She wanted to have a child. Suddenly came a Giant. The Giant gave Mbok Rondo seeds cucumber. Mbok Rondo planted seeds cucumber. The cucumber grew became a big cucumber. Inside the cucumber there was a baby. Mbok Rondo cut the cucumber. Mbok Rondo was surprised because inside the cucumber a beautiful baby named Golden cucumber.

After many years later, Golden cucumber grew became teenage. She was very beautiful.

One day, The Giant came to Mbok Rondo's house to take promise. The giant ate the cucumber. Mbok Rondo was very scary. The old woman gave four pouches to Golden cucumber. The Giant chased the Golden cucumber. Then Golden cucumber threw the cucumber's seed. The giant ate the cucumber. After that, golden cucumber throw needles became kamba jungle.

Golden cucumber throw salt, salt became sea but the giant went through.

Finally, Golden cucumber threw fish paste, it became mud pond. The Giant sank down in the mud pond.

Finally, The golden cucumber went home and her mother was very happy.

APPENDIX J
PHOTOGRAPHS

PHOTOGRAPHS



Figure 1&2: The researcher presents some picture series to the students using LCD



Figure 3: The researcher explain the task to the students



Figure 4&5: The students write the answers in the white board



Figure 6&7: The students writing narrative texts



Figure 8&9: The students write their writing on the whiteboard



Figure 10&11: The researcher helps the students who have difficulties in doing the task



Figure 12: The researcher checks the students' writing in front of the class



Figure 13: The students, the English teacher, and the researcher group photo

APPENDIX K
LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0279b/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

3 Maret 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

USING PICTURE SERIES TO IMPROVE THE WRITING ABILITY OF THE 8TH GRADE STUDENTS AT SMPN 2 WONOSARI IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : EVI AMALIA MAYASARI
NIM : 10202241055
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret – Mei 2014
Lokasi Penelitian : SMPN 2 Wonosari

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMPN 2 Wonosari



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

SURAT KETERANGAN / IJIN

070/REG/VI/112/3/2014

Membaca Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **0279B/UN34.12/DT/III/2014**
 Tanggal : **3 FEBRUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **EVI AMALIA MAYASARI** NIP/NIM : **10202241055**
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
 Judul : **USING PICTURE SERIES TO IMPROVE THE WRITING ABILITY OF THE 8TH GRADE STUDENTS AT SMPN 2 WONOSARI IN THE ACADEMIC YEAR OF 2013/2014**
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
 Waktu : **5 MARET 2014 s/d 5 JUNI 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprovo.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprovo.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
 Pada tanggal **5 MARET 2014**
 A.n Sekretaris Daerah
 Asisten Perekonomian dan Pembangunan
 Ub.
 Kepala, Biro Administrasi Pembangunan



Tembusan :

1. **GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)**
2. **BUPATI GUNUNGKIDUL C.Q KPPTSP GUNUNGKIDUL**
3. **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
4. **DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA**
5. **YANG BERSANGKUTAN**



PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jl. Brigjen. Katamso No.1 Wonosari Telp. 391942 Kode Pos : 55812

SURAT KETERANGAN / IJIN

Nomor : 789/KPTS/III/2014

Membaca : Surat dari Setda, Nomor : 070/REG/V/112/3/2014 , hal : Izin Penelitian
Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;

Dijinkan kepada :
Nama : **EVI AMALIA MAYASARI NIM : 10202241055**
Fakultas/Instansi : Bahasa dan Seni / Universitas Negeri Yogyakarta
Alamat Instansi : Karangmalang, Yogyakarta
Alamat Rumah : Wareng II, Wareng, Wonosari, Gunungkidul
Keperluan : Ijin Penelitian dengan Judul : "USING PICTURE SERIES TO IMPROVE THE WRITING ABILITY OF THE 8TH GRADE STUDENTS AT SMP NEGERI 2 WONOSARI IN THE ACADEMIC YEAR OF 2013/2014"
Lokasi Penelitian : SMPN 2 Wonosari
Dosen Pembimbing : Dr. Agus Widyantoro, M.Pd.
Waktunya : Mulai tanggal : 10/03/2014 sd. 10/06/2014
Dengan ketentuan :

Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.

1. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
2. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kab. Gunungkidul).
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintah dan hanya diperlukan untuk keperluan ilmiah.
4. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
5. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari
Pada Tanggal 10 Maret 2014



Tembusan disampaikan kepada Yth.

1. Bupati Kab. Gunungkidul (Sebagai Laporan) ;
2. Kepala BAPPEDA Kab. Gunungkidul ;
3. Kepala Kantor KESBANGPOL Kab. Gunungkidul ;
4. Kepala Dinas Pendidikan Pemuda dan Olahraga Kab. Gunungkidul ;
5. Kepala Sekolah SMPN 2 Wonosari Kab. Gunungkidul ;
6. Arsip ;