

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the writer discussed of the previous studies, writing, and narrative text, picture series, and experimental study.

A. The Previous Studies

To get the authenticity of this research, the researcher presents some studies that deal with related to this research. First, the research entitled: Significance of Teaching Vocabulary Using Picture Chart Media and Without Using Media at Al-Furqon Kindergarten of Palangkaraya by Endang Siswati (2008) from STAIN Palangkaraya. Her result study stated that picture chart was successfully implemented in teaching Vocabulary. The result showed that mean of pre test score in experiment class was 40.5 and the mean of posttest was 7.6. So, there was different value that was 35.5.

Second, the research entitled ‘A Quase Experimental Study Of Teaching Vocabulary Using Total Physical Response and Picture Chart at Seventh Grade Students at MTsN-2 Of Palangkaraya Academic Year 200/2009’ by Dian Rizqi Amelia Shaleh (2009) from STAIN Palangkaraya. Her result stated that teaching vocabulary using Total Physical Response was more effective than using picture chart. The results were 88, 57% of using Total Physical Response and 65, 71% of using Picture Chart.

Third, the research entitled: The Use of Picture to Write Narrative in Teaching Writing at MA.Raudlatul Ulum Kalampis Bangkalan by Arifah. Her result stated that she uses some pictures that give advantages to increase the

students' score of Narrative writing and the students' writing result is better when the teacher uses pictures in teaching narrative than before while teacher did not use it. It proves that picture is a good media in teaching learning process especially teaching narrative writing.

Fourth, the research entitled: *The Effect of Using Situational Pictures on the Ability Writing Descriptive Texts at Eleventh Grade Students of SMA Muhammadiyah 1 Gresik* by Khoirul Bariyah. The writer stated that the score both of them have a near ability in their writing skill. The result of experimental group was 70.86 and the control group was 68.37. It shows the effect on the ability of writing descriptive text between the students who are taught by using situational pictures and the students who are not.

There were some related studies that tell about picture chart as media in teaching vocabulary and the use of picture in teaching narrative writing. The difference between the related studies and presents study is to investigate the effectiveness of using picture series on the students' writing narrative texts. Endang Siswati's study was about the significance of teaching vocabulary by using picture chart and without using picture chart. Dian Risky Amaliah Shaleh' study was about a quase experimental study of teaching vocabulary by using total physical response and picture chart. She compared the effectiveness both of media in teaching vocabulary. Khoirul Bariyah's study is about the effect of using situational pictures on the ability writing descriptive text. He explained that situational pictures give effect to the

students' score in writing descriptive texts. Arifah's study is about the use of picture to write narrative in teaching writing.

Based on the related study, the writer was conducted about the effectiveness of using picture series on the students' writing narrative texts at eight grade of SMPN-8 Palangka Raya. Here, the writer was focused on implemented of picture series in teaching writing narrative texts. The writer used picture series to increase the students' English achievement and the students' background knowledge when they write narrative texts.

B. Writing

1. The Nature of Writing

Naturally, language learners acquire a language starting from the listening activity. Afterward, they come to the speaking, then, they move to the reading activity. When the learners write, they are engaged in an activity, which is usually at the same time both private and public.¹

As one of the four language skills, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. English department students especially need to learn to write and to prepare themselves for the final academic assignment, thesis writing. Thus, in terms of students' need, writing occupies an equal role with the other language skills.²

¹Sabarun, *The Effectiveness of Using Outlines in Writing Expository Essay*, STAIN:Palangka Raya, 2010, p. 9

² Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 2002, p. 147.

According to Oxford Advanced Learner's Dictionary that writing is the activity or occupation of writing e.g. books, stories or articles.³ Writing is considered the most difficult of the four basic language skills to master, both for first and second language writers. Writing is an extremely complex activity requires the writer to control a wide variety of complex information, ranging from letter formation and spelling rhetorical patterns.⁴ The important of writing are people can communicate with other across places and time.

Writing is a process of thinking in written form. In this form, the writer expressed his/her ideas, experience, thought, and feeling. Based on the definition above, it can be concluded that writing is the complex activity to write anything in the human thinking. Writing is one the important aspect to study English. When students cannot speak well, they can express their ideas by writing.

2. The Important Element of Writing

Before the writer begins to write, she/he has to remember that writing situation is different. According to Hughey in Khairul stated that there are three important elements of writing:⁵

a. Message/subject

³ Jonathan Crowther, *Oxford Advanced Learner's Dictionary of Current English*, New York : Oxford University Press, 1995, p. 1383

⁴ S. Kathleen Kitao, Namie Saeki, *Process and Social Aspect of Writing: Theory and Classroom Application*, Jurnal, 1992, p. 3

⁵ Khoirul Bariyah, *The Effect of Using Situational Pictures on the Ability of Writing Descriptive Texts at Eleventh Grade Students of SMA Muhammadiyah 1 Gresik*, (Unpublished Thesis) , Surabaya: Sunan Ampel, 2009, p.14

The subject is about which is writer will write a message of the information that the writer wants the reader know without a message, the writer will not get the sense of his writing. Without a message, writing is not communication anymore, because there is no information that the writer tries to convey and share with the readers.

b. The writers' purpose

The writer's purpose is he/she usually has to ask him/herself about the specific purpose of his writing so that he will not get difficulty to focus on his idea, whether to entertain, to inform and to describe his/her writing.

c. A reader

A reader is who will read the writing. The writer should know what the needs of his/her readers are, their levels or their motivation.

According to Arifah, there are three elements of affective writing; those are writing purpose (the writer reason for writing), the topic, and the audience. A text of writing needs these three elements. Before beginning to plan in writing, the writer should consider the purpose and audience. Then the writer also choose topic during in the planning stage.⁶

a. Writing purpose is what the writer wants to write and the purpose of writing.

b. Topic helps the writer to stay focus on what they want to write. A general topic gives general coverage of information. After topic has been decided,

⁶ Arifah, *The Use of Picture to Write Narrative in Teaching Writing at M.A Raudlatul Ulum Klampis Bangkalan*, (Unpublished Thesis), Surabaya: Sunan Ampel, 2009, p.13

then the title is given to attract readers to read, to inquire, to know about, and to fulfill their curiosity and need.

- c. Audience is a group of readers who reads a particular piece of writing. As a writer, we should anticipate the needs or expectation of our audience in order to convey information or argue for a particular claim. Our audience might be our instructor, classmate, the presidents of an organization, the staff of a management company, or any number of possibilities. We need to know our audience before we start writing.

3. The Process of Writing

Process writing is a method for teaching composition that allows student sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students. Furthermore, different writers have different opinions in the sequence in essay writing.⁷ According to Regina, the process of writing has roughly four steps: pre writing, drafting, revising and editing.⁸

⁷ Sabarun, *The Effectiveness of Using Outlines in Writing Expository Essay*, STAIN:Palangka Raya, 2010, p. 10

⁸ Regina.L.Smalley, Mary K.Ruetten, Joann Rishel Kozyrez, *Refining Composition Skills (Rhetoric and Grammar), Fifth Edition*, by Heinle & Heinle, a Division of Thompson Learning, inc. 2001, p. 3-4

The students' process of writing can be described as follows:

- a) Pre-writing it is an activity of writing that aimed to stimulate the students to write. The students was stimulate by given brainstorming.
- b) Drafting is the process when the students focus on the fluency of writing and write without worrying that their writing was wrong. During the process of writing, the students must also focus on the content and the meaning of the writing.
- c) Revising is process when the students review and reexamine the text to see how effectively they have communicated their ideas to the reader. Is not a simply activity to checking the language error.
- a) Editing is the process when the students editing their mistakes on grammar, spelling, punctuation, sentences, etc.

4. The Assessment of Writing

Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity. It has an important role to know the students' progress in learning activity. By definition, assessment is a systematic approach for collecting information on students' learning or performance usually based on students various sources of evidence.⁹ There are two kinds of writing assessment: process, and product assessment.

⁹ Sabarun, *The Effectiveness of Using Outlines in Writing Expository Essay*, STAIN:Palangka Raya, 2010, p. 32

1) Process Assessment

Process assessment in the assessment that is done while the teaching and learning process. It is a kind of ongoing assessment used to keep track of students' progress in writing or to monitor the students' progress in writing. In this case, Tompkins states that process assessment is designed to probe how the students write, the decision they make as they write, and the strategies they use.

Therefore, the aim of process assessment is to give information about the students' performance. Here, there are three kinds of measurements for process assessment: writing process checklist, students-teacher assessment conferences, and self assessment. Writing process checklist is a kind of format that can be used in observing students when they are writing. Here, the teacher can note how the students move through the writing process stages.

In conferences, the teacher meets with the students individually and discusses with them about the students' writing. The discussion is focused on any aspects of the writing process, which cover topic selection, prewriting activities, word choices, types of revision, and so on. In addition, self assessment encourages students to think about their purpose in writing and to reflect on what and how much they are learning.

2) Product Assessment

Product assessment is defined as giving score to the students' final composition. It focuses on assessing the students' final composition. To assess the students' writing product, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.

Holistic scoring is a procedure in scoring students' writing on the basis of the general impression of the composition as a whole. It looks at the piece of writing as a whole and assesses its ability to communicate to the reader. The second type is primary trait scoring. The primary trait scoring is a way of scoring piece of writing by focusing on the specific feature or characteristics. The trait could be language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency. The third type is analytic scoring. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. In addition, analytic scoring identifies the specific needs in a piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater gives their score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspect of their writing and gives teachers diagnostic information for planning instruction.

In this study, the writer only used product assessment with analytic scoring method in evaluating the students' final composition. The analytic scoring method applied in the study covers four components (content, organization, vocabulary, grammar, and punctuation).

C. Narrative

1. The Nature of Narrative

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

A narrative has meaning in that it conveys an evaluation of some kind. The writer reacts to the story he or she tells, and states or implies that reaction. This is the "meaning," sometimes called the "theme," of a story. Meaning must always be rendered. The writer has to do more than tell us the truth he sees in the story; he must manifest that truth in the characters and the action.¹⁰

Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narration is a text containing five components, they are orientation, evaluation, complication, resolution, and re-orientation by which a writer amuses, entertain people and to deal with actual or vicarious experience.¹¹

According to Noor Jamilah said that, " narrative is the form of writing used to relate the story of acts and events. In narrative's article says that, "narration is a writing form is used to tell a story, to give meaning an event or series of related events."¹² Based on statements above, the writer concludes that narrative is the form of writing that to amuse, entertain people in past time.

2. The Kinds of Narrative

¹⁰ Thomas S.Kane, *The Oxford Essential Guide to Writing*, New York: Oxford University Press, Inc. 2000, p. 366

¹¹ Sanggam Siahaan Kisno Shinada, *Generic Text Structure*, Yogyakarta : Graha Ilmu, 2008, p. 73

¹² Noor Jamilah, *An Experimental Study On Community Language Learning (CLL) Method in Writing Narrative Text For The Second Year Students At MTs Hidayatul Insan Palangkaraya*, (Unpublished Thesis), Palangka Raya: STAIN, 2007, p,28

There are principally two types of writing that require chronological development: narration and process description. Although narration usually refers to telling a story, the term is used here to describe the relating of an experience. That experience may be in the past (past narration) or it may be a typical experience (what people usually do) or it may be going on now (present narration). According to Regina, there are two kinds of narrations;¹³

- a. Present narration, it is a narrative text which describes what usually happens during an event that occurs with regularity. For example like a holiday or a popular ceremony, it uses the simple tense because you are generalizing.
- b. Past narration, it describes completed past events like historical events, biographies or past personal experiences. It uses past tenses because the events are completed.

Narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of texts, which students have to complete studying in high school, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story.

Narrative is basically story and within this, storytelling, there are many kinds of narrative. Narrative writing is not limited to novels, short stories, biographies, autobiographies, historical accounts, essays, and poems if it tells

¹³ Regina, Marry, Joann, *Refining Composition skill (Rhetoric and Grammar)*, fifth edition, by Heinle & Heinle a Division of Thompson Learning, inc., 2001, p.44-49

a story rather than just describing something. Common forms of narrative texts which are studied in high school are:¹⁴

a. Legend

Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human story. Typically a legend is a short, traditional and historized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative are; Sangkuriang, Malin Kundang, Tangkuban Perahu, Toba Lake.

b. Fable

Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. The examples of fable in narrative are; Mouse deer and Crocodile, Monkey and Crocodile, The Ants and the Grasshopper.

c. Fairy tale

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fee". A fairy tale typically feature such folkloric as characters as fairest, goblin, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative texts are; Snow White, Cinderella, Pinocchio, Beauty and the Beast.

d. Science fiction

¹⁴[Http://www.englishdirection.com/2011/03/kinds-of-narrative.html](http://www.englishdirection.com/2011/03/kinds-of-narrative.html)(accesed on24/12/2012)

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are; *To the Moon from the Earth* by Jules Verne, *Starship Trooper* by Robert Heinlein, *A space Odyssey* by Arthur C. Clarke.

3. The Generic Structure of Narrative

The generic structure of narrative texts can be including:

- a. Orientation it is about the opening paragraphs where the characters of the story are introduced. Also, it tells about setting in time and place and characters.
- b. Complication is where the problems in the story developed. Here, tells about problem to be solved by characters.
- c. Resolution is where the problems in the story is solved or it describes the solution to the complications and gives an ending to the story.

According to Sanggam, the generic structure of narrative text is developing in some step:¹⁵

- a. Orientation is sets the scene and introduces the participants.
- b. Evaluation is a stepping back evaluates the plight.
- c. Complication is a crisis arises.
- d. Resolution is the crises are resolute for better or for worse.

¹⁵ Sanggam Siahaan Kisno Shinada, *Generic Text Structure*, Yogyakarta : Graha Ilmu, 2008, p. 74

- e. Re-orientation is optional.

A narrative text usually has three main parts or generic structure. They were orientation, complication and resolution. Dominant grammatical aspect or language feature that used in narrative texts are:

- a. Focus on specific and usually individualized participants
- b. Use of material process, (and in this text, behavioral and verbal process).
- c. Use relational process and mental process
- d. Use of temporal conjunctions, and temporal circumstances
- e. Use of past tense

Look at the example below:

Beauty and the Beast	Title
Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.	Orientation
One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture. One day, an old man named Maurice was travelling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him. After some time, Maurice's daughter, Belle, began to worry about him. She started to look for him. Finally, she arrived in the castle and she found	Complications

<p>her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.</p>	
<p>While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.</p>	<p>Resolution</p>

D. Picture Series

1. The Definition of Picture Series

Picture refers to painting, drawing, etc, that shows a scene, a person or thing.¹⁶ Picture is one of media can be use in teaching leaning process because it is concrete and clear. The students will be clearly look the picture and know the definition of picture. Picture is one of media that can help the teacher and students in teaching learning process. The concept of picture is the share the experience of many because of their matching ability which enable them to match the word with pictures.¹⁷

As mentioned before, picture series is one of the media that used in teaching writing to solve the students' problems. There are various types of

¹⁶ Jonathan Crowther, *Oxford Advanced Learner's Dictionary of Current English*, New York : Oxford University Press, 1995, p. 871

¹⁷ Omid Akbari, *Teaching Vocabulary Items through Contextualization and Picture to Elementary Iranian EFL Students* (Jurnal), Vollume 10, Issue 3

picture used in the English teaching and learning and one of them is picture series. A picture series is a sequence picture of a single subject that is aimed to tell story and also a sequence of events. According to Arifah:

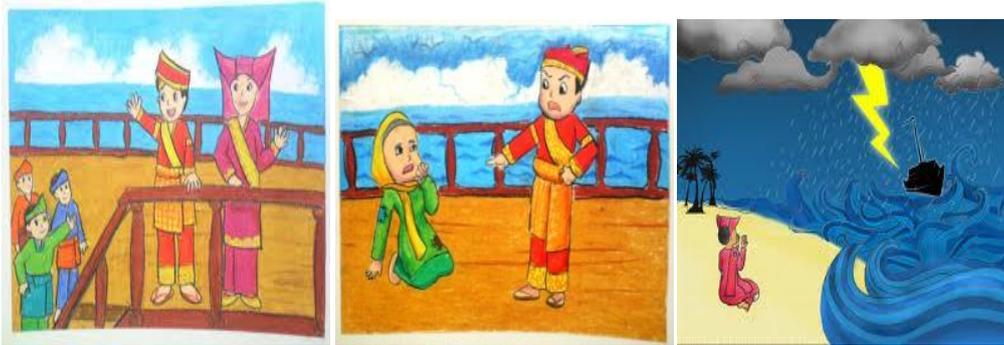
“Picture series is a number of related composite pictures linked to form a series of sequence. Hence, its main function is to tell a story or sequence of events”.¹⁸

Based on the definition above, picture series is some of picture that related to other picture. It means that the first picture will explain more by the other picture. Therefore, picture series is a kind of media that can be use for teaching English especially in writing narrative text. Here, the example of picture series. It tells of Malin Kundang’s story.

a) **The Picture Series of Malin Kundang**



¹⁸ Arifah, *The Use of Picture to Write Narrative in Teaching Writing at M.A Raudlatul Ulum Klampis Bangkalan*, (Unpublished Thesis) ,Surabaya: Sunan Ampel, 2009, p.27



b). the Story of Malin Kundang

Once upon a time, lived a very poor family in West Sumatra and this was a family of Malin Kundang. To provide a living for his family, his father went to sea but never returned home. People talked about his father's death and made his mother so anxious in each day. Furthermore, he was still very young and had not been able to help his mother.

However, life must go on. His mother did not want continuing to grieve and doing nothing. His mother chose to work hard and did a lot of jobs every day. However, his family financial had not improved since the money was only to meet their daily needs without being able to be saved.

Seeing his mother continued to work in each time, he did not have the heart and intended to help his mother. He asked his mother to sail and made money as much as possible. At first, his mother was not banned because of fear that Malin did not come back like his father. Nevertheless, he kept pressing until his mother allowed him to go. He immediately set to sail because it has been allowed by his mother, and his departure was accompanied by his mother's sobs. On board, he continued to learn and began to know the ins and outs of the ships and commerce.

Many years after the initial voyage, he had not had the opportunity to visit his mother in the hometown. Indeed, he was eager to go home but there were so many jobs to be done. In one time, he asked for permission to skipper of the vessel and allowed to go home. Malin was very excited and with the whole of crew, he returned to his hometown.

But, fate has not given him permission to go home. In the ocean, his ship was intercepted by pirates and all crew were massacred. He was very lucky because could hide and survived from the massacre. He ended up stranded on an island and worked hard to be a wealthy merchant. Fortunately, he was success. His wealth is so abundant because of hard working to build a wealth. He also married a girl who was very pretty and rich so that they could live happily.

With wealth and a prosperous life, he forgot to return home in order to meet his mother. However, inadvertently Malin had to go to his hometown for commercial affairs. He set off with his wife and children to come back home. Arrived at his hometown, Malin Kundang met his mother and his mother hugged him very close. However, he even scolded his mother and pushed up a heap. He actually recognized his mother's face, but there is a huge shame because there are crews as well as his wife. In front of them, he did not acknowledge that a woman who fell down was his mother. He even told her that her mother was so despicable and he did not recognize it. After completing his business, he got out of his hometown. His heart had hardened into stone. With his wife and his children, he went sailing back. His mother was her sad and inwardly, he prayed that Malin changed into stone. Instantly, the sky became overcast, lightning, and rain was falling. His ship hit rocks and was crashing. Malin bodies swayed to the opposite shore and the magic happened. He slowly turned to stone and it was known as Malin Kundang stone.

2. The Types of Picture

According to Arifah, the types of pictures were:¹⁹

¹⁹ Arifah, *The Use of Picture to Write Narrative in Teaching Writing at M.A Raudlatul Ulum Klampis Bangkalan*, (Unpublished Thesis) ,Surabaya: Sunan Ampel, 2009, p.27

- a. Pictures of individual person or individual object. They are the single picture of object, person, or activity. The kind of picture is varying in size small form newspaper pictures and full page magazine picture to poster-sized pictures. For examples like the picture of man, a car, and a lion.
- b. Pictures situational. It is like the people who are doing something with object and in which the relationship of the object and can be seen.
- c. Pictures series. It tells a story of a sequence on a one chart. It is number of pictures linked to form series or sequence of event. Usually pictures series available in text books, comics, cartoon strip in magazine for the teacher to copy and enlarge or commercially.
- d. Pictures stories. It is a number of pictures are linked to the stories that are very predictable way in the classroom. It can be found in digital photos, internet, magazine, and so on.

3. The Advantages and Disadvantage of Picture Series

The Advantages of picture were:²⁰

- a. Concrete and realistic. It is more realistic so that it describes one point directly than verbal only. By using pictures, students can understand the meaning of words better because picture can bring them into real life situation.
- b. Covers space and time, there is no every object can be borrowed in a classroom. Besides, some event in the past time can be presented visually

²⁰ Asnawir & Basyruddin Usman, *Media Pembelajaran*, Jakarta: Ciputat Pers, 2002, p.50

in a class through pictures. It is economical because it can save time and keep along explanation into minimum.

- c. Practical in the sense that pictures give a clear concept of what a word may mean since much simple and long explanation would be.
- d. Interesting. It can bring many varieties and interest into language lesson. And also it clarifies problems. No matter their age are, people can understand pictures clearly.
- e. And the last is that the picture is easy to use because they do not require any equipment.

According to Wright and Sofia in Khairul Bariyah's thesis stated that using visual aids will make teaching more effective communicative and interesting. The advantages of using pictures:²¹

- a. Pictures are interesting

Using picture is one of good way to increase students' creativity and decrease students' boredom. Pictures are interesting because they make the class livelier and contribute a great deal to make learning more enjoyable.

- b. Pictures are economical

Pictures are economical, it means that picture materials are easy to collect and can cut on from many sources such as: magazine, newspaper, photos, calendar, internet or even draw it themselves.

- c. Pictures are effective

²¹ Khoirul Bariyah, *The Effect of Using Situational Pictures on the Ability of Writing Descriptive Texts at Eleventh Grade Students of SMA Muhammadiyah 1 Gresik*, (Unpublished Thesis) ,Surabaya: Sunan Ampel, 2009 , p. 27

Pictures are one recognized way of representing real situation that would be impossible to create in any others way.

Picture series have some importance and benefits if they are used as media to teach writing. But on the other hand, the use of pictures series also has some negative sides.²²

- a. Picture series create the enjoyment in the writing process. The use pictures series is one successful way to motivate students in learning English writing. Teaching writing by using pictures series provide motivation for students to write. Pictures series can be used as device to create students' enjoy feeling in the writing process.
- b. Picture series develop students' creativity in writing. "A picture is worth a thousand words". Pictures can develop students' creative thinking skill. Students can develop their stories based on pictures series they see freely. This activity leads them to think about what they have never thought before. Students have to create their own stories by using pictures series they have. This activity expands their cognitive ability. They are able to write good stories with longer good sentences to develop their narrative composition. In this case, students can learn how to write stories in complete sentences and to develop their ideas to be better to describe the pictures series. Then they are able to produce meaningful stories.

²² [Http://englishgointernational.wordpress.com/2011/02/28/9/](http://englishgointernational.wordpress.com/2011/02/28/9/) (accessed on 25/11/2012)

- c. Pictures series can increase students' vocabulary. Pictures series are suitable media to introduce new English vocabulary to the students. They are also the appropriate media for teaching and learning process, especially when these media are given in the right technique to make the learning activity runs well.

On the other hand, there were two negative sides of using pictures series to teach writing to the students. First of all, students are not able to use oral language skill effectively. In this case, students find difficulties in presenting their writing in front of the class. They cannot present their stories fluently and communicatively. Therefore, teachers need to give the chances for the students to practice dialog or monolog in the stories they made before. Another negative side of using pictures series as media to teach writing is the teachers do not have enough time to teach and evaluate the writing process. In the writing process, students are given such pictures series to be done into narrative composition. Students have to work by their own. Teachers only give them some important rules which are usually become unclear directions. Teachers do not have enough time to guide them well, especially when the class consists of big number of students.

4. The Principle in Using Picture

Picture series is one of media for teaching English. It helps the teacher and the students to solve their problems. By looking at the picture series, they will be stimulated to write story based on sequences of pictures and generate their ideas. Picture can increase the students 'comprehend and their enthusiasm to study. Besides that, it gave correlation between the material content and real life. There were some principles of using visual media in teaching learning process:²³

1. The visual media/picture must be simple by using image lines, cardboard, charts and diagram.
2. The visual media is utilized to press information in the text.
3. The visual media/picture must be clear and easy to read.
4. The color must be use realistic.
5. Avoid the visual that don't counterbalance.

5. Procedure of Implementing Picture Series

Picture series is one of the types of picture that can be use as media in teaching learning process. Picture series as the solution used to solve the problems in teaching writing. A picture series is a sequence picture of a single subject that is aimed to tell a story and also a sequence of events. In this study, the writer used picture series as media in teaching writing narrative text. The procedure of implementation picture series as follows:²⁴

²³ Arsyad, Azhar, *Media Pembelajaran*, Jakarta: Rajawali Press, 2009, p. 91

²⁴ Dita Devitasari, *The Effectiveness of Using Picture in Teaching Narrative Text*, Jakarta: Syarif Hidayatullah State Islamic University, 2009, p.37.

1. Tell the students about the objectives of the lesson.
2. Prepare some narrative text and picture series to the students.
3. Explain about the material of narrative text, picture series and simple past tense.
4. The students look at and pay attention to the pictures.
5. Shows the jumble picture related to the lesson and asks the students to observe it.
6. Guides and explains the students to find the generic structure of the story based on the picture series.
7. Discuss about the generic structure of the story and the tenses (simple past tense).
8. The teacher divides the students into groups to do the lesson.
9. Guides the students to write a narrative text based on the picture series.
10. Ask the students to submit the final writing.

6. Teaching Writing Using Picture Series

Writing was the important skill that must master by the students. Writing is the most difficult skill to learn. It needs some strategy to overcome this problem. Teaching writing using picture is one of the strategy that can be use by the teacher.

The importance of using pictures as learning media can be seen from the enthusiasm of people for pictures. They stimulate students' imagination. Here, the students look the picture series and comprehend it. By the picture, the students get idea and can write the story.

Harmer stated that the teacher not only needs to deploy some or all of the usual roles when they ask students to write, but also they should have the ones of these important roles when they are teaching writing, the roles are: motivator, resource, and feedback provider.²⁵ Based on Harmer, when teaching writing teachers are expected to act as:

1. Motivator: teacher will be able to motivate the students, create the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. And also help them to generate their idea.
2. Resource: teacher should be ready to supply information and language where necessary. Teachers need to tell the students that they are available and be prepared to look the students' work as it progress, offer advice and suggestions in a constructive and tactful way.
3. Feedback provider: teachers should respond positively and encouragingly to the content of what students have written.

E. Experimental Study

1. The Nature of Experimental Study

An experiment was a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimenter deliberately and systematically introduces change and then observes the consequences of that change.

²⁵ Jeremy Harmer, *The Practice of English Language Teaching, Third Edition*, Longman: Cambridge, UK, p.261-262

Only research problems that permit a researcher to manipulate conditions are appropriate for experimental research. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another.²⁶

2. The Characteristic of Experimental Study

An experiment has three characteristics: (1) An independent variable is manipulated; (2) all other variables that might affect the dependent variable are held constant; and (3) the effect of the manipulation of the independent variable on the dependent variable is observed. Thus, in an experiment the two variables of major interest are the independent variable and the dependent variable. The *independent variable* is manipulated (changed) by the experimenter. The variable on which the effects of the changes are observed is called the *dependent variable*, which is observed but not manipulated by the experimenter. The dependent variable is so named because its value is hypothesized to depend on, and vary with, the value of the independent variable.²⁷

3. Quasi Experimental Design

Cook and Campbell in Dornyei stated quasi-experiments are similar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-

²⁶ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education*. Eight Edition, (USA: Wadsworth, Cengage Learning. 1985) , p. 265

²⁷ Ibid, p.266

caused change is inferred.²⁸ Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and considers these factors in their interpretation. Although true experiments are preferred, quasi-experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible.²⁹

In quasi experimental studied, we do not have to worry so much about reduce external valididy because these investigations take place in authentic learning environment using genuine class group, but such designs open up the study to a number of a new treaths due to the inequaly of the initial treatment and control group.³⁰

²⁸ *Ibid.*, p. 117.

²⁹ p.316

³⁰ Zoltan Dornyei, *Research Methods in Applied Linguistic*, Oxford University Press, 2007, p. 120