

**IMPLEMENTING SEQUENCE PICTURES TO IMPROVE
STUDENTS' ABILITY IN WRITING NARRATIVE TEXT FOR
GRADE X OF MAN LAB UIN YOGYAKARTA IN THE
ACADEMIC YEAR 2013/2014**



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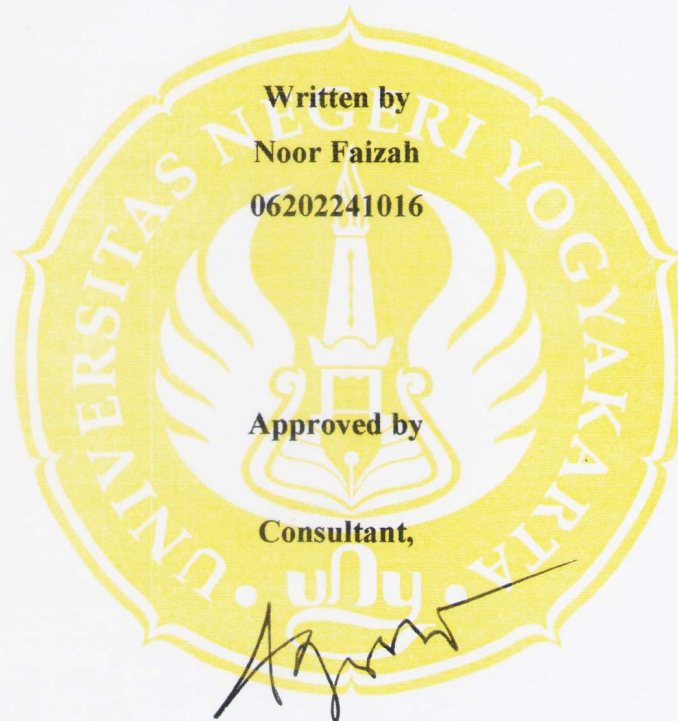
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2014

APPROVAL SHEET

**IMPLEMENTING SEQUENCE PICTURES TO IMPROVE STUDENTS' ABILITY IN
WRITING NARRATIVE TEXT FOR GRADE X OF MAN LAB UIN YOGYAKARTA
IN THE ACADEMIC YEAR 2013/2014**

A THESIS



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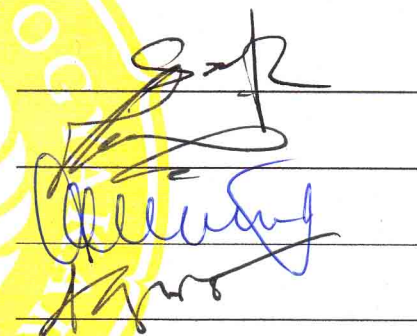
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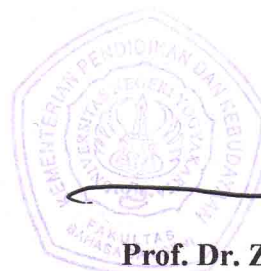
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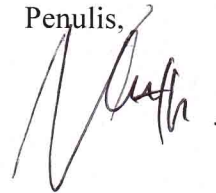
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

Yogyakarta, Maret 2013

Penulis,



Noor Faizah.

MOTTOS

"When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us."

(Alexander Graham Bell)

"To accomplish great things, we must not only act but also dream; not only plan but also believe."

(Anatole France)

"Never say 'I can't' before you try."

(The Writer)

Dedication

This thesis is dedicated to:

- ❖ My beloved mother and father. Thank for all support and always pray for me. If there is no you, I will not continue my study until now.*
- ❖ My cousins, thank you for everything.*
- ❖ My best advisor Dr Agus Widiyantoro M.Pd who gives support and guide for my thesis.*
- ❖ My dearest brothers and sister , Muhammad Norman, Syaiful Anwar and Rina Noor Santi who always love and give me support in finishing this thesis as soon as possible. Love you so much.*
- ❖ My dearest man, who never stop giving his love and giving support every time. I will always keep your love in my heart*
- ❖ For my best friends uffu, Dika, Attuz who know everything about me*
- ❖ For all my friends at Nueve Jogja Hotel, thank you so much for your support.*

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 4Maret 2014

The writer,



Noor Faizah

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IMPLEMENTING SEQUENCE PICTURES TO IMPROVE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT FOR GRADE X OF MAN LAB UIN IN THE ACADEMIC YEAR OF 2013/2014

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ABSTRACT

This study is aimed at improving the process of writing narrative texts by using sequence pictures for Grade X students of MAN LAB UIN Yogyakarta in the academic year of 2013/2014

This study was an action research study consisting of two cycles and used qualitative methods. The researcher worked collaboratively with the English teacher, the collaborator, and the students. The subjects of this research were 30 students of X class of MAN LAB UIN Yogyakarta in the academic year of 2013/2014. The data of this study were qualitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. The qualitative data were analyzed in four steps. The first step was by collecting all the data such as interview transcripts and field notes. The second step was data reduction. In this step, the researcher selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. The next step was data display. The data that had been reduced were then organized and compressed. The data display of this research was in the form of text; field notes and interview transcripts. Then, the last step was making conclusion drawing and verification. The conclusion was gained based on the results of the students' performance, field notes and interview transcript. Meanwhile, in making conclusion, the researcher worked with the other researcher in the field to obtain the valid finding.

The results of Cycle I showed that the implementation of sequence pictures and other accompanying actions (i.e. using classroom English, giving rewards, using many kinds of media, and giving feedback) were successful in improving the students' writing ability in narrative texts and their involvement during the teaching and learning process. Meanwhile, it was shown in Cycle II that the implementation of discussions and other accompanying actions (i.e. using classroom English, giving rewards, using many kinds of media, and giving feedback) were successful in improving the students' writing ability and involvement in the English teaching and learning process.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Based on content standard of English teaching which is issued by *Badan Standar Nasional Pendidikan* (BSNP), English teaching in Indonesia is aimed at helping the students to achieve communicative competence (BSNP, 2006). By having communicative competence, the Indonesian students have to be able to communicate using English with other people. For SMA (Senior High School) students, the aim of the English teaching is to facilitate them to communicate with the target language in the level of informational literacy. It means that the students have to be able to access the knowledge with the target language. Moreover, the Indonesian students have to be able to communicate in English in daily life in both spoken and written language. Thus, to achieve the communicative competence, English teaching has to cover four main skills, namely listening, speaking, reading, and writing.

Writing is definitely a skill that the language teacher must teach to their students. Although it is a complicated skill, writing is very important because writing activities can give the students chance to express their ideas, help to consolidate learning in the other skill areas,

and lead to conscious development of the language mastery. However, writing is not only a matter of putting ideas in a written form but also organizing words and grammar structure and selecting the appropriate diction in order to make the writing product more meaningful. This idea of writing often causes problems for students because they have no strategy to get ideas and organize them into paragraphs in writing and this condition makes writing more difficult to learn so that most students are reluctant to learn writing.

It is clear that writing skill is important but in fact the teaching of writing is not successful yet. It can be seen from the learners' performance in writing and their responses toward writing. Most of the English learners might agree that writing is the most difficult skill to master (Harsyat et al: 2009). Students' low interest and lack ability in writing their ideas with the use of correct grammar, vocabulary and punctuation are some indicators showing the unsuccessful of teaching writing. The first indicator is the students' low interest in writing compared their interest in speaking. They prefer to express their ideas orally rather than to express them in the written forms. As the result, students can speak English fluently but they can not write in English well. Another indicator is the most students find it difficult in using correct grammar, vocabulary and punctuation to compose English sentences into readable and acceptable texts.

Based on information obtained in the observation on the English teaching and learning process conducted in MAN LAB UIN Yogyakarta, the researcher found similar problems discussed previously also happen in this school. The ability of students MAN LAB UIN Yogyakarta in writing paragraph is not satisfied yet. This happens because of most students face some difficulties in composing sentences into good paragraphs. the difficulties are classified into four categories, the difficulty in term of content, organization, grammar and vocabulary.

The first category is the difficulty found in terms of content. The students seemed to be reluctant in writing their stories because they did not have sufficient ideas on what story they were going to write. The students only had few words to write whenever they were asked to start composing the text. In addition, they often questioned the teacher what they should write and others wrote similar story done by a friend sitting next to them.

The second difficulty is related to the organization. The difficulty in term of organization found when the students could not organize their ideas within their minds into coherence sentences. Even though they could write the sentences, they still did not know how to express them into sequence of sentences and organize them into chronological and coherent paragraph. The students' difficulty in organizing the ideas can be seen from their writing works. Most of the

students simply wrote the sentences without paying attention to the unity of the text.

Another difficulty found is related to the grammar mastery. Inability to use correct tense instead of past tense. In writing narrative story, most of the students still used present tense, instead of past tense. Then vocabulary mastery is the last difficulty faced by the students in writing. They directly wrote the meaning of the words found in the dictionary without paying attention whether those words are appropriate with the contexts.

As conclusion, it is true that writing is considered as the difficult skill to master but there are some efforts that can be done to overcome this problems. Based on the researcher and teacher's discussion on how to solve the students problem in writing, sequence pictures was chosen as one of the effective efforts used to dealt with the students' writing difficulties in the teaching and learning process of writing. Sequence pictures is recommended because it has many benefits in the teaching and learning process of writing. The advantage of using sequence pictures is that it will make the students interested and stimulated in participating in the process of teaching and learning writing. In this study, the researcher will use sequence pictures to improve the writing skill of grade X of MAN LAB UIN Yogyakarta.

B. Identification of the problem

To identify the existing problems, the researcher observed the English teaching and learning process in the first grade of MAN LAB UIN Yogyakarta and then interviewed the English teacher. After doing the observation, and interview, the researcher gained information about sources of the problem related to the teaching and learning process of writing in the classroom, the sources of the problem found in the classroom that contribute to the students' low performance in writing are classified into three categories. They are the teacher students, and media.

Based on the information gained in the observation, the teacher's teaching steps in presenting the material did not reflect the teaching sequence recommended in the language teaching and learning process in which teacher ideally have to give students input text as the model. He directly asked the students to analyzed the specific features, the communicative purpose and the tenses of the text. After that, the students were asked to rewrite the story they have learnt using their own language. This way of presentation cannot yet accommodate the students to learn the language and write effectively.

Second problem found in the related to the teaching and learning process of writing is the students' inability in composing the ideas into a unity text. This is shown when the students were asked to rewrite the story. They were not able to finish the works because

basically they did not know what to write and how to write the story. They also had problem in using correct tenses in composing their works. Lack vocabulary is the last problem that the students found it hard to write. Although the students' vocabulary mastery was not sufficient yet, most of the students were still reluctant to bring the dictionary in the class.

The last is related to the media used to sustain students' motivation in learning English and improve the quality of English teaching and learning process. Teaching media are not only important factors that determine the success of the teaching and learning but also effective tool to draw students' attention and interest in learning.

C. Limitation of the problem

It is clear that appropriate media are important in teaching and learning process. There are various kinds of media used in teaching and learning English. One of the most popular is by using sequence pictures. Based on the identification of the problem, the researcher and the classroom teacher gave attention to the way of teaching. To make teaching and learning process become more interesting, the researcher gave explanation about activities which might be interesting for the students that is using sequence pictures. Sequence pictures are used as one of the media to improve students' writing ability to senior high school students. One way to make the students able in writing English

is through interesting media in which one kind of the activities is using sequence pictures

After identifying the problems in English learning process, both English teachers of the school further discussed which problem was considered to be overcome first. As most students wanted to be able to write English and the main problem was faced, we agreed that the research was focused on the students' writing skill improvement through sequence pictures.

D. Formulation of the problem

In reference to the background, identification, and limitation of the problem, the research question can be formulated in this following question: how can sequence pictures be used to improve students' skill in writing narrative texts for the grade X of students MAN LAB UIN Yogyakarta.

E. Objectives of the study

Considering the problems above, the major objective of the research is improving students' writing skill by using sequence pictures.

F. Significance of the study

The significances of the problem are:

a. Theoretical significance

The finding of the study may verify the theory that using sequence pictures improve the students' ability in writing narrative text.

b. Practical significance

The result of this study will give the benefit for the students learning and teachers' knowledge using sequence pictures as a media in improving their ability in writing narrative text.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English Language Teaching

English is one of many languages in the world. There are some doubts as to its future status, but even in the present it is worth countering the idea that is an all embracing world language. There are many people in the world, especially in Indonesia, who do not speak English than there are people who do. Therefore, English language teaching has an important role in improving language skill.

Harmer (2004: a. 57) describes that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere.

Based on the 2004 curriculum, English is one of the primary subjects at school. The objectives of teaching English to senior high school students as a primary subject of the study are:

- a. Developing the communication skill in English both spoken and written language. The ability to communicate includes listening, speaking, reading, and writing.

- b. Giving information that English is one of the most important foreign languages that become means of communication in education.
- c. Developing the understanding of language and culture. Therefore the children will have knowledge about culture. The role of an English teacher in senior high school is very important because he/she has the task to develop the material and technique in teaching in the classroom in order the students can master English well.

The teacher needs to have special training or education to have knowledge to prepare a good lesson, provide appropriate resources to learn, and so on. In other words, a teacher with good educational background logically has chance to be a good facilitator. Good environment and media also support the success of language teaching. Therefore the teacher must create a good condition and make his/her teaching interesting for them and be very helpful to encourage them to learn English.

2. 2004 Curriculum

In 2004 curriculum, it is stated that there are four literacy levels: performative, functional, informational, and epistemic. In performative level, people can read and write, and speak symbol. In functional level, people are expected to be able to use language in their daily life. In informational level, people are expected to produce knowledge by their language themselves. In epistemic level, people are expected to transform language using special language.

In 2004 curriculum, the senior high school students are expected to reach informational level because they are prepared to the university. Therefore, literacy is the focus of the development of learning English in this curriculum. Kinds of texts used are texts that can support the extent of academic literacy degree. Verbal communication activity is a process of producing texts both spoken and written. Hyland (2004: 6) states that texts are autonomous objects which can be analyzed and described independently of particular context, writers or readers. Texts have a structure. They are orderly arrangement of words, clauses, sentences, by following the principles which guide the correct arrangement of elements. Writers can encode full semantic representation of their intended meaning. From the definition above the researcher can conclude that texts are a group of words or organizes patterns of spoken or written language that has meaning.

3. Teaching Writing in Senior High School

As stated before that senior high school students are expected to reach informational level because they are prepared to the university. They are expected to produce knowledge using their own language. In this case, the students must be able to create a text using their own words. The texts used are narrative, descriptive, recount, etc.

In senior high school, literacy is the focus of development learning English in this curriculum. One of the goals in learning English at senior high school is to develop communication skill in English both

spoken and written language. Therefore, the teachers must be careful in teaching writing to his/her students.

According to 2004 curriculum of senior high school, the teaching writing are as follows:

- a. Grammar (simple present tense, simple past tense, simple future tense)
- b. Introducing texts (narrative, recount, descriptive, anecdote, exposition)
- c. Generics structure of the texts

From the explanation above, the researcher come to a conclusion that teaching writing for senior high school students must be related to curriculum. Furthermore, the teacher must be able to make an interesting teaching especially in teaching writing.

B. Basic Concepts Writing

1. the nature of writing

Writing is one of important skills that students need to develop. The ability to write is very important for the academic context, business and personal relation in the global community (Weigle, 2002:1). In the academic context, this ability is used to measure the students' writing proficiency such as composing academic essay or writing some texts which are included in the curriculum. In the business context, the ability to write is important for those who make business relation with other across the nation by sending email or composing business report. writing a letter or message is also a means of communication which can connect the relationship between people indirectly.

Writing and speaking are productive skills. It means that writers and speakers go through producing a language (Harmer, 2007:7). Furthermore, Rivers (1981: 291) states that writing is more difficult than speaking as writing communicating into space. In face to face communication there is little time to think and produce it. However, the product of writing is not as instant as speaking. Writing does not only put the idea into a paper but how written text can be understandable by paying attention to some aspects to create a good written text. Writing involves complex thinking that must integrate all of the components such as the topic or theme, word choices, organization, purpose, audience, clarity, sequence, cohesion, and transcription (Westwood, 2008: 56).

Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text. Brown (2001:335) states the nature for composing process of writing which as the product of writing is the result of thinking, drafting, and revising procedure that requires specialized skills. Firstly, students have to think of the topic or theme that they are going to write. Next, they can generate the ideas by making a draft for their writing and finally students can organize and make the revision for the final product.

According to Norrish (1983), writing is more difficult than speaking. It is the language skill with which native speaker has most problems and one which is not mastered all by some of them. It means

that writing is not simply speech written on paper. In fact, it is more complicated than speech. It is not easy to practice though. Therefore, a writer needs some knowledge about writing and must practice it regularly.

Another definition is given by Michael (1981:10) that writing could be a systematical visible and permanent representation of the auditory and transient phenomena of speech, Byrne (1980:24) defines that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication. According to Enre (1988:148) the aims of writing are:

- a.Desire to explain or to inform
- b.Desire to tell something as it was looked and heard
- c.Desire to tell something about something happened
- d.Desire to convince someone

Meanwhile, Meyers says that writing is a way to produce language when you do and when you speak. Writing is communicating with others in a verbal way. Meyers states Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them (2005: 2).

From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional contexts. It is also a process that what we write is influenced by the constraints of genre and have to be present in learning activities. Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

2 . Steps in Writing

Meyers (2005 : 3 – 12) states that there are six steps to make a good writing, among others.

1. Exploring Ideas

Writing first involves discovering ideas. Before writing, let our mind explore freely. And then record those thoughts by writing on whatever you can. As in speaking, you must have something to say, a reason for saying it, and someone to say it to.

a. Your Subject

Before writing ask yourself, “what is the subject or the material want to write about and what do I know about it ?” Choose a subject that you care about and know about (or can find out about). Then you will have something interesting to say, and you will say it more clearly and

confidently. You must select and then narrow your subject from the general you will practice doing that in the exercise that follows.

b. Your Purpose

After deciding the subject, now ask yourself, “what is the purpose?” Communicating always has a purpose : to persuade, or to entertain or may be to do all three. You could inform, persuade or to entertain your classmate with example of odd incidents you have experienced at your job.

c. Your Audience

After deciding your subject and your purpose, ask yourself, “who is the audience?” To answer to that question will determine what you say about your subject and what the purpose you hope to achieve. You may need to provide a lot of evidence to persuade a reader who does not agree with your opinion, but provide far less for someone who tends to agree with you.

2. Pre Writing

The second step of the writing process involves writing your thoughts on paper or on the computer. Don't worry about making mistakes because you will probably change your mind and your wording later anyway. This step is called pre writing. It is a time to relax, to write quickly and to begin organizing your thoughts.

a. Brainstorming

One way to capture your thought is by brainstorming, or listing thoughts as they come to you. You might brainstorm a second or third time to generate more ideas.

b. Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches.

c. Free Writing

Another way to get started is free writing. You simply write about the subject without worrying about sentence, structure, spelling, logic and grammar. Writing as you would speak so that you can get your ideas down fast.

3. Organizing

After you have put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding. Think again about your purpose and audience what goal does you want to accomplish – to inform, persuade, or entertain? What point do you want to make? And what should you tell your readers so that you can accomplish those goals. Return to your pre writing and do the following:

- a. Underline or highlight best ideas in your brainstorming list, putting related ideas together. Add to the as more ideas occur to you and remove or ignore the parts that are not related to your choices.
- b. Choose the part of the clustering diagram that has the best ideas. Do a second clustering diagram that explores those ideas in greater detail. Ignore the parts of the original diagram that are not related to your choice.
- c. Circle or highlight the best parts of your free writing. Do a second even a third free writing on them, Ignore the parts of each free writings that are not related to your choice. And focus more specifically on your subject and add more details.
- d. Outlining

After selecting, subtracting and adding, the writer can make an informal outline. (Meyers, 2005 : p.5-6)

4. Writing the First Draft

You have done some pre writing, selected your best ideas, expanded on them, and arranged them in some reasonable order. Now you can begin the first draft of your paragraph. Don't worry about being perfect, so write fast as if you were speaking to your readers. Some steps for drafting can be stated as follows:

- a. Say something about before you write in
- b. Write fast by hand or by computer
- c. Use only one side of the paper

- d. Leave wide margins and double space to make room for changes.
- e. Save your work every five or ten minutes on the computer.

(Meyers, 2005 : 6)

5. Revising the Draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what you have already written. When you revise, you examine how well your first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further, cutting out ideas that do not support your point, and changing the wording of your sentences. These are some tips for revising:

- a. Make notes in the margins or write new material on separate sheet of paper.
- b. Circle words you think you misspelled or will want to change later
- c. Tape or staple additions where you want them to go.
- d. On the computer, use cut and paste or insert commands to move things around.
- e. Print out a double space copy for revisions : slow down and revise in pencil. (Meyers : 2005 : 7)

6. Producing the Final Copy

There are two steps in producing the final copy, they are:

- a. Editing

After you have revised your paragraph, you can edit your work. Check in carefully. Focus on grammar, words choice, verb forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it out again with all your corrections. This draft should be neat and should represent your best effort. (Meyers, 2005 : 8)

b. Proofreading

Final stage in the revision process is proofreading. That means carefully reading your draft more than once to check that your revisions and editorial changes were made correctly. (Meyers, 2005 : 8)

3. Types of Writing Exam

Among the many different kinds of exam tasks that are currently in use, the following are some of the most common :

- a. Applications letter and CV
- b. Articles, reports, and reviews
- c. Description of pictures, paintings, or events
- d. Discursive compositions
- e. Leaflets
- f. Letters (informal and formal)
- g. Narratives
- h. Transactional letters. (Meyers, 2005 : 8-9)

In writing composition, based on the type of mistakes, the writer made classification into these following areas :

a. Structure

- b. Tenses – especially past tense
- c. Personal pronouns
- d. Conjunctions
- e. Punctuation
- f. Articles
- g. Prepositions
- h. Capitalization and spelling

(Meyers, 2005 : 9)

This classification was meant to ease the writer in taking a view of the student's grammatical errors and analyzing them. She analyzed the error from the area in which the students most frequently made one to that in which they made the last one.

C. Teaching Narrative Texts

As an international language, English are also thought in Indonesia as a foreign language. The goal of English language teaching in Indonesia, as stated in the December 12, 1967 decree of the Indonesian Ministry Of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in order of importance:

- a. To give students on effective reading ability
- b. To give students the ability to understand spoken English
- c. To give students a writing ability
- d. To give students a speaking ability

One the objective of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.

Writing is the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Narration is the most powerful ways of communications with others. A good written story lets your readers respond to some event, but they can almost feel it. The action detailed, and dialogue put the readers in the scene and make it happened for them. Moreover, because narration often engages reader's emotion so powerfully it can play large role in other type of writing. To figure problems out, the writer will use narrative text in improving writing. Students can feel more relax in learning writing lesson and it will be easier for them to produce narrative texts.

1. General Concept of Narrative Texts

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must

select interesting writing text to teach writing. The writer chooses “Narrative Texts”, as the writing material. Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003a) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead

to a crisis or turning point of some kind in turn finds a resolution. Anderson (1997: 14) states that a good narrative uses word to paint a picture in our mind of:

- a. What characters look like (their experience),
- b. Where the action is taking place (the setting),
- c. How things are happening (the action).

The characteristics of narrative texts among others:

- a. It tells us about a story of event or events.
- b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of than narrative are carefully selected for purpose.

Narration is telling a story. And to be interesting, a good story must have interesting content. At should tell us about an event your audience would find engaging. You might even thing of your narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with even arranged in order in which they happened or in some other effective ways you should use for narrative that achieves all of the followings goals:

- a. it is unified, with all the action a developing central idea.

- b. It is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events.
- c. It introduces the four *w* of a setting- who, what, where, and when- within the context of the action.
- d. It is coherent, transition indicates changes in time, location, and characters.
- e. It begins at the beginning and end of the end. That is, the narrative follows a chronological order- with events happening in a time sequence.
- f. It builds towards a climax. This is the moment of most tension or surprise- a time when the ending is revealed or the importance of events becomes clear.

The language features usually found in narrative texts are:

- a. Specific characters
- b. Time words that connect to tell when they occur
- c. Verbs to show the action that occur in the story.
- d. Descriptive words to portray the character and setting.

(Anderson, 1997: 15)

2. Generic Structure of Narrative Text

Generic structure of narrative text (Hartono, Rudi 2005,6)

- a. Orientation : sets the scene (time and place) and introduce the participants
- b. Complication : sets of the chain of event that influences what will happen in the story.

- c. Resolution : the crisis “ involved, for better or for worst
- d. Re orientation : provides a comment or moral based what has been learned from the story (optimal). (Anderson Mark and Kathy 1997).

3. Steps in writing narrative text

On the other hand, Anderson (1997: 8) states that the steps for constructing a narrative are:

a. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication/ rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) delay them from reaching their goal.

c. Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator’s point of view.

d. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain ways of narrative which leaves us wondering ‘How did it end’?)

e. Reorientation

It is an optional closure of event.

There many different types of narrative texts, among others:

- | | |
|------------------------|--------------------|
| a. Humor | f. Mystery |
| b. Romance | g. Fantasy |
| c. Crime | h. Science Fiction |
| d. Real Life Fiction | i. Diary Novels |
| e. Theoretical fiction | j. Adventure |

(Neo, 2005: 58)

There can be a combination of narratives within each of these different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category (Neo, 2003: 8). The notion of genre is to help you generate story ideas. Here are some examples of the different type (or genre) of narrative showing typical features:

a. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- a. Orientation : the narrator tells the funny characters names in unusual setting.

- b. Complication : in this part, something crazy happen.
- c. Sequence of event : there are many imaginative ideas here
funny things said by characters and extraordinary things happening to
ordinary people.
- d. Resolution : All is well that end well. (Neo, 2005: 58)

b. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

- a. Orientation : it contains hunk male and female who is
looking for love, exotic setting, sun set, beaches, and moonlight.
- b. Complication : boy meets girl.
- c. sequence of event : it contains the development relationship,
jealously, love, hurt, pain, warm, sharing, and overcoming problems.
- d. Resolution : boy gets girl, marry and live happy ever
after. (Neo, 2005: 59)

c. Historical Feature

Here are the features of a typical historical fiction text:

- a. Orientation : a setting in the past and description of a
period in history.
- b. Complication : good meets evil

- c. Sequence of event : action related to a period in history, character's lives affected by the events of history, description of live at the time.
- d. Resolution : characters survive the chaos of the time (for example, the war ends). (Neo, 2005: 59)

d. The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

- a. Orientation : main character is the narrator. Time setting is given by diary entries.
- b. Complication : given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.
- c. Sequence of event : diary entries tell of feelings, hopes, and happening.
- d. reorientation : the narrator tells what happens to solve the complication. (Neo, 2005: 60)

e. Fantasy

Below are the features of a typical fantasy narrative:

- a. Orientation : setting may be in another dimension with goals, witches, wizard, and so son. Hero who may has magical power.
- b. Complication : evil forces affect the goodies.
- c. Sequence of event : use of magic. Action includes elves, dragons and mystical beasts, heroism.

d. Resolution : God defeats evil forces. (Neo, 2005: 60)

f. Science Fiction

Science fiction narratives use the setting involving science and technology.

Here are the typical features of the text type:

- a. Orientation : a feature setting and a world with technology.
- b. Complication : an evil force threatens the world.
- c. Sequence of event : imaginative description. Action involves technology, science, and super invention.
- d. Resolution : good defeats evil.
- e. Coda : take care that science is used for good, not

4. Technique in Teaching Narrative

The writing of narrative as an activity can be down into four separate parts. Each of these four parts will be single paragraph. The paragraph should be arranged as follows:

- a. The first paragraph should tell something about the job. What kind of work were you doing? Where was the work performed? What were your working conditions like?

- b. The second paragraph should describe the conflict. What was its source? Was it a conflict over two different attitudes toward work, two different ways of doing the same job, two different personalities?
- c. The third paragraph should tell how the conflict was resolved. Was it resolved fairly or unfairly, by whom?.
- d. The fourth paragraph should give the moral of the story. What did you learn from the experience? Were you able to apply what you learned to other experiences in your life?. (John, 1997: 27)

D . Media in language teaching and learning

It has been realized for period of time that media has a great role in teaching and learning process. Hundreds of teaches have used various type of media to help them teach more effectively. The above explanations are in line with what has been proposed by the researcher in using media that is picture series as the solution used to solve the problems in teaching writing.

Teaching media bring significant role in the success of language teaching and learning by creating a solution for both the teacher and the students to cope with the group between the teachers' explanation/ idea with the learners' understanding.

Media are means of communication and source of information that can be in various forms. They can be in the forms of video/audio recording, television, diagrams, printed materials, real objects computer programs, and instructors. All of them are categorized as instructional

media because they provide message with an instructional purpose that is to facilitate communication in the learning process.

Smaldino et al (2005:9) mentions six media used in learning and instruction. They will be explained as follows:

- a. Media is alphanumeric characters that are displayed in various type of formats. It can be in the form of book, poster, chalk board, and computer screen.
- b. Another media used is audio. Audio refers to the learning media that cover everything that we can hear. It can be in the form of a person's voice, music, mechanical sound, noise and etc.
- c. The third type of media is visual. Visuals are highly used to promote learning. They will include diagrams on a poster, drawing on chalk board, photograph, or pictures, graphics in book, cartoons and so on.
- d. Another media is motion media. They are media that show motion including video tape, animations, and so on.
- e. Manipulative are three dimensional media and can be touched and handled by the students.
- f. The last type of media proposed by Smaldino et al is people. The media includes teachers, students, or subject matter experts.

As mentioned before, the teaching and learning process will be more effective when the teacher uses media in her class. To support the idea of the benefit of using media in the classroom, Smaldino et al (

2005: 12,13) also mention several other reasons why teachers have to use media. They are 1) media can be used for supplemental support of the instructor given by the teacher and 2) media can be used in formal education situations where the teacher is not available or is working with other students. As the result, the use of media in the classroom will enhance learning and support teachers in their teaching.

There are several considerations in selecting the appropriate media used in the teaching and learning process. Mc Alpine and Weston (1994) in Smaldino et al (2005:7) mention a list of questions that must be considered by teachers in selecting the media. They are written as follows:

- a. Does it match the curriculum?
- b. Is it accurate and current?
- c. Does it contain clear and concise language?
- d. Will it motivate and maintain interest?
- e. Does it provide for learners participants?
- f. Is it of good technical quality?
- g. Is there any evidence of its effectiveness (previous research study)?
- h. Is it free from objectiveness and bias?
- i. Is a user guide or other documentation included?

1. The role of media

A teacher need many supported factors in conducting a successful teaching process. Some of these factors are well prepared lessons plans, appropriate teaching methods, conducive situations for learning, good classroom management, good time management and supporting media. The latter has been an important consideration for years to realize a successful teaching process since media give many advantages in encouraging the students to really learn the materials.

The word Medium' comes from Latin word which means "between". It means that a medium brings something to deliver from the resources to its receiver. There is information carrying by a medium so that the receivers get something in their minds. Furthermore, media do not only merely function as transferring information also as a means of communication. Media can give any information that might be needed. Media can also be means to communicate between or among those who use the media. Media can help people to communicate their ideas. In this case of teaching and learning process, media can be used as a means of communication between the teacher and the students. (Smaidino et al, 2004:9)

The modern education has started to consider media as an important aspect in teaching. Media give any advantages both for the

students and the teachers. These are some benefit of using media in a foreign language teaching and learning process.

1. Media help to complete and simplify the teaching process. For example, when the students have difficulties in understanding the teacher's explanation, the teacher may use a picture to simplify it.
2. Media help a teacher to show the teaching object and illustration. Media, especially audio visuals would provide the clear object and illustration of a process.
3. Media for the students to minimize the use of their mother tongue and to improve the use of the target language. For example when the teacher uses cards for exchanging information between students where there have been clues on the cards, it will really help the students to speak in the target language.

The appropriate and effective media give a big advantage for the teaching learning process including in a writing instructional process. Media help the learners to understand the materials and give opportunity to practice the target language. The use of media is important. Thus, the teacher should have various and appropriate media to teach a certain language skill.

To sum up, there are various that can make the instructional more realistic and engaging one of visual media commonly used in the teaching and learning process is pictures. Smaldino at el (2005 :

240) states that pictures are (photographic) presentation of people, place, and things in the form of dimensional that sometimes in the form of sequential pictures (in series).

As mentioned before, picture series are one of the solutions to cope the problems in the teaching writing. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture is one of media of communication that can show people, place and thing that are far from us.

There are various type of pictures used in the English teaching and learning and one of a sequence pictures of a single subject that is aimed to tell a story and also a sequence of events. Yunus (1981:49) states : “ A picture series is a number of related composite pictures linked to form a series of sequences. Here its main function is to tell a story or sequence of events.”

Picture series is one of learning media that is categorized as an art teaching media. Pictures series can provide a window into how learners will negotiate their understanding of images and their knowledge of the world.

To support the previous idea on the roles of picture series in the teaching and learning process, (harmer 2002: 69) states that there ae various number of writing tasks that students can be asked

to undertake and one of them is students can be given a series picture which tell story and they have to write story based on pictures. He then adds that giving the students sequence pictures as the writing task will incite them to be creative writers.

The students will explain their understanding of piece of art revealing details about their literacy process and strategies. The same kinds of revelation by using series picture, likely on a more advanced level are revealed in this lesson, where the students explore background actions and others related to the art they study. All students can find success” where they are” through this exploration of culture, vocabulary, voice and characterization in the specific context of the inspiration artwork. Because of open ended nature of this lesson, it is particularly appropriate for multi-leveled classrooms and classrooms with special needs and English language learners.

Picture series is recommended for it has many benefits in the writing learning process. The first benefit of using picture series is one of visual media (Smaldino 2005: 9).another benefit is picture series will stimulate the students to develop and use their imagination so that they will b able to write well. Then, it will also help students in expressing the ideas they have in mind become more readable. The last benefit is that picture series will improve students’ motivation in writing.

In this research study, picture series will be used as the main media to improve the students' writing skill. In implementing picture series in the research, there are process that need to be done by the researcher and other members of the research. They are designing the lesson plan for the teaching and learning, designing the teaching techniques used to implement the picture series, then selecting the appropriate and suitable picture series to be used in the writing activity.

B. Conceptual Framework

To achieve the improvement of the writing ability of the students, the researcher has to make some efforts in the action research. For the sake of the success of the research it is important for all research members to work collaboratively. The improvement on the learning achievement needs a process; it means that it does not occur instantly. It requires a period of time and efforts from many parties including the learners, teachers, and the educational institution. Considering the need of improving the writing ability of the students, the researcher has to identify and implement some efforts in the field. There are some steps that would be done by the researcher. First the researcher observed and identify the problems in the field. Second, she and the English teacher tried to find some efforts which are considered as the solution.

Finally, the actions were implemented. Writing is definitely a skill that the language teacher must teach to their students. Although it is a

complicated skill, writing is very important because writing activities can give the students chance to express their ideas, help to consolidate learning in the other skill areas, and lead to conscious development of the language mastery. However, writing is not only a matter of putting ideas in a written form but also organizing words and grammar structure and selecting the appropriate diction in order to make the writing product more meaningful. This idea of writing often causes problems for students because they have no strategy to get ideas and organize them into paragraphs in writing and this condition makes writing more difficult to learn so that most students are reluctant to learn writing.

The researcher chooses student's composing narrative writing as a material of narrative writing. By assumption that the composition is the result of students' product that can be known clearly. Sofyan (1999:86) stated that Narrative is a story which is connected with events based on the plot. Then why the teachers use narrative text, it is because the narrative as a story of human experience, so that the students write easily the composition. For that reason, it hopes can improve the teaching learning process of writing class. The progress is always needed in the process of teaching and learning, so it is also required in the teaching and learning of writing in class XA of MAN LAB UIN Yogyakarta. The progress could be made through an action research. First, reconnaissance was done to find out the component in which would be the object of the actions. This step involved observation on the objects involving in the teaching and learning process and general image of

the school. Then, discussion among the research members were held to analyze the problems related to the writing learning process and make agreement related to the component to be improved and how the improvement to be carried out. The next steps of the research were planning feasible actions to be carried out, implementing the planned actions, and then evaluating the results of the implemented actions. The research may continuously and endless since improvement is always needed. Considering time allocate, the research was stopped when the actions were already carried out, with the expectation that they could be carried out continuously.

CHAPTER III RESEARCH METHOD

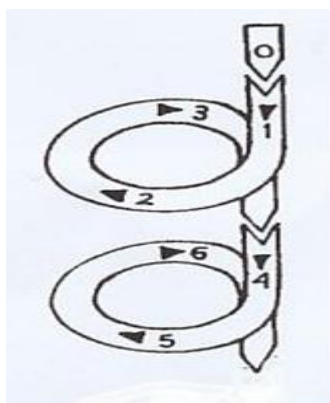
This section discusses the research design, research setting, instruments, data analysis technique, research validity and reliability, and research procedure.

A. Research Design

The research on implementing sequence pictures in class X of MAN LAB UIN Yogyakarta is an action research. Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (*Carr and Kemmis 1986: 162*). states that action research, sometimes called "practitioner research," is a reflective investigation of a personal interest, problem or challenge. The process begins with the development of questions, which may be answered by the collection of data. Action implies that the practitioner will be acting as the collector of data, the analyst, and the interpreter of results. Besides, action research or participatory action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. Action research is done simply by action, hence the name. Action research can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with the aim of improving their strategies, practices, and knowledge of the environments within which they practice. As designers and stakeholders, researchers work with others to propose a new course of action to help their community improve its work practices (Center for Collaborative Action

Research). It is to find the problems during teaching learning process, and to find the solution of the classroom dilemma in class X of MAN LAB UIN Yogyakarta. The research team members work collaboratively to find the problems concerning interaction in the English teaching learning process and then identify the problems, plan, and carry out the actions, and make an evaluation, reflection, and discussion of the actions implemented.

The processes in action research can be shown in the schema below:



- 0 = the problems
- 1 = Planning
- 2 = Action and observation I
- 3 = Reflection I
- 4 = Revised plan I
- 5 = Action and observation II
- 6 = Reflection II

Figure 1: Kemmis&McTaggart’s Action-Research Cycle. (Burns, 1999: 33)

Based on Figure 2, the researcher, the English teacher, and another research team member (collaborator) identified some problems, formulated a draft of some actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. These whole steps were done in two cycles.

B. Research Setting

This research is carried out in class X of MAN LAB UIN Yogyakarta. This school is located in Wonocatur East ring road Yogyakarta. The available rooms in

the school were the headmaster's room, teachers' room, a room for guiding and counseling, an administration room, a school health unit, a kitchen, a mosque, teacher's toilet, students' toilet, two labs computer with the internet acces, hotspot area, two labs science, and one lab art and culture, basket ball and tennis court, nine classrooms etc. Each class consisted of about 27 to 30 students. Totally, there were 280 students, one headmaster, eighteen teachers, one school guard, and three English teachers. The English teaching learning process in class X is carried out 2 x 90 minutes in a week.

C. Subjects of the Research

The subjects of this study were students of grade X of MAN LAB UIN Yogyakarta in the academic year of 2013/2014. The class had 27 students, consisting of 10 male and 17 female. The ages of the students were sixteen up to seventeen years old. Most of them came from the middle upper economical background. Some of them lived near the school. Most of their parents were lectures. Several parents were entrepreneurs and farmers. The researcher chose X class as the subjects of the research because this class needs to be improved about the students' skill in writing narrative text.

The object of the research was the English teaching learning process in Class X of MAN LAB UIN Yogyakarta. The objective of the action was improving students' writing skill through implementing sequence pictures in Class X of MAN LAB UIN Yogyakarta. Through collaborative among research team members in finding out the weakness of the students' writing ability in narrative text through implementing sequence pictures, identifying the problems, planning and carrying

out the actions, and then doing the evaluation, reflection, and discussion of the actions implemented to improve its quality.

D. Time of the Research

The researcher was conducted the action research in the first semester of the academic year of 2013/2014. The observation began on October 2013. The actions were conducted from November to Desember 2013. In conducting the actions the researcher follows the school calendar in which the English class is taught three times a week. Each meeting has 90 minutes but for one hour lesson it has 30 minutes. The schedule of English for class X of MAN LAB UIN Yogyakarta follows.

Monday: 7:00 -8.45am, Wednesday: 09:00 – 10:30 am, The actions were completed in 6 meetings.

E. Instruments

In this research, the key instrument was the researcher. The researcher was field with the other research team members. In the reconnaissance stage, to collect the weakness of the English teaching learning process, the research worked collaboratively with the research members. Generally, the data were collected through observation guidelines, a photo camera and in-depth-interview guidelines. The researcher observed the English teaching learning process with other research team members to identify the problems. In the action stage, the researcher observed the English teaching learning process and conducted in-depth-interview to other research team members.

The data gathered were written down in the form of field notes of the teaching and learning process, photo of the teaching and learning process, and

interview transcripts. There were two kinds of in-depth interview guidelines in the reflection steps which were for the students as the subjects of the research and the collaborator. For interviewing the students, the guideline focused on the students' opinions about the actions, the improvement of their writing ability, and their difficulties during the activities of the actions. For the collaborator, the points of the interview guideline were the collaborator's opinion about the action, the condition of the class, and the students' involvement during the teaching and learning process.

F. Data Collection Procedure

The data collections were qualitative in nature. They were obtained by interviewing the English teacher as the collaborator and the students of class X of MAN LAB UIN Yogyakarta. Observed the teaching and learning English process in class X, and took some pictures of teaching and learning process in the class. In order to obtain the data, the researcher did several activities. They were observations, and interviews.

1. Through the observation, the researcher was to find out information, especially the information related to the interaction in the English teaching learning process.
2. Through interviews, the researcher is to dig up information directly from the other research team members about the English teaching learning process.

Then, in the reconnaissance step, after conducting the observation and interview with the students and English teacher, the data which were field notes and interview transcripts then were collected. In the action and observation steps,

the data of the field notes also were collected. The field notes were made based on the descriptions in the observation guidelines which were completed by the collaborator during the researcher implementing the actions. In the reflection steps, the data of interviews which were interview transcripts were collected and then analyzed with the other data in the previous steps. Here, the interview transcripts were used to give clear description about the students' responses, the students' behaviors, and the collaborator's responses about the class activities during the actions. After all data had been collected, the researcher analyzed them to find the successful and unsuccessful result of the actions and to make the conclusion of the research.

G. Data Analysis Technique

After conducting the research, the researcher analyzed the data from the field notes of the observations, interview transcripts, and from the questionnaire given to the students. The researcher also used triangulation in avoiding the subjectivity of the data analysis. The triangulation was done by comparing the data from the observations, interviews, and questionnaires, and also by comparing the data from all of the research members.

The data were gained from the action conducted in the field. The data were analyzed from the field notes of observations and interview transcripts. The analysis of data was represented by the reflection of the cycles of the research. By doing the reflection, the researcher had authentic data, which can help her in interpreting the data. To assess the validity and reliability of the data, the researcher followed the criteria proposed by Burns (1999: 161-162). The validity

of the research was democratic validity, result validity, process validity, catalytic validity, and dialogic validity.

H. Research Validity and Reliability

Burns (in Madya 2006: 37 -45) states that there are five validity criteria that can ensure data validity of action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

a. Democratic Validity

Burns (in Madya 2006 : 38) states that democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In other to get democratic validity, the researcher interviews the stakeholders of MAN LAB UIN Yogyakarta (head master, teachers, and students). In the interview, the stakeholders are given chances to express their ideas, opinion, and attitudes toward the problems faced where the focus is to look for the solution of the problems. The interview is conducted during the research runs.

b. Outcome Validity

Outcome validity is related to the outcome achieved by the researcher. The achievement of the outcome involved not only problem solving but also appearing new questions in the related research (Burns, in Madya 2006: 40). To get the outcome validity, the researcher puts back the problems at the X gade of MAN LAB UIN Yogyakarta in a scheme in order to make new questions. The researcher does this when the researcher does the reflection in the end of the action.

c. Process Validity

Process validity meant that actions that are done in the research are believable (Burns, in Madya 2006:40). To get the process validity, the researcher collects the data by doing observation, and notes during the research runs. The researcher notes anything that happens in the teaching learning process of grade X of MAN LAB UIN Yogyakarta. It means that during the research, the researcher observes the participants of the research, the researcher focuses her attention only on anything that could be caught by the researcher's senses.

d. Catalytic Validity

The catalytic validity is related to how the stakeholders respond to the changes occurring to themselves. (Burns, in madya, 2006: 43). The researcher gets the catalytic validity through the cycle of the action plans, implementation and its observation, and reflection that are done at grade X of MAN LAB UIN Yogyakarta.

e. Dialogic validity

Dialogic validity means that the stakeholders could participate in the process of the research.(Burns, in Madya 2006 : 44). To get the dialogic validity, the researcher does the peer review in action research. It would mean dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with “critical friends” or other practitioner researchers who can act as “devil’s advocates”.To enhance the trustworthiness of the data and the subjectivity in analyzing the data, the researcher uses triangulation. Burns states that triangulation is a way of arguing that if different methods of investigation produce the same result then the data is likely to be valid.

Furthermore, Burns (1999:164) proposes four forms of triangulation. They are as follows:

a. Time triangulation

Time triangulation means that data are collected at one point in time or over period of time to get a sense of what factors are involved in the change process.

b. Space triangulation

In this form, data are collected across different subgroups of people to avoid the limitation of studies conducted within one group.

c. Investigator triangulation

In this way, more than one observer is involved in the same research setting to avoid the bias interpretation.

d. Theoretical triangulation

In this form, the data are analyzed from more than one perspective. The researcher analyzes the data based on more than one theoretical review in interpreting the data.

I. Research Procedure

In conducting the action research, there were some procedures that must be followed for each cycle, those procedures were:

1. Determining the thematic concern (Reconnaissance)

The researcher identified the problems from the observations, questionnaires, and interviews conducted by the research members. Then the researcher made a list of identified problem. Then the all research members discussed to choose the problems that are very urgent and manageable to overcome.

2. Planning

After getting manageable problems to overcome, the research members worked collaboratively to find possible actions to overcome the problems. Then, the researcher made a list of some plans that have been agreed by the research members, and the researcher formulates the plans of action that would be implemented.

The formulation of the plans included the materials that will be given in the action. The materials are taken from many resources with some adaptations to make them fit with the topic. After that, the researcher arranged the lesson plans and consulted them with the teacher and the collaborator.

3. Acting and observing the action

After formulating the plans including the materials and the lesson plans is agreed by the research members, and then the researcher implements the actions in the class. The researcher does the actions and the English teacher of class X and the collaborator observe the students' writing ability during the implementation of the action.

4. Reflection

After implementing the action, the researcher did some interviews to the research members and students to know whether the action had significant effect or not. After doing evaluation, the researcher and other research members analyzed the research findings. Based on the result of the analysis, the researcher, the teacher, and the collaborator can continue to formulate the plans for the next cycle.

CHAPTER IV RESEARCH FINDING AND DISCUSSION

This study was conducted by implementing action research method. The researcher implemented the actions to improve the teaching learning process. In this case, the aim of this research was improving the teaching learning process of writing narrative through the use of sequence pictures. The participants were the students of class XA MAN LAB UIN Yogyakarta the academic year of 2013/2014.

A. Research Process

Detail information of the research process is presented in the following discussion.

1. Identification of the field problems

Before implementing the actions, the researcher firstly conducted reconnaissance to identify the existing problems in the field. The reconnaissance done by researcher included some important activities. They were class observation and interview. Those activities were conducted on October 16- 25 2013. The first activity carried out by the researcher was observing the English teaching and learning process of grade XA. It was done to collect any valuable the problems that arose during the teaching and learning process in the classroom.

Then interviewing the teacher and the students was the second activity done by researcher. The interviews were done to collect information about the teacher and the students' perspective about the teaching and learning process

of English and also their feelings about the difficulties in the English teaching and learning process.

After the class observation and interviews, information about the problems in the English teaching and learning process arising in the field was obtained. Those problems are presented in the following table.

Table 1.4 the problem found in the field

No	Problems	Codes
1.	The students gave less attention to the teachers' explanation	S
2.	The students were bored during the teaching and learning process of writing	S
3.	Some students did not bring the dictionary	S
4.	Some students were reluctant to open the dictionary	S
5.	The teacher applied the conventional way of teaching	T
6.	The teacher did not give the students input text	T
7.	The teacher did not used LKS to provides activities	T
8.	The media used by the teacher was not sufficient	M
9.	The students had low motivation in learning	S
10.	The students had limited vocabulary mastery	S
11.	The students considered writing was difficult skill to master	S
12.	The students lacked ideas to write	S
13.	The students found it difficult to organize sentences	S
14.	The students had difficulties in writing text	S

S = Student

T = teacher

M = Media

After obtaining the problems in the field, the researcher and collaborator analyzed the problems. Then, they concluded that there were problems dealing with students' writing skills. As the result, the researcher and the collaborator decided to solve those problems since the focus of this research was improve the students' writing skills. The problems found in the teaching learning process of writing could be presented in the following table.

The problems related to the teaching and learning process of writing.

Table 2.4 the problem found in the field

No	Problems	Cods
1.	The students gave less attention to the teacher's explanation	S
2.	The students were bored during the teaching and learning process of writing	S
3.	Some students did not bring the dictionary	S
4.	Some students were reluctant to open the dictionary	S
5.	The students had limited vocabulary mastery	S
6.	The students considered writing was difficult skill to master	S
7.	The students lacked idea to write	S
8.	The students found it difficult to organize sentences into good paragraph	S
9.	The students had diffiulties in writing the text with the use of correct grammar	S

From the previous list of the problems in the tables, the researcher and the collaborator then agreed to classify those 9 problems into 2 major categories, one related to the problems in writing and the other one related to the students' motivation in the teaching and learning process of writing, the categorization of the problems is presented in the following table.

Table 3.4 the categorization of the problems found

Category	Problems	Indicators
Writing	The students had limited vocabulary mastery	The diction they used in the writing not appropriate They frequently asked the teacher about the meaning of the words
	The students considered writing was difficult skill to master The students lacked ideas to write	When the researcher was doing the interview, the students said that writing was the English skill that is difficult for them to master The students could only write few words whenever they were asked to write The students frequently asked the teacher on what story they were going to write Some students wrote similar story doenby friends sitting next to them Some students could not develop the ideas

	<p>The students found it difficult to organize sentences into good paragraph</p>	<p>Some students could not organize their ideas within their minds into coherence sentences Some students did not know how to express the ideas into sequence of sentences and organize them into Chronological and coherent paragraph. The students simply wrote the sentences without paying attention to the unity of the text.</p>
	<p>The students had difficulties in writing the text with the use of correct grammar</p>	<p>Most of the students made grammatical mistakes in writing the story, such as using inappropriate tenses, etc.</p>
<p>Motivation</p>	<p>The students gave less attention to the teacher's explanation</p>	<p>They did not listen to the explanation and instruction given by the teacher</p>
	<p>The students were bored during the teaching and learning process of writing</p>	<p>Some students frequently checked the mobil phones when the lesson was still going on Some students were sleepy when the teacher explained the lesson Some students spent their time talking to other friends</p>

	Some students did not bring the dictionary	There was no dictionary
	Some students were reluctant to open the dictionary	The students who had dictionary with them preferred to ask their friends in finding the meaning of the words instead of finding the meaning in the dictionary themselves.

Based on the problems mentioned previously, the plans of the actions were expected to be able to improve situation in order that:

- a. The students' motivation in writing improved
- b. The teaching and learning process of writing run effectively
- c. The students' writing skill improved

B. Report of cycle 1

1. Planning

After obtaining the information on the existing problems in the reconnaissance stage, the researcher and the collaborator then planned several actions to solve the problems. The action focused on the implementing of sequence pictures in the teaching and learning process of writing as an effort to improve the students' writing skills. Those actions can be presented as follows :

Implementing sequence pictures as an effort to stimulate students; ideas
Using sequence pictures based activities to improve students' writing ability in term of vocabulary, organization, and language use, particularly the use of simple past tense.

The researcher also planned to sequence pictures to deal with students' motivation. It was used to stimulate the students to be more motivated in the teaching and learning process of writing since the result of the reconnaissance showed that they lacked motivation in the process of writing.

Beside, the whole process of planning also included some other important activities. They were making course grid, lesson plans, students' writing activities and learning materials, as well as preparing sequence pictures. In this process, the teacher also gave feedbacks and comments on the course grids, lesson plans and writing activities made by the researcher in order to meet the school's syllabus.

2. Action and observation

In implementing her actions, the researcher worked collaboratively with the English teacher. When the researcher was acting as the teacher, the English teacher sat at the back observing the teaching and learning process, completing the observation checklist and taking notes about everything that happened in the classroom during the action.

The researcher officially started her action on October. The action of cycle 1 were conducted in three meetings. October 23, 25, and 28. As stated in the planning stage, the whole actions in this cycle focused on using sequence pictures to improve students' writing skills. Therefore, sequence pictures and its other activities were designed to be used by the researcher to improve the students' writing skills in terms of ideas, vocabulary, organization, language use (the use of simple past tense) and motivation as well. The description of the actions in cycle 1 is explained as follows.

a. Implementing sequence pictures as an effort to stimulate the students' ideas

To stimulate the students' ideas, the researcher applied sequence pictures in the early process of the teaching and learning process of writing. The detail information of the implementing sequence pictures to improve students' ideas is presented below.

Giving the students sequence pictures was an activity done to stimulate the students' ideas. It was done in the first meeting, the sequence pictures were given to make the students' ideas run smoothly based on its sequence. In doing this, the researcher firstly asked the students to work in pairs to arrange sequence pictures. After that, both the researcher and the students discussed the correct arrangement of sequence pictures. Being able to arrange the sequence pictures of Cinderella based on its order indicated that the use of sequence pictures successfully helped the students to gain the ideas. This is shown in the following field notes.

..... kemudian, R dan siswa membaha urutan gambar yang tepat. R bertanya” which the picture is the first event of the story?siswa serentak menjawab picture nomer 1 setelah itu siswa secara bergiliran menyebutkan urutan gambar sesuai dengan jalan cerita dari cerita cinderella.pada saat membahas urutan gambar, siswa terlihat sangat bersemangat dalam mengikuti proses pembelajaran, hampir semua siswa menjawab pertanyaan yang R berikan terkait dengan urutan gambar yang tepat.....

..... then the researcher and the students discussed the correct arrangement of the Cinderella pictures series. The researcher asked “ which picture is the first event of the story? The students together answered “ pictures number 1 after that, in turn the students mentioned the correct picture arrangement based on its sequence. When the researcher discussed the picture arrangements, the students were motivated in the teaching and learning process. Most students answered all questions given by the researcher.....

Field note 1
October 2013

The activities done in the first and second meeting enable the students to have ideas to write their stories in the writing composition process as shown in the following interview transcript taken in the first meeting.

T: “ *penggunaan sequence picturenya tepat sekali mbak dalam arti kata bisa menggali ide- ide anak, misalnya coba mbak izza tadi hanya menggunakan text saja tnpa menggunakan media sequence pictures mungkin ide- ide anak itu tidak keluar dengan sendirinya.*

(the use of sequence pictures was effectively it means that they could stimulate student’s ideas, if you did not apply sequence pictures, the ideas of the students might not run smoothly)

R: *jadi sudah terlihat ya pak kalau ide-ide para siswa sudah ada?*

(so, the students’ ideas were seen during the attions weren’t they?)

T: *iya mbak*

(yes).

Interview transcript 1

Oktober 2013

The students’ responses also showed that sequence pitures enable them in gaining the ideas to write their stories. This is shown in the following interview transcript taken in the first meeting.

R : “ *Asyik ya, hmm kenapa asyik dek?*

(why was it fun?)

S : *ya karena siti jadi tau apa yang siti tulis, karena pakai gambar miss*

(becaue the sequence pictures mae me know what i want to write miss)

R: *dik siti jadi punya ide untuk menulis ya?*

(Pictures made you have ideas to write, didn’t they?)

S: *Iya miss*

(yes miss)

R: *Kegiatan yang mana yang paling di sukai dik?*

(what activity did you like most?)

S: *yang menyusun gambar tadi miss, terus nulis ceritanya berdasarkan itu*

(it was arranging the sequence pictures and wrote the story based on the pictures).

Interview transcript 1

Oktober 2013

The implementation sequence pictures to stimulate the students' ideas in the first and second meeting can be said to be valid because it meets the principles of process and dialogic validity. The data of the process validity were obtained from observation and interview with the students and the collaborator. It was supported by data sources, such as field notes and interview transcripts.

Meanwhile, dialogical validity was obtained by the chance given to the students and the collaborator to give their response toward the implemented action.

b. Using sequence pictures based activities to improve the students' writing skills in terms of vocabulary and language use.

In order to improve the students' skills of vocabulary and language use in writing, the researcher applied sequence pictures activities in the implementation of actions in Cycle 1. In the first meeting, the researcher asked the students to work on a writing activity after discussing the correct story sequence of pictures. This activity was aimed to help the students in improving their skills focusing on vocabulary, and the use of simple past tense in writing narrative text.

The students were asked to fill in the missing words task. There were 8 question items which consisted of vocabulary and grammar exercises. In doing this task, the researcher asked the students to use the dictionary to find out the meaning of the unfamiliar word found in the task. However, there were 10 students who did not bring the dictionary. They said that they forgot to bring it to the class. As the result, the teacher ordered all all students particularly those who did not bring the dictionary to bring it in the next meetings. Although there were only 8 questions, it was still difficult for the students to answer. They often questioned the

researcher the meaning of the words found in the task that they did not know as shown in the following field note.

..... *siswa menanyakan arti kata yang mereka tidak ketahui kepada R. Miss bahasa indonesianya God fairy apa?da beberapa diantaranya bertanya bahasa indonesia dari kata step mother dan lainlain.....*

..... The students questioned the reseracher the maning words they did not know. A student asked “ miss what is the indonesian word of God fairy?and some of them asked the indonesian words step mother etc.....

Field note 1

In meeting 2, the similar activity was also carried out by the reseracher. The students and the resercher then focused on the task of filling the missing pat of sentences with correct tenses. But some students still found it hard to deal with the use of simpel past tense as shown in the interview transcript below.

S: Past tense miss, tadi saya kesulitan nyari betukkeduanya dari kata feel dan know

(it was the past tense, miss i found it difficult to find the past forms the word feel and know)

R: jadi untuk bagian past tense masih sulit ya dik?

(so, past tenae was still difficult, wasn't it?)

S: iya miss

(yes miss).

Interview transcript 3
Oktober 2013

The implementation of sequence pictures based activities in the first and second meetings to improve the students' vocabulary and language use said to be valid and reliable. It is said to be valid because it is in line with the principles of process and dialogic validity. In addition, it is said to be realiable because it is in line with space triangulaton.

3. Using sequence pictures based activity to improve the students' organization skill in writing

Improving the students' organization skill in writing was the focus on second and third meeting, based on evaluation of first meeting, the students still needed more explanation about the characteristics of the narrative text, particularly its generic structure. As the result, the researcher gave the students more explanation about it in the second meeting.

The researcher distributed learning materials consisted of the text king midas and writing exercises to the students. She then asked the students to read the text and answered 8 questions related to the content of the text. The questions were given to help the students improve their understanding of th generic structure of narrative text since the explanation of the generic structure in the first meeting was not sufficient yet. This activiy was aimed to make the students improve their writing skill in aspect of organization. However when the teacher and the students were discussing the answer,there were some students who did not concentrate on the lesson as shown in the following field note.

..... Saat R dan siswa sedang membahas jawaban, 4 orang siswa yang duduk di baris belakang sedang asik mengobrol. Mereka membahas hal lain yang tidak berkaitan dengan pelajaran, sehingga R memperingatkan mereka untuk berhenti mengobrol dan fokus pada materi selain itu ada siswa yang bernama Agus yang terlihat oleh R menguap beberapa kali dan R memintanya untuk cuci muka

..... when the resercher and the students were discussing the answer, there were 4 students sitting in the back row alking. They discussed something unrelated to the lesson. Besides, a student named Agus was yawning. The researcher then asked him to wash his face.

Field note 2
Oktober 2013

Meanwhile the implementation of meeting 3 was also focused on improving students' organizational skill in writing. It was when the students developed the story of cinderella based on the pictures they had. The students did

the writing activity seriously and used dictionary to help them find the English words used in writing their story. during this process, the researcher also monitored the students' writing activity and help them when they had difficulties.

After that, the researcher asked the students to work in pairs in writing the draft of the dog and the turtle story based on its sequence pictures. In this process, the students were happy in doing activity. This is shown in the interview transcript below showing the students' feeling and comment about the actions.

R	: <i>gimana tadi pelajranya?</i> (How was the lesson?)
S	: <i>Lumayan asik dan seru miss</i> (it was quite fun miss)
R	: <i>Apanya yang seru dan asik dek</i> (what part that was fun)
S	: <i>ya tadi kegiatan menulisnya tidak terlalu sulit dan mengajarnya juga enak</i> (because the writing activity was not too difficult)
R	: <i>jadi tadi bisa mengerjakan ya?</i> (so you were able to do the writing right?)
S	: <i>Bisa Miss</i> (Yes miss).
Interview transcript 4 Oktober 2013	

The implementation of sequence pictures based activities in meeting 2 and 3 to improve students organization can be said valid and reliable. It is said to be valid because it is in line with the principle process and dialogic validity. In addition, it is said to be reliable because it is in line with space triangulation.

C.Reflection of Cycle 1

Having done the actions, the researcher evaluated the actions. The researcher team had a discussion to analyze the data obtained in the form of field notes, interview transcripts and students' writing work which were taken from the observation of the teaching and learning process and interview with the collaborator

and the students. To fulfill the democratic and dialogic validity, all researcher members had an equal opportunity to express their comments, opinions, feelings, and suggestions related to the implemented actions.

All opinion and comments from each researcher member were taken into consideration the result of the reflection showed that there were improvements and weakness of Cycle 1 the use of sequence pictures able to improve the students' ideas and motivation in writing however it was not able yet to improve their writing skills in aspect of organization, vocabulary, and language use. The detail results of the action could be presented as follow

1. Implementing sequence pictures as an effort to stimulate the students' ideas

Based on observation done in Cycle1, the students were stimulated to gain the ideas to write by the use of sequence pictures. The use of sequence pictures enabled them to write their ideas into readable texts. This can be seen from their writing works which considered of more sentences. It was quite different from the students' writing works before the implementation of sequence pictures in the teaching and learning process of writing. In the past, they could only produce limited sentences in writing their stories by the use of sequence pictures. The students' improvement in the aspect of ideas can be seen from the implementation of sequence pictures in each meeting as explained in the following discussions.

In the first meeting, students' improvement in the aspect of ideas was found. It was in the brainstorming activities where the students were stimulated in gaining the ideas. They were able to mention the characters, settings, what happened

in the story and etc. However, the researcher found the problems happened in this meeting, such as the students could not understand the characteristics of narrative, particularly its generic structure.

In the second meeting, the activity was focused on discussing the students' writing done by the students since it was the continuity of the first meeting. This meeting also focused on improving students' understanding toward the generic structure, language use and vocabulary of narrative text as well as improving the students' motivation in writing.

The implementation of writing sequence pictures in the third meeting was also effective to help the students in gaining ideas and expressing them into readable and organized sentences.

2. Using sequence pictures based activities to improve the students' writing skills in term of vocabulary and language use

Based on the information obtained, the researcher found that the students were successfully able to gain the ideas in writing but in term of language use, particularly in use of past tense did not increase yet but their understanding toward its usage in narrative improved. They already knew that past tense was used in writing narrative story. However, when they were asked to compose the story, they misused the use of simple past tense.

Besides, the students also still found it difficult to write the story with use of appropriate vocabulary and to translate English words to write their sentences. Besides, during the process of writing, some students frequently asked some English vocabulary to the researcher.

3. Using sequence pictures based activities to improve the students' organization skill in writing

The use of sequence pictures based activities in the third meeting was not able yet to make the students able to organize the ideas into logical and unity paragraph development. They were only few students who already able to develop the story based on its logical sequence and generic structure but others had not.

D. Report of cycle 2

1. Planning

Based on the information of the reflection of Cycle 1, there was no improvement on the students' writing skills in terms of vocabulary, language use and organization. The students still found it difficult to write narrative story using the correct use of tenses, organization, and vocabulary. Therefore, the researcher and the collaborator planned to conduct cycle 2 to see the students' improvement in writing by implementing some other actions as an effort to solve the problems found in cycle 1. In this cycle, the researcher and the collaborator still focused on the use of sequence pictures to overcome the problems of writing. The whole actions done by the researcher were quite similar to the actions done in cycle 1. However, in the Cycle 2, the actions were revised and modified by the researcher. The actions of cycle 2 can be seen as follows:

- a. Using sequence pictures to improve the students' writing skills in aspect of vocabulary
- b. Using sequence pictures to improve the students' writing skills in the aspect of organization

- c. Using sequence pictures to improve the students' writing skills in the aspect of language use

In order to succeed the process of actions in Cycle 2, the researcher and the collaborator also did some additional preparations, the preparations included making the lesson plans, course grids, observation checklist and learning materials.

2. Action and observation

The action of Cycle 2 were conducted in three meetings, October 1st, 5th, and 8th as mentioned in the planning stage, the action of Cycle 2 were focused on improving students' writing skills in the aspects of vocabulary, language use, and organization. By implementing sequence pictures and its other supporting activities, in implementing actions, the researcher worked collaboratively with the English teacher as done in Cycle 1. The collaborator participated in every meeting to help the researcher in observing the teaching and learning process of writing, completing the observation checklists, taking photographs, and taking field notes about everything that happened in the classroom during the actions. The whole actions in this cycle will be clearly explained in the following discussions.

a. The use of sequence pictures to improve students' writing skills in the aspect of vocabulary and language use

To improve students' vocabulary and language use in writing, the researcher applied vocabulary and tenses exercises. In each meeting, the students were directed to work in the exercises before writing their drafts. The exercises were done to help the students in finding the vocabulary and the past form of the words used to write so that they would not find any difficulties in writing their stories. In

doing the task, the students used various type of dictionary i.e printed and electronic dictionary. The use of mobile dictionary was allowed.

In the fifth meeting, when the researcher was walking around the class, she found out that the students truly worked on their tasks, compared to the previous meeting, the students were more confident in doing the tasks. Most of them did the tasks on their own. They rarely asked the researcher about the meaning of vocabulary. However, during the implementation of the actions, some students sitting in the back still had difficulties in finding the meaning of the words. As the result, they asked the researcher about the meaning of the words. Below is the field note taken in the fifth meeting showing the students' difficulty in finding the meaning of words.

..... setelah itu R bertanya kepada siswa apa ada vocabulary yang sulit, seorang siswa bertanya miss bahasa inggrisnya jalan- jalan apa ya.

..... after that, R questioned the students if there was any unfamiliar vocabulary, a student asked miss what is the English of jalan-jalan?.

Field note 3

Oktober 2013

Although there were some students who found it difficult in finding the meaning of vocabulary, the action in the sixth meeting showed different fact. During the process of writing composition, the students rarely asked about the vocabulary to the researcher.

b. Using sequence pictures to improve students' writing skills in the aspect of organization

In relation to the objective of the research to improve, the researcher carried out several actions in each meeting of Cycle 2. Another action done was discussing the story sequence pictures followed by giving the students explanation

on how to arrange and organize the paragraph logically. The researcher helped the students to determine what picture could be used as orientation, complication, and resolution. The students participated well in the process of explanation and discussion by answering every question given by the researcher.

E. Reflection of Cycle 2

In this cycle, the teaching and learning process of writing ran effectively. The implementation of sequence pictures and supporting activities could increase the students' writing activities done in Cycle 1. This is supported by the data written in the form of field notes, interview transcripts, and students' writing works obtained in the observations and interviews done by the researcher and the collaborator in each meeting of the research implementation. The data showed that the use of sequence pictures in the teaching and learning process of writing was able to improve the students' writing skills in the aspect of vocabulary, language use and organization. The detail information about the result of actions in cycle 2 is explained in the following discussions.

1. Using sequence pictures to improve the students' writing skills in the aspect of vocabulary.

The information collected during the actions showed that the use of sequence pictures and other activities were able to improve the students' vocabulary. It was slightly different from the students' vocabulary mastery in Cycle 1. In Cycle 1, the students still found it difficult to find the meaning of English words to write their stories and to translate the Indonesian words into English. Then, they still frequently asked for help from their friends and the researcher in finding the

vocabulary used to write the story, although they were able to find the English words, their action used in writing their stories was not appropriate.

In contrast, the implementation of sequence pictures in cycle 2 was able to decrease those difficulties in the aspect of vocabulary that happened in cycle 1. This can be seen during the writing activities done in every meeting, the students were confident in finding the meaning of the word themselves. They also rarely asked the researcher about the meaning of the words in writing their stories. Although there has been improvement in the vocabulary aspect, there were still problems that hindered the teaching and learning process of writing. The problem happened in the fourth meeting. There were some students who still found it difficult to deal with vocabulary.

2. Using sequence pictures to improve the students' writing skills in the aspect of language use.

The implementation of sequence pictures and other activities in Cycle 2, was able to improve the students' writing skill in the aspect of language use, particularly the use of simple past tense. It was quite different from what the students experienced in Cycle 1. In Cycle 1 the students' difficulty in the aspect of language use, particularly the use of past tense not yet increased. The students misused of simple past tense. This can be seen when the students were doing the writing. Some of the students still used simple present tense instead of past tense in writing their stories. In contrast, the implementation of sequence pictures in Cycle 2, made the students not only know the use of past tense in writing a narrative story but also know how to use the past tense in writing their stories. The students were already able to write the story using correct use of tenses that was simple past tense.

The information obtained during the implementation of sequence pictures in those three meetings showed that the students' writing skills in the aspect of language use, particularly the use of simple past tense improved. This can be seen when they were doing the grammar activities and composing the narrative story. They had discussions with other friends in answering the exercises and also used the dictionary to find the past form of the given words. Meanwhile, in the process of writing compositions, the students were also motivated in writing the stories using the correct past tense. They did not question the researcher anymore about the past form of the verbs used in writing their stories. This indicated that the students' writing skill in the aspect of language use improved. This statement is also supported by the students' responses when the researcher interviewed them. Below was the example of the students' responses taken in the interview showing the students' improvement in language use.

.....
 S : *penggunaan past tense nya sudah banyak meningkat miss*
 (the use of simple past tense , there are many improvement miss,)
 R: *ok dik, sudah ada peningkatan ya, terimakasih banyak ya dik*
 (ok if there are improvements, thank you very much)
 S: *sama- sama miss*
 (you're welcome miss).

Interview transcript 5
Oktober 2013

3. Using sequence pictures to improve students' writing skills in aspect of organization.

The information obtained in the implementation of sequence pictures in cycle 2 showed that sequence pictures was effective to be used to decrease the students' difficulties in aspect of organization. It was different from the students' condition when they were writing the narrative story in cycle 1. In cycle 1, the students were

not able yet to organize the ideas into logical and unity paragraph development. There were only few students who already able to develop the story based on its logical sequence and generic structure but other had not. Meanwhile, in the implementation, of sequence pictures in cycle 2, those difficulties in the organizational skill decreased. This was effectively achieved by the students with the help of sequence pictures and its other activities focusing on the organizational skill.

The students' improvement in this aspect was seen during the writing activities done by the students in each meeting. Each activity done by the students that contributed to their organizational skill improvement in writing will be explained in the following discussions.

The students' difficulty in the aspect of organization was solved by the discussion done by the researcher and the students before writing the stories as what happened in the fifth meeting. The students and the researcher firstly had a discussion to determine what pictures that could be used as orientation, complication, and resolution.

As an addition, the information obtained in the fifth meeting also showed that the students' improvement in aspect of organization. This can be seen in the teaching and learning process of writing when the students were writing the stories. They were able to write coherence and united story based on the generic structure of narrative text. In summary, based on the information obtained in the observations and the interviews done in Cycle 2, students' writing skills improved. This is supported by the collaborator's statement in the interview done at

the end of the research implementation as seen in the following interview transcript.

.....

R : *Pak berdasarkan pengamatan bapak selama ini, bagaimana pendapat bapak tentang action saya secara keseluruhan.*
 (Sir, based on your observation, what do you think about my action so far?)

T : *menurut saya so far so good ya, dari pertemuan pertama sampai hari ini saya melihat sudah banyak peningkatan yang diperoleh oleh siswa jadi menurut saya sudah berhasil.*
 (I think the actions are so far so good, from the first meeting until today, i have seen many improvement obtained by the students)

R : *iya pak*
 (Yes sir,)

T : *dan menurut saya sudah hamoir tercapai semuanya*
 (I think all of them mostly achieve)

R : *jadi menurut pak tris action yang saya lakukan dari cycle pertama sampai kedua ini sudah cukup berhasil meningkatkan kemampuasn siswa menulis, jadi penelitian saya cukup sampai cycle kedua ini ya pak*
 (so, Mr tris, i though that all my actions done in the Cycle1, and Cycle 2, have sucessfully improved the students' writing skills, co can i finish my reaserach in this cycle sir?)

T : *iya mbak, sudah cukup saya rasa karena sudah bisa dilihat peningkatannya dari hasil task- task yang sudah mbak izza berikan.*
 (yes mbak, i think it is enough because i can already see the improvements from the results of the given tasks or activities)

R : *Terimakasih pak.*
 (Thank you, sir)

T : *sama- sama mbak*
 (You're welcome).

Interview transcript 6
Oktober 2013

The information on the students' writing skill improvement in writing was also obtained from the students' responses. Below is the exampel of the students' responses showing their writing skills improvement.

R : *Gimana tadi aktivitas menulisnya?*
 (How was the writing activity?)

S : *Enak, tidak sulit dan mudah untuk dimengerti*
 (Nice, it was easy to understand)

R : *berarti sudah bisa menulis narrative?*
 (so you are already able to write narrative then?)

<p>S: <i>iya</i> (yes)</p> <p>R : <i>terus gimana perkembanganya dara dalam menulis daeri pertemuan pertama, sampai sekarang sudah ada peningkatan apa belum?</i> (then, how is your improvement in writing from the first meeting till now, have you felt any improvement?)</p> <p>S : <i>sudah miss, sekarang dara sudah bisa menulis dengan baik dari pada dulu</i> (I have miss, now i can write better)</p> <p>R : <i>Ok dek, terimakasih ya</i> (Ok thank you)</p> <p>S : <i>sama- sama miss</i> (you're welcome).</p> <p style="text-align: right;">Interview transcript 7 Oktober 2013</p>

B. Based on the actions done in two cycles, the result of the actions could be reported as follow.

1. Sequence pictures was effective to be used in directing students to write narrative text in the correct rgnization. The pictures gave explanation abaout what was happening so that students could differentiate each part clearly. This helped the students in writing narrative text in the correct orgnaization.
2. The use of seqence pictures could stimulate students' ideas in writing a narrative text. Details on the pictures gave them many deas to write more sentences. Furthermore, students were able to identfy details on pitutes
3. Sequence pictures were able to improve students' vocabulary. Through pictures, stdents tried to look for the details and found the English words. This woud contribute to the vocabulary.
4. Sequence pictures motivated students to leatrn Eglish. Students were not bored in learning and students become more interested in learning English since the vsuals attracted them to learn English pleasently.

Here was the comparative description of students' improvement before and after the implementation of the actions

No	Aspect of writing	Before the actions were implemented	Cycle 1	Cycle 2
1.	Content	<p>The students seemed to be reluctant in writing their stories because they did not have sufficient idea on what story they were going to write</p> <p>The student only had few words to write whenever they were asked to start composing the text</p> <p>The students wrote similar story done by a friend sitting next to them</p>	<p>The students were no longer hesitant to write since they were already able to write topic sentences based on the sequence pictures and some others were able to write not only the topic sentences but also the supporting sentences</p> <p>The students were able to write more sentences in the writing the story</p> <p>The students wrote the story themselves</p>	<p>The students were no longer hesitant to write since they were already able to write topic sentences based on the sequence pictures and most of them were able to write not only the topic sentences but also the supporting sentences</p> <p>The students were able to write more sentences in the writing the story</p> <p>The students wrote the story themselves</p>
2.	Organization	<p>The students could not organize their ideas within their minds into coherence sentences, eventough they could write the sentences they still did not know how to express them into sequence of sentences and organize them into chronological and coherence paragraph</p>	<p>There were only few students who had already able to develop the story based on its logical sequence and generic structure but others had not</p>	<p>The students were able to write the coherence and united story based on the generic structure of narrative text</p>

		Most of the students simply wrote the sentences without paying attention to the unity of the text		
3.	Vocabulary	The students' knowledge of diction was not sufficient yet they directly wrote the meaning of words found in the dictionary without paying attention whether those words are appropriate with the contexts	They still found it difficult in translating English words to write their sentences because they rarely used them. The students frequently asked some English vocabulary to the researcher	The students were confident in finding the meaning of words themselves. The students rarely asked the researcher to help them to find the meaning of the words in writing their stories
4.	Language use	The students had problems dealing with grammar in writing the narrative story. Most of students still used present tense instead of past tense	The students' difficulty in the aspect of language use not yet decrease but their understanding toward its use in narrative improved. They already knew that past tense was used in writing narrative story. However, when they were asked to compose the story, they misused the use of simple past tense	The students not only knew the use of past tense in writing a narrative story but also knew how to use past tense in writing their stories. The students were already able to write the story using correct use of tenses that was simple past tense

The result of the students' work indicated better ability in writing narrative texts. The students started to write in the correct organization, but they were not aware of the simple past tense use. In Cycle 2, the students become more aware of the use of simple past tense, but there will still some sentences used verb 1. Students have began writing more ideas in this cycle. In the post test, the mean was 8.2. Most students have written a narrative text with the correct organization. In the cirrect verbs, and many ideas. The students have been aware of using past verb.

To gain the validity of the research finding, the researcher derived the conclusions on students' improvements with related parties, observation, field notes, and students' work. The discussion involved some parties. Those parties were the reseracher's partner, the English teacher and the students. Students' works were collected everytime they wrote narrative texts. This evidence had fulfilled the democratics, outcome, process catalitic, and dialogic validity. The evidence was also said to be realaible since the data applied triangulation. The triangulation covered time triangulation and investigator triangulation. Time triangulation was met by collecting the data in a period of time to know the changes. The investigator triangulation was reached by involving more than one collaborator in this research. The collaborators were researcher partner, and the english teacher in the school. The reseracher also applied the statistic formula to find the mean of the score started from the pre test up to the post test. This would like to support the validity of the data as statistical operation was used here.

The use of sequence pictures helped students to improve their ability in writing narrative texts, grammar, and enrichment on their vocabulary. Students'

motivation and interest were also increased by the use of sequence pictures. In short, sequence pictures were effective to be used as media especially in teaching writing. Sequence pictures improved the quality of the instructional process and students' abilities in writing narrative texts.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

This research was action research aimed at improving students' writing ability in writing narrative texts through the use of sequence pictures. The actions were conducted from October to Desember 2013. Two cycles were done in six meetings. Each meeting ran 90 minutes.

The focuses on each cycle were presented below:

1. Implementing sequence pictures to direct the stidents to write in the correct organization
2. Implementing sequence pictures to improve the students' grammar
3. Implementic sequence pictures to improve the students' vocabulary

Students' ability in writing narrative texts showed improvement after the researcher implemented sequence pictures to improve students' ability in the related topic. Sequence pictures simplified the description of the genetic structure of narrative texts.

Beside, the students were more motivated by learning through sequence pictures. The students were also gained in terms of their ability in writing narrative text by using every detail on the pictures as they can as possible through sequence pictures. Pictures could also help the students to understand the story easily.

Sequence pictures helped the students to write in the correct generic structure, grammar, and with rich vocabulary. The students made sequential improvement in writing narrative texts. The

student's ability in writing narrative text improved. The students were able to write a narrative text in the correct organization, write more ideas, use the appropriate grammar, and use more vocabulary. The students' ability in writing narrative text surely increased.

B. Implications

Based on the results of the actions, it could be conclude that the students' ability and the teaching learning process of writing narrative text were improved through the use of sequence pictures. Thus, research resulted in the some implications. These implications were presented below;

1. The students' English competence especially in writing was getting better by implementing sequence pictures. Sequence pictures give clear description, stimulate the students' ideas, and provide more details. Thus, the teacher should consider the use of sequence pictures to enhance the students' ability in writing.
2. Sequence pictures increased the students' motivation and interest in learning English. The questionnaires gave information that the teacher rarely used media in teaching. Some students said that the media were only books.the results of this research showed an improvement in terms of students' motivation and interest. The students did not avoid English lesson

but they waited for the lesson willingly. It implies that media become an important factor in teaching activities. The teacher is better to use media as often as possible to attract students' interest in learning.

3. The students' English competence increased through integrative teaching. The researcher focused in writing skill in this research. However, the researcher always included other skills which covered speaking, reading, and pronunciation. At the end of the research, students' ability at writing, speaking including pronunciation and comprehending texts increased. especially for speaking, the students obtained a very good improvement. Therefore, the teacher should apply integrative teaching in which students can learn some skills at the same times.

C. Suggestion

Based on conclusions, and implication that have been previously explained, some suggestions can be directed toward the English teachers in MAN LAB UIN, the students, and other researcher. The suggestions are as follows:

1. To the English teacher in MAN LAB UIN Yogyakarta

It is advisable for English teacher particularly the English teacher in MAN LAB UIN Yogyakarta to improve students' writing competence. Therefore they need to use appropriate technique, media and etc. That suit with the students' needs in teaching writing. One of them is using sequence pictures

in teaching and learning process of writing since it is effective to improve the students' writing skills.

2. To the students

The researcher hopes the students to develop their writing skills independently by using sequence pictures.

3. To the researcher

This study is mainly intended to describe how sequence pictures can be implemented to improve the students' writing skills. There are many existent problems that are not yet solved. The results of this study may be used as one of the reading references before the researchers conduct similar study related to the development of the students' writing skills.

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APPENDICES

- INTERVIEW GUIDELINE

- ✓ **Reconnaissance**

- a. The interview guideline with the teacher

- Waktu / tanggal : 23 Oktober 2013

- Tempat : Ruang guru

R: assalamualaikum, pagi pak saya Noor Faizah mahasiswa UNY jurusan pendidikan bahasa inggris yang ingin melakukan penelitian dikelas bapak,

ET: oh iya mari mbak, ada apa?ada yang bisa saya bantu?

R: iya pak, saya ingin wawancara dengan bapak tentang karakteristik siswa kelas XA sebelum saya melakukan tindakan,

ET: oia mbak *monggo*, tentang apa saja mbak?

R: bagaimana kemampuan bahasa inggris anak anak kelas XA Terutama writing skill nya pak?

ET: ya kalau khusus anak anak kelas X A kemampuannya lumayan dibandingkan dengan anak anak kelas lainnya mbak.

R: oh begitu ya pak , bagaimana tentang keaktifan mereka sendiri pak?

ET: mereka cukup aktif mbak, meskipun ada beberapa diantara mereka yang agak malas mbaknya bisa lihat sendiri dikelasnya.

R: cara bapak mengatasi masalah itu bagaimana pak?

ET: ya saya berusaha mengajar mereka dengan cara memberikan materi yang bisa membuat mereka lebih focus mbak, seperti memberikan mereka bacaan, latihan di LKS.

R : oh iya efektif gak pak?

ET: ya kadang kadang mbak, mereka masih saja ramai

R : Terus kalau dalam mengajar, bapak biasanya menggunakan teknik dan media apa pak?

ET: paling mereka saya suruh mengerjakan tugas secara berpasangan mbak, kadang individu juga, kalau media jarang saya pakai mbak.

R: kalau media gambar sudah pernah diterapkan tidak pak?

ET: kebetulan pernah mbak tetapi Cuma beberapa kali saja

R: saya kan ingin melakukan tindakan untuk meningkatkan writing skill siswa dengan menggunakan media gambar, menurut bapak bagaimana? Efektif atau tidak pak?

ET: ya dicoba aja mbak, siapa tahu nanti pas mbaknya yang mengajar anak anak jadi termotivasi, jadi saya juga bisa ambil manfaat dari itu mbak

R : baiklah pak, terus bagaimana dengan fasilitas mengajar disini pak, seperti LCD dsb, sebab nanti saya ingin menggunakan LCD pak,

ET: belum lengkap mbak, LCD ada Cuma satu, nanti kalau ingin pakai hubungi TU dulu mbak

R: oiya pak, bagaimana dengan buku yang bapak gunakan dalam mengajar? Buku apa aja pak biar nanti saya bisa jadikan referensi pak

ET: ya saya paling menggunakan LKS mbak, dan LOOK AHEAD mbak.

R : oh iya pak, mungkin itu dulu ya pak, nanti saya akan ikut masuk dengan bapak untuk melakukan observasi dikelas bapak

ET: oh iya mbak nanti saya panggil ya mbak

R : terima kasih pak atas waktu dan infonya

ET: sama sama mbak

- b. Interview guideline with the students class XA

- Waktu / tanggal : 26 OKTOBER 2013

Tempat : diluar kelas

R: Hai, namanya siapa dek?

S: SITI mbak

R: suka bahasa inggris gak dek?

S: suka mbak,

R: pernah menulis narrative dengan media gambar gak dek?

S: belum, eh jarang mbak

R: Kenapa?

S: ya bapaknya jarang nyuruh mbak

R: kalau adek siti suka gambar gak?

S: suka mbak, asyik kan bisa mudah dalam menulis gitu kan mbak,

R: O gitu. Sering pake bahasa Inggris gak dikelas

S: emm dikit mbak

R: gimana dengan teman temanmu? Mereka suka pakai bahasa inggris gak dikelas?

S: jarang si mbak

R: sering disuruh ngapain ma ibu gurunya dikelas?

S: paling ngerjain tugas di LKS mbak,

R: gimana dengan teman temanmu dikelas? Pas jam pelajarn mereka ramai atau focus belajar?

S: ada yg ramai ada yg memperhatikan mbak

R: kenapa ya kira kira mereka bisa ramai?

S: ya mungkin karena bosan mbak

R: terus cara mengajar yang seperti apa yang adek suka? Kegiatan dikelas yang seperti apa yang adek suka?

S: ya pakai *games* gitu mbak atau gak pakai gambar mbak

R: oh gitu aja ya dek, terima kasih waktu dan infonya

S: sama sama mbak

✓ Reflection

CYCLE I

Meeting I (interview with the students)

....

R : bagaimana dengan cara penyampaian atau instruksi yang saya lakukan tadi? kalian paham atau bagaimana?(did you understand the researcher's instructions in delivering the materials?)

S1, S2 : paham Miss, jelas kok Miss,(yes I understood, it was clear)

S3, S4 :kita juga paham Miss.(we did)

(Interview transcript 6)

R : kan tadi Miss sudah ngajar nih, apa pendapat kalian tentang pelajaran hari ini?(what do you think about today's lesson?)

S1, S2, S3,S4: eemm, lumayan asik sih Miss hehe, (emm, it was cool miss, hehe)

R :asik gimana maksudnya?berarti kalian suka pertemuan kali ini kan?(was it cool? So you enjoyed this meeting right?)

S1, S2 : ya asik Miss karena tadi ada kerja berpasangan, kita berdua kan tadi kerja bareng Miss. (Yes because there were work in pairs, both of us worked together).

S3, S4 : kita tadi disuruhmenulis narrative text, sesuatu yang baru Miss.(we had to write narrative, something new).

After that the researcher came to a pair and asked some questions:

R : *Nur and Nani, do you understand the task?*

N & N :, *yes Miss,*

R : *do you have difficulty in doing this task?*

N & N :*emm little Miss (smile)*

R : *what is that?*

N & N : *silent*

R : *apa kesulitanya?*

N & N :*enggak bisa langsung jawab pake bahasa Inggris, harus ditulis dulu Miss jawabanya.*

R : *Oh that's fine. But next activity you have to answer orally.*

N & N : *Oke Miss.*

Field note 3

R : oh begitu, terus bagaimana menurut kalian dengan aktifitas tadi?ada gambar juga tadi.(oh I see, how about the activities, there were sequence pictures activities right?)

S1, S2 : saya paham tadi tentangcinderella, iya kan teman teman(I understood, it was about

cinderella guys right?)

S3, S4 : iya tentang mengurutkan cerita cinderella sesuai gambar,(yeah, it was about arrange he paragraph about cinderella).

R : terus ada kesulitan gak tadi pas mengikuti mata pelajaran dengan saya?(did you get difficulties in joining the leasson with me?)

S1 : iya ada, pas menulis susah mengubah v1 menjadi v2, agak lupa Miss hehe, harus liat kamus dulu, harus mikir dulu Miss. (yes I did, when I had to change verb 1 into verb 2, I could not write it directly; I had to look at the dictionary first).

S2, S3 :kita tidak bisa mengingat *regular irreglar verb* yang banyak Miss, Cuma bisa *walked, drink, said* (we could not remember many regular, irregilar verb, only *walked, drink, said*).

S4 :iya Miss, *alked, drink, said* itu gampang diingat Miss. (senyum)(yes miss, those words were easy to say and to remember, smiled).

Interview transcript 6

N :belajar mrubah bentuk presnt tense ke past tense miss. (we learnt how to change present tense into past tense,)

R :tadi ada kesulitan tidak pas mengerjakan *tasks* nya?(did you get difficulties in doing the tasks?)

N :lumayan Miss, belum bisa merubah present tense ke past tense (yeah I did little miss, I could not change present tense into past tense).

R : tadi kan ada generic structurenya, bagaimana menurutmu?(how about the generic sturcture?)

N : selama ini kita jarang di jelaskan tentang generic structure miss, jadi menurut saya itu agak susah. (we rarely explained about the generic structure of narrative text miss, so it was quite difficult for me).

R : dimana tingkat kesulitannya dek?(in what part this activity was difficult?)

N :ya seperti membedakan mana yg orientation, complication and resolution itu harus mikir dulu Miss, belum bisa secara langsung melakukannya.(yeah like orientation,complication, and resolution, I could not do it directly, I had to think it first).

Interview transcript 8

Collaborator

R : bagaimana pendapat anda tentang *action* yang telah saya lakukan tadi?(what do you think about the action that I have done?)

C : sejauh yang saya lihat lumayan membantu siswa, mereka memahami apa yang anda katakan, terbukti dengan adanya minat siswa melakukan tugasnya dan menyelesaikan dengan baik.(as far as I see, the action was quite help the students understand the instructions, it could be seen through the students' interest in doing the task, they finished those well).

R : bagaimana dengan instruksi yang saya beri?menurut anda efektif atau tidak?(how about the instruction? Was it effective or not?)

C : sejauh yang saya amati, para siswa bisa menangkap apa yang anda suruh, tetapi mungkin jangan terlalu banyak menggunakan bahasa inggris dulu, coba *mix* dengan bahasa Indonesia, karena baru pertemuan awal begitu.(as far as I observed, the students could understand the instructions well, however, you do not need to use English all the time, try to mix with Indonesian, because it is the first meeting).

R : oh terimakasih atas sarannya, terus bagaimana dengan aktifitas yang saya berikan tadi? Menurut anda sudah sesuai belum dengan level mereka?(oh thanks for the suggestions, and how about the activity that I have implemented?do you think it was appropriate with the students' level?).

C : menurut saya sudah cukup sesuai dengan level mereka. Tingkat kesulitannya tidak begitu tinggi, mereka dapat memahami materinya. Akan tetapi, jangan terlalu banyak diberi aktifitas dulu sebelum mereka benar benar paham aktifitas sebelumnya.(I think it was appropriate with the students' level, the level of difficulty was not high, they could understand the materials, however, do not give too much activities, let them understand and master the previous activities first).

R : *oh thanks* sarannya, terus bagaimana dengan siswanya sendiri? Apakah menurut anda mereka cukup aktif di kelas atau sebaliknya selama saya melakukan tindakan?(oh okay, thanks for the suggestions, how about the students activeness, do you think that they already active enough when the researcher delivered the materials?)

C : menurut saya mereka lumayan aktif untuk pertemuan pertama ini, ini karena mereka bekerja berpasangan jadi mereka bisa berinteraksi dengan temannya untuk menukar pendapat. (I think they were active enough for the first meeting, it was because they worked in pairs so they could interact with their friends to exchange their opinions).

R : terus ada saran untuk *action* berikutnya? (then any suggestions for the next meeting?)

C : mungkin jangan terlalu *focus* dengan siswa yang duduk didepan saja, yang duduk dibelakang juga harus lebih diperhatikan karena menurut saya mereka sedikit ramai suka mengganggu temannya yang lain tadi. (do not pay attention on students in front row only, the students in the back row need to give attention too, they sometimes disturbed their friends and made noisy).

R : *oh okay, thanks* sarannya, saya akan coba lebih memperhatikanya.(okay, thanks for the suggestions, i will try to pay more attention on them).

C : *goodluck* yah

....R: trus masalah penggunaan classroom English nih selama ini apakah effective menurut anda?(what do you think about the use of classroom English, was it effective or not?)

C: sejauh yang saya amati lumayan efektif ya, mereka terlihat mengikuti instruksi dengan baik, walaupun tidak sebagian siswa benar benar paham yah, mereka cukup familiar seperti penggunaan greeting, mereka bisa respon walaupun dengan jawab “*yes miss*”. (As far as I observed it was quite effective, the students followed the instructions well, even though not all the students could understand well, they were familiar with the use of greeting in English classroom, they could respond even said “*yes miss*”).

(Interview transcript 18)

Meeting II (interview with the students)

D: Paham miss, walaupun terlalu panjang bahasa inggrisnya, saya *mudeng* Miss(I understand even though the instructions are too long)

R: oh syukurlah, terus bagaimana dengan motivasimu belajar bahasa inggris? (happy to hear that, and how about your motivation in learning English?)

D: dari dulu saya senang belajar bahasa Inggris Miss, motivasi saya tinggi untuk belajar bahasa inggris(at first i liked to study English, I had very high motivation in learning English).

Interview transcript 9

D: senang Miss, perubahan apa maksudnya miss? (I enjoyed, what do you mean by change?)

R: kira kira ada peningkatan tidak writing mu? (did you get improve with your writing skills?)

D: saya sering kasih pendapat kok pas lagi diskusi dikelompok saya Miss. (I gave my opinion when we discussed).

R: bagus itu, berarti kamu sudah berani berpendapat. Otomatis nanti writing skill mu akan meningkat terus kalau kamu mau berlatih terus.(great, It means that you already have courage to speak up, your writing skill will improve as long as you keep practice it).

D: mudah mudahan ya Miss. (yeah, hopefully).

R: terus bagaimana dengan tingkat kepercayaan dirimu?(and how about your confidence?)

D: kalau pas kerja kelompok saya berani miss, tapi didepan teman teman saya masih suka gugup Miss, (I had confidence when I worked in group, I little bit got nervous in front of my mates).

R: berarti kamu cuma butuh latihan lagi.perbanyak latihan ya, trus ada kesulitan nggak pas kegiatan pertemuan pertama kemarin?(it means that you need practice more and more, is there any difficulties you find in the previous meeting?).

Interview transcript 9

R: bagaimana pendapatnya tentang pertemuan kali ini? (What do you think about this meeting?)

I: asik kok miss.(it was fun miss)

R: kan ada kegiatan menyusun gambar juga. Bagaimana menurutmu? (how about the arranging pictures session?)

I: seru miss. saya suka mengarang berdasarkan gambar,walaupun saya masih bingung dengan tenses tapi saya seius untuk mencoba Miss. (it was fun miss,eventough it still confusing the tenses but i am seriously keep trying).

R: berarti dengan sequence pictures memudahkan adek untuk menggali ide- ide dalam menulis begitu?(It means by using sequence pictures improved your idea to write narrative text?)

I: iya miss dengan menggunakan sequence pictures saya bisa menggali ide- ide dalam

R: terus pas menulis , dek Dara senang bekerja kelompok atau berpasangan?(when you did the activities, which one do you like the most, worked in pair or in group?)

I: dua duanya senang miss. kerja kelompok maupun berpasangan gak masalah kok miss.tetap bisa saling membantu satu sama lain.(I think both, whether in pair or in group both helped me alot).

Interview transcript 10

R: oh ya? Ada kesulitan gak selama ini? (Oh ya, is there any difficulties you find so far?)

D: sedikit miss, seperti membedakan regular verb dan irregular verb. Dan merubah present tense ke past tense. tapi karena ada kerja kelompok jadi kita saling membantu miss. (Little miss, its confusing the differences of regular and irregular verb and some changing present tense into past tense but when I worked in group, my friends helped me a lot).

Interview transcript 9

Collaborator

R : bagaimana menurutmu pertemuan tadi?(what do you think about today's meeting?)

C : yang jelas ada *improvement* dari yang kemarin. Saya amati mereka lebih aktif dipertemuan ini dari yang kemarin. (I think for sure this meeting was better than the previous one, I observed that they were active enough in this meeting better than the previous one, there was a pretty good improvement).

R : terus untuk siswa yang duduk dibelakang gimana menurutmu?apa mereka masih saja mengganggu temannya? (How about the students in the back row? Did they still disturb their friends?).

C : menurut saya sudah agak berkurang semenjak diperhatikan terus. (I think they somewhat reduced their habit as long as you noted them).

R : berarti usaha yang saya lakukan sedikit membuat perubahan pada perilaku mereka?

C : saya rasa begitu.(it means that a little effort I've done changed their behavior?)

R : terus bagaimana dengan materinya? Saya memang berencana untuk memperbanyak aktifitas menulis berdasarkan gambar agar supaya mereka bisa mahir dalam menulis narrative text dan vocabularynya meningkat. (And how about the materials? I planned to give as much as sequence pictures so that they could practice writing more).

C : menurut saya itu usaha yang cukup baik ya, mereka memang harus familiar dengan banyak kegiatan menulis, supaya nanti mereka bisa terbiasa untuk menulis text narrative dengan baik dan benar. (I think that was a good effort, they had to be familiar with those writing text and new vocabulary so that they could practice more in English).

R : menurutmu kemauan untuk menulis para siswa ada perubahan tidak selama dua *meeting* ini? (Do you think that the students' willingness to write gets improve during these two meetings?)

C : sejauh yang saya lihat, walaupun belum sepenuhnya mahir tetapi ada peningkatan sedikit, mereka sudah bisa menulis beberapa paragraf dengan pola yg baik dengan teman sebangkunya. (As far as I can see, even though they were not fully skillful yet, however, there was a little bit improvement, they could write into good order with their

table mates).

R : oh iya untuk meeting selanjutnya saya berniat mereka untuk bekerja secara individu supaya saya bisa mengetahui secara individual perkembangan menulis mereka. Dan tasknya juga saya fariasikan. Bagaimana menurutmu? (Oh yea for the next meeting, I have planned to asking the students to work individually so that i can monitoring each other).

C : menurut saya itu usaha yang bagus. Silakan dicoba dulu.(that sounds good, please try)

Meeting III (interview with the students)

R: hai Dek, bagaimana pendapatmu tentang aktivitas yang selama ini miss terapkan?(hi, what do you think about the activities that I've implemented so far?)

S: seru Miss(it was fun)

R: Menyenangkan gak?(was it fun?)

S: Hehe,iya Miss(yes it was)

R: lebih senang kerja kelompok atau berpasangan atau individual dek?(What do you like the most, worked in pair in group or individually?)

S: Seneng yang kelompok Miss(I liked to work in group).

R: Kenapa?(why?)

S: karena ada banyak teman untuk bertukar pikiran Miss (because I have many friends to share with)

R: Trus ada kesulitan nggak selama ini?(is there any difficulties that you face so far?)

S: sedikit miss, tapi bisa diatasi (senyum)(there is a little miss, but I can overcome it).

Interview transcript 13

R: Gimana dek pendapatnya tentang aktivitas yang miss ajarkan selama tiga pertemuan ini?(what do you think about the activities that the researcher implemented so far?)

S: seru miss. (it was great miss)

R: bagaimana dengan kemampuan writingnya , sudah ada peningkatan belum?(How about your writing skills, is there any improvements so far?)

S: lumayan miss.(it's good miss)

Interview transcript 14

R: Gimana dek pendapatnya tentang aktivitas yang miss berikan selama ini?

S: asik miss

R: kenapa?

S: karena tidak membosankan

R: waktu melakukan aktivitas lebih suka kerja kelompok atau berpasangan dek?

S: kelompok Miss

R: kenapa pilih kelompok?

S: Soalnya bisa saling diskusi, pendapatnya jadi banyak miss dibanding pasangan

R: Trus ada kesulitan gak selama ini?

S: gak ada sih miss.

Interview transcript 15

R: bagaimana pendapatnya dek tentang aktivitas yang dilakukan selama ini?(what do you think about the meetings so far?)

S: bagus miss, melatih cara berpikir kita tentang suatu hal, bisa cari solusi juga miss.()

R: berarti suka kegiatan berdiskusi ya dek?

S: suka miss, karena ada diskusi kelompok juga berpasangan jadi saling membantu kita miss

R: Ada kesulitan gak dek selama ini?

S: gak ada miss, cuma kalau mau menulis harus liat kamus dulu tentang reggular irregular verb

R: apakah kamu merasa ada peningkatan dalam keterampilan menulis melalui gambar dek?

S: iya ada miss.

Interview transcript 16

Collaborator

R: bagaimana pendapatnya tentang aktivitas tadi?

C: lumayan membantu siswa untuk lebih aktif lagi. Mereka terlihat aktif dikelompoknya masing masing. Walaupun agak belum sempurna tetapi grammar mereka sudah lumayan baik, selain itu vocabulary juga sudah meningkat.

R: berarti mereka tadi terlihat aktif gitu ya dikelompoknya? Trus menurut anda mereka lebih aktif ketika bekerja berpasangan atau individual?

C: menurut saya mereka lebih suka berpasangan ya karena mungkin ada temannya jadi saling membantu gitu walaupun sedikit agak ramai.

R: iya saya juga melihat begitu, tapi walaupun terlihat agak ramai mereka masih bisa focus dengan topic mereka masing masing, bagaimana menurutmu?

C: Iya terlihat begitu.

Interview transcript 17

CYCLE II

R: oia dek, mengerti tidak dengan instruksi yang mbak berikan dalam bahasa Inggris?(did you understand the researcher's instructions using English?)
S: mengerti kok miss (yes I did)
R: terus ada tambahan lagi gak mengenai aktivitas tadi?(what else you can add about the activities?)
S: Bisa membuat narrative text miss karena bekerja secara berpasangan jadi bisa saling membantu satu sama lain. (I could help my in writing narrative text, we could help each other when we worked in pairs)
R: Sudah ada peningkatan belum?(did you get any improvements so far?)
S: sudah, kosa-katanya meningkat, ide- idenya lumayan berkembang, grammarnya. (yes I did, I got many vocabularies, I can explore ideas, and I knew about grammar accuracy)

Interview transcript 21

R: Ok, trus mengenai penggunaan bahasa Inggris selama KBM gimana dek? Paham nggak kamu selama mbak pake bahasa Inggris? (what do you think about the used of classroom English so far?did you get the researcher's instructions?)
S: Lumayan paham mbak.(yes I did little,)
R: Oya, trus sudah terasa peningkatannya belum?(did you get any improvements so far?)
S: Sudah, vocabnya meningkat dan ngucapin kata-katanya jadi bisa lebih benar.(yes I did, I got many vocabularies and I knew how to pronounce some words in proper way)

Interview transcript 22

Meeting I (interview with the students)

R: Halo dek gimana pendapatnya tentang aktivitas tadi?(hello, what do you think about the activities in this first meeting?)
S: asik miss, ada berbagai macam gambar, sesuatu yang menarik miss.(it was fun, the pictures was fun as well)
R: suka gak dengan aktivitas tadi dek?(did you like it?)
S: suka miss, menarik.(yes I did, it was fun)
R: tadi kan miss suruh menulis narrative text berpasangan, bagaimana tadi dengan pasanganmu?(there was discussion session rihgt?how about your partner?)
S: iya tadi kita kerjasama miss, saling membantu dalm merubah tensesnya miss. Seru lah.(yes we did coloborate, we discussed about the tenses, , it was fun)
R: tadi partnermu memberikan ide- idenya ngga dek?(did your partner give ideas ?)
S: pasti dong miss(senyum)(yes of course I did)
R: Trus ada peningkatan writingnya belum?(did you get your english better?)

S: Iya lumayanlah miss writing meningkat sedikit, tapi gak perfect banget miss, (yes I did little, but I was not perfect , smiled)

R: (senyum)..oya tadi kan miss kasih reward , menurutmu gimana?ada pengaruhnya gak buat kamu? (smiled, how about the reward?did you moved by it?)

S: ya iyalah miss siapa yang gak senang dikasih hadiah. Tadi kita rebutan miss (senyum).(yes I did, everybody wanted to get that, we were in action with it, smiled)

R: segitu dulu saja ya dek. thanks (that's all for questions, thanks a lot)

S: you are welcome miss.

Interview transcript 19

R: hai Dek, bagaimana menurutmu aktivitas tadi?(what do you think about the activities in this first meeting?)

S: senang tadi kita pakai gambar- gambar (we were enjoyed with the pictures)

R: ada kendala gak tadi dek?(did you get any difficulties?)

S: iya miss, ada sebagian gambar yang tidak jelas miss.(yes I did,there was some picture that not clear enough)

R: tadi kan ada beberapa gambar juga, terus kalau untuk gambar yang lain ngerti ngga?(what about another picture it is clear enough?)

S: lumayan miss, (yes i did)

R: tadi pada gak mau presentasi duluan, setelah dikasih hadiah pada mau, kenapa begitu?(why did you do not want to present your own first?and why after the researcher gave some presents so you all took action in it?)

S: ya senang dikasih hadiah miss, buat tambah nilai gitu miss (senyum).(yeah because we were moved by the the presents, we were happy to get that, smiled)

R: bagaimana dengan writing mu di bandingkan dengan beberapa pertemuan yang kemarin?Ada peningkatan belum?(how about your writing ability?did you get any improvements so far?)

S: lumayan tambah kosakata, dan grammernya miss. (I did improve my vocabularies a lot, and I knew the grammatical)

R: terus sudah percaya diri belum? (how about your confidence?did you got improve as well?)

S: sekarang lebih percaya diri dalam menulis miss daripada yang kemarin. (I am now eager to state my writing compared to the last one)

R: thanks ya dek(thanks for the information)

S: you are welcome miss.

Interview transcript 18

Collaborator

- R: Mbak, bagaimana aktivitas yang pertama di cycle II ini menurut mbak?(what do you think about the first meeting in this cycle II?)
- C: sejauh yang saya amati tadi siswa siswinya cukup aktif ya mbak, mereka sudah terbiasa menulis sendiri tidak banyak bertanya mengenai vocabulary,. (as far as I could see, the students were more active, they worked by themselves, without questioned about vocabulary)
- R: terus ada tambahan lagi gak mbak?(what else?)
- C: saya rasa itu sudah bagus mbak
- R: terimakasih mbak (thanks mbak)

Meeting II (interview with the students)

- R: Hai dek, Gimana tadi aktivitasnya?(hello, what do you think about the activities so far?)
- S: Seneng soalnya bisa sharing-sharing ma temen yang lain.(I was happy, I could share with other friends)
- R: Tadi paham nggak dek dengan instruksi yang mbak berikan dalam bahasa Inggris?(did you get the point when the researcher give instructions in English?)
- S: Paham. (yes I di)
- R: Ada tanggapanmu lagi nggak selain yang tadi tentang aktivitas tadi? (what else you can say about the activities?)
- S: Bisa praktek bahasa Inggris, bisa tanya-tanya ke kelompok yang lain.(I could practice my English and asked around to my group)
- R: Sudah ada peningkatan belum?(did you get any improvements so far?)
- S: sudah, kosa-katanya meningkat, , dan grammarnya penggunaan past tense.(yes I did, my vocabularies were improved, and I knew the grammar accuray, the use of past tense,)
- R: makasih ya(thanks heap for the information)
- S: you're welcome

Interview transcript 21

- R: Dek, gimana tadi aktivitasnya?(hello, what do you think about the activities so far?)
- S: Menyenangkan.(it was fun)
- R: ada kesulitan gak?(did you get any difficulties so far?)
- S: kadang masih gak tau gimana cara nulisnya yang bener.(sometimes I mis spelling some words)
- R: pas miss kasih tau cara penulisanya yang benar membantu gak dek?(was it useful when the reseacher gave feedback on you?)
- S: Iya sangat membantu.(yes it was help me a lot)
- R: Paham gak kamu selama miss pake bahasa Inggris?(did you understand the researcher's instructions?)
- S: Lumayan paham mbak(yeah I did liittle)

R: oya terus bagaimana dengan bahasa inggrismu sekarang? sudah terasa peningkatannya belum?(how about your English?was it getting better or not?)
S: Sudah, vocabnya meningkat grammarnya juga lumayan miss .(yes it was, my vocabularies improved and i knew how to use grammar in proper way)
R: makasih ya(thanks for the informarion)
S: thanks back

Interview transcript 22

R: Hai dek Gimana pendapatnya tentang aktivitas tadi?(hai, what do you think about the activities?)
S: asik miss.(it was fun miss)
R: Ada kesulitan gak?(did you get any difficulties?)
S: aman aman aja miss.(nothing)
R: bagaimana dengan peningkatan kemampuan writingmu?(how about your writing ability?)
S: kosakata saya bertambah miss, saya jadi tahu penggunaan past tense yang benar, . (I got a lot of vocabularies, I could make sentences using past tense)
R: makasih ya informasinya(thanks for the information)
S: you're welcome Miss

Interview transcript 23

Collaborator

R: Gimana mbak aktivitas tadi?(what do you think about the activities in this second meeting?)
C: menurut saya sih sudah ada peningkatan kemampuan menulis siswa yang signifikan daripada yang pertama dulu.(I think there was significant improvement about the students' writing skill compared to the previous one)
R: kalo masalah keaktifan mereka gimana?(how about the students activeness?)
C: semua siswa tadi sudah terlibat aktif. (all the students were more active)
R: trus tentang pemberian reward selama ini efektif nggak?(and how about the reward? Did it give any influences?)
C: menurut saya efektif banget, buktinya tadi banyak siswa yang mau mempresentasikan tugasnya dengan baik.(I think it was effective, the students were more enthusiatic in delivering their tasks)
R: Makasih ya(thanks for the information)
C: anytime

Interview transcript 25

Meeting III (interview with the students)

R: hai dek, wawancara sebentar ya. Gimana dek pendapatnya tentang aktivitas tadi?(Hi, what do you think of the activities?)

S: Ya jelas miss.(it was clear miss)

R: Menyenangkan gak?(was it fun?)

S: iya miss, soale kita pakai gambar jadi bisa mempermudah ntuk menulis miss (yes it was, we used pictures so it helped us in writing)

R: Trus udah ada peningkatan belum writing skillmu? (how about your writing skills?did you get any improvements?)

S: Sudah, saya mempunyai kosa kata yang banyak, jadi tahu cara penggunaan past tense (yes I did, I got many vocabulary of English words, and i knew the use of past tense)

R: ada kendala gak dek? (did you get any difficulties?)

S: ada miss, belum terlalu lancar dalam menulis. (yes it was,not better yet in writing)

R: banyak latihan dengan teman teman mu yah (you better practice more with your friends ok!)

S: iya miss(yes miss I get it)

R:makasih informasinya ya (thanks for the information)

S: sama sama miss(thanks back)

Interview transcript 26

R: hai dek, bagaimana menurutmu aktivitas tadi?(hello, what do you think of the activities?)

S: menyenangkan miss, karna tadi ada beberapa gambar yang menarik. (it was fun miss, there was interesting picture)

R: Ada kesulitan gak tadi? (did you get any difficulties?)

S: emm gak ada miss(nothing miss)

R: Terus sudah ada peningkatan belum writing skillsmu?(how about your writing skills?did you get any improvements?)

S: sudah.ya idenya lebih mengalir, vocabulary meningkat, tambah PD juga ngomong bahasa Inggris.(yes I did, my ideas was develop I got so many words in English, and I felt more confidence to speak up too)

R: Makasih ya.(thanks for the information)

S: Ya.(anytime)

Interview transcript 27

R: gimana pendapatnya dek mengenai aktivitas tadi?(what do you think of the activities?)

S: menyenangkan(it was fun miss)

R: selain itu apa?(what else?)

S: ya enak, bisa mikir bareng-bareng ma teman-teman yang lain.

R: oya, trus sudah ada peningkatan belum selama ini? ?(how about your writing skills?did you get any improvements?)

S: sudah ada peningkatan dalam menulis miss.(there was improvement in writing)

R: trus ada kesulitan nggak tadi?(did you get any difficulties so far?)

S: gak ada(I did not)

R: Makasih ya dek(thanks for the information)

S: sama sama miss (anytime miss)

Interview transcript 28

Collaborator

R: Gimana mbak aktivitas tadi?(what do you think about the activities?)

C: menurut saya sih sudah ada peningkatan kemampuan witing siswa yang signifikan daripada yang pertama dulu.(I think there was significant improvement about the students' writing skill compared to the previous one)

R: kalo masalah keaktifan mereka gimana? (How about the student's activeness?)

C: semua siswa tadi sudah terlibat aktif. (All the students were more active)

R: trus tentang pemberian reward selama ini efektif nggak? (And how about the reward? Did it give any influences?)

C: menurut saya efektif banget, buktinya tadi banyak siswa yang mau mempresentasikan tugasnya dengan baik.(I think it was effective, the students were more enthusiastic in delivering their tasks)

R: Makasih ya(thanks for the information)

C: anytime

Interview transcript 25

LESSON PLAN 1

Subject	: English
Grade/semester	:X/I
School	: MAN LAB UIN
Text type	:Narrative
Time allocation	:1 meeting (2X45 Minutes)

A . Standard of Competence

11. expressing the meaning within short functional text and essays in the form of recount, narrative, and procedure in daily life

B. Basic Competence

11.2 Expressing the meaning and rhetorical steps in essays accurately, fluently and appropriately in daily life contexts in the form of narrative

C. Indicator

The students are able to

1. Identify social function, generic structure, and language function of narrative text
2. Use past tense in composing narrative texts
3. Compose sentences into good narrative text based on sequence pictures given by the teacher

D. Learning Objectives

At the end of lesson, the students are able to

1. Write narrative texts

E. Methode/ Technique

Communicative language teaching/genre based technique

F. Teaching and learning activities

1. pre teaching

- a. The teacher greets the students
- b. The teacher leads the prayer
- c. The teacher checks the students' attendance
- d. The teacher outlines the objectives of the learning process

2. Whilst Teaching

- a. Exploration

1. The students are shown pictures of cinderella to recall their background knowledge on narrative text and lead them to the discussion of narrative story
2. The teacher addresses some brainstorming questions to the students based on the given pictures such as what do you know about the pictures? Have you ever read the story before? what is story about?

- b. Elaboration

1. The teacher gives the students a narrative text entitled the golden snail
2. The students are given to comprehend the text given by the teacher
3. The teacher and students discuss the social function, generic structure, language features, vocabulary and tenses of narrative text
4. The students are given sequence pictures of cinderella
5. The students rearrange the pictures into correct order
6. The students fill in the missing parts of the sentences based on the pictures given by the teacher
7. The students work cooperatively in writing as many sentences based on the pictures series

- c. Confirmation

1. The students develop a story based on the given sequence pictures
2. The teacher asks the students' difficulties in developing the narrative text.

3 . post Teaching

The teacher and students summarize the teaching

The teacher and students make reflection toward the teaching done

The teacher end the class by saying a prayer

G. Scoring Rubrics for writing

Aspect	Level	Score
Content	Excellent to very good	30-27
	Good to average	26-22
	Fair to Poor	21-17
	Very Poor	16-13
Organization	Excellent to very good	20-18
	Good to average	17-14
	Fair To Poor	13-10
	Very poor	9-7
vocabulary	Excellent to very good	25-22

Language use	Good to Average	21-18
	Fair to Poor	17-11
	Very Poor	15-10
	Excellent to very Good	25-22
	Good To Average	21-18
	Fair To Poor	17-11
	Very Poor	15-10

H. Learning Sources

- a. Anderson, Mark and Kathy Anderson text type in English 2: 1997: Machillan Education
- b. Internet resources

Attachment

1 . The story of Golden Snail

STORY OF THE GOLDEN SNAIL

PRINCE Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting.

"Yuck!" said Dewi Limaran and then she threw it away into a river.

She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was mopped. And she also had food on the table. She was thinking very hard.

"Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

"Who are you, young girl?"
"I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran.
"The spell can be broken if I hear the melody from the holy gamelan," continued Dewi Limaran.

The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife.

Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran.

The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

2 . an explanation of social function and generic structure of narrative texts

Narrative text is aimed at entertaining the readers, it entertains because it deals with the unusual and unexpected development of events.

There are three important points in a narrative text, they are:

1. How the story begins : it consist of the characters and the setting of the story
2. The sequence of events : it deal with the events development in the story
3. The ending of the story : it tells the readers how the story finally ends

3.Re arrange the picture into correct order, then make a story of cinderella using your own words



LESSON PLAN 2

Subject	: English
Grade/semester	:X/I
School	: MAN LAB UIN
Text type	:Narrative
Time allocation	:1 meeting (2X45 Minutes)

A . Standard of Competence

11. expressing the meaning within short functional text and essays in the form of recount, narrative, and procedure in daily life

B. Basic Competence

11.2 Expressing the meaning and rhetorical steps in essays accurately, fluently and appropriately in daily life contexts in the form of narrative

C. Indicator

The students are able to

1. Identify social function, generic structure, and language function of narrative text
2. Use past tense in composing narrative texts
3. Compose sentences into good narrative text based on sequence pictures given by the teacher

D. Learning Objectives

At the end of lesson, the students are able to

1. Write narrative texts

E. Methode/ Technique

Communicative language teaching/genre based technique

F. Teaching and learning activities

1. pre teaching

- a. The teacher greets the students
- b. The teacher leads the prayer
- c. The teacher checks the students' attendance
- d. The teacher outlines the objectives of the learning process

2. Whilst Teaching

a. Exploration

1. The teacher addresses some brainstorming questions to the students hat related to the topic of discussion, such as have you aver heard the story of king Midas? What do you know about the story? What is story about?

b. Elaboration

1. The teacher give the students a narrative text entitled king Midas
2. The students answer the comprehansionquestions of the text focusing on the generic structure of narrative text
3. The students fill the missing parts of the sentences with the correct tenses
4. The students are given sequence pictures
5. In pairs, the students work cooperatively in writing as mny sentences based on the picture.

c. Confirmation

1. The students develop a story based on the pictures
2. The teacher asks the student's difficulties in developing narrative text and give more explanation about it
3. The teacher and students summarize the teaching

3. Post Teaching

1. The teacher and students make reflection toward the teaching done
2. the teacher ends the class by saying a prayer

G. Scoring Rubrics for writing

Aspect	Level	Score
Content	Excellent to very good	30-27
	Good to average	26-22
	Fair to Poor	21-17
	Very Poor	16-13
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	Very poor	9-7
vocabulary	Excellent to very good	25-22
	Good to Average	21-18
	Fair to Poor	17-11

Language use	Very Poor	15-10
	Excellent to very Good	25-22
	Good To Average	21-18
	Fair To Poor	17-11
	Very Poor	15-10

H. Learning Sources

- a. Anderson, Mark and Kathy Anderson text type in English 2: 1997: Machillan Education
- b. Internet resources

Attachment

1. The story of King Midas

King Midas

Once upon a time there lived a king who was the richest man in the world. His name was Midas. However, he was not happy.

He was a greedy king who wanted to be richer than all the kings in the world put together. One day, when Midas sat on his throne, his servants came to him with an old man. The old man was the friend of God Bacchus. Midas then welcomed him and let him stay at the castle. At the end of the tenth day, Midas took the old man to Bacchus. Bacchus was so happy to see his lost friend. Then, he promised to grant any wish he made.

Midas was so happy. He wanted to be richer than all kings in the world and asked the God Bacchus to make everything that he touched turn into gold. "Your wish is granted," said the God. On his return, to his castle, he tried out his new power. He picked up a stone and it turned out into gold.

At the castle, Midas sat down and called for some food and drink. His chair turned into gold. A servant brought him a bowl of water, then he put his hands into the bowl, the water turned into gold. When he wanted to eat bread, it also turned into gold. Miserable, Midas went for a walk in his garden, his children ran up on him and without thinking he put his arm around them. They instantly turned into gold statues.

Midas hurried to see Bacchus and begged him to take away his golden touch. Bacchus felt sorry for Midas and told how to cure the golden touch. Bacchus said that he had to go to the River Pactolus its water was the cure of the golden touch. He did as the God said to him. After those events, Midas realized that all the gold in the world does not bring happiness.

Answer the questions below

1. Who were the characters of the story?
2. Where did the story happen?
3. What was the problem of King Midas?
4. What did King Midas do when his servants brought him an old man?
5. What did he ask for the Bacchus?
6. What did happen when King Midas touched something?
7. What did he feel about the golden touch?
8. How did the story end?

2. Please filling in the blanks with correct tenses

1. King Midas.....(be) a greedy king. He always(want) to be richest king in the world and he..... (will) do everything to achieve his ambition
2. He.....(be) so happy when he.....(can) make gold only with single touch
3. People.....(be) surprised when they.....(know) that everything touched by the King turned into gold
4. His son also.....(turn) into gold when Midas touched him
5. King Midas.....(feel) sorry for what he did. He.....(don't) want to have the golden touch anymore



