

**THE USE OF PICTURE TO WRITE
NARRATIVE IN TEACHING WRITING
AT MA. RAUDLATUL ULUM KLAMPIS BANGKALAN**

THESIS



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**Submitted to State Institute For Islamic Studies Sunan Ampel Surabaya
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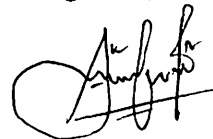
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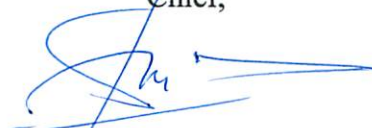
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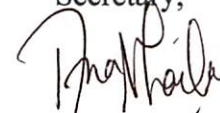


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This thesis is about the use of picture to write narrative in teaching writing at MA. Raudlatul Ulum Klampis Bangkalan. According to English teacher, some students of second class in this school had a problem in writing. they were difficult to produce English writing. They often made mistakes in organization of text; sometimes they could not put their ideas in the right part of their writing. Then the teacher uses pictures in teaching narrative writing. This study aimed to describe; 1). What kinds of pictures are used by the teacher to teach narrative writing at MA. Raudlatul Ulum Klampis. 2).How are the pictures used in teaching narrative writing. 3). How is the result of students' narrative writing text by using picture.

The research design of this study is observation research. The researcher acts as the observer who observes the students at the writing class by using picture to write narrative. She also observes the teacher and the student's activities when the teaching and learning process takes places. It is done three meeting observations where the researcher is as observer. The researcher analyzed the data based on the instrument which has been prepared like the result of observation from observation check-list and note taking while teaching learning process, the result of interview from the teacher, and the result of students' writing.

The result of this research is that the teacher of second class MA.Raudlatul Ulum uses pictures series in teaching writing narrative. He explains the material, generic structure, and clear example about it. Then contributes pictures in order the students write narrative well after they get some clue or new vocabularies relates with the pictures tell. The students' writing result is better when the teacher uses pictures in teaching narrative then before while teacher did not use it. It proves that picture is good media in teaching learning process especially in teaching narrative writing.

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CHAPTER I

INTRODUCTION

A. Background of Study

Many people consider that English is very important in our life. English becomes a tool for international communication in transportation, commerce, banking, tourism, process technology, diplomacy and scientific research. English has become increasingly important as a medium through which people from a range and of culture can share their experiences and knowledge of globalization.¹ Therefore, mastering English is one of the important things in order to be able to survive in this modern era.

The development of science and technology influence all aspects of human life, including education. People understand the importance of education and it is believed that education is the best way to make the quality of Indonesian people better to follow the development of the other countries. Here English is intensively used in international communication, in written as well as in spoken communication. In addition, many books of science, technology, art and other published issues are written in English.

¹ Galuh Nur Rahmah, *Facing the Complexities of Writing* (Malang: UIN-Malang Press, 2008), 10.

Learning language is a process which takes long times. Learning language is like entering a new world.² Learning English is the same thing. Many individuals who attempt to learn the language need to struggle at first, and sometimes some individuals give up before they become fluent and master the English itself. Some people feel difficult to learn English because English is not their first language, the other reason that the English language features is different sentence structure from many other commonly spoken languages. Actually every language will not be very difficult to learn if he or she learns it seriously and intensively, and English is too. It is easier to learn the language when someone can take their time, and ensure that they are learning it correctly.³

Indonesian government realizes the importance of English. Now, all students in every level of school from Kinder Garden, Elementary School, Junior High School, and Senior High School up to University are taught English. Even

³ [http:// www.englishsoftware.org/articles/tag/english-grammar-tools/](http://www.englishsoftware.org/articles/tag/english-grammar-tools/)

they are recommended learn English through taking course or in informal institution. In fact the graduates from Senior High School are still lack of ability to communicate English in both oral and written. Actually learning language is always possible to improve. I think the teaching writing is too.

Here teacher has important role in education. If the teachers teach well, some students will succeed because of the teachers' excellent in teaching. Then they might go on to get more advanced qualifications and skills. They might get a career, indeed a whole life, built on teachers' excellent teaching.⁴ Lynne T. Diaz-Rico states that;

Teachers influence the daily life of students in the classroom. They can create a climate of warmth, acceptance, and high achievement for English learners, supporting the hone language while fostering the growth of English. Conversely, they can allow policies of the school to benefit the English-dominant students at the expense of English learners. As relative newcomers to English, English learners mar need their instructor's support to negotiate their way in a new culture. Teachers of English learners can not ignore the effect of power and policy issues. Teacher of English learners have a special role in the classroom: as a language emissaries and mediators; as agents of introduction to the target culture; and as sources of professional knowledge for their colleagues. Teachers who are aware of students' needs at various stages of their adjustment to the academic demands of schools and the stresses of life will help students to be more successful learners and intellectual partners.⁵

⁴ Geoff Petty, *Evidence Based on Teaching* (United Kingdom: Nelson Thornes, 2006), ix.

⁵ Lynne T. Diaz-Rico, *Teaching English Learners Strategies and Methods* (San Bernardino: California State University), 21.

Here, we can see that writing is an important skill that has to be learned beside the other skills. The students of tenth year of senior high school are obliged to learn writing skill. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). These components are important to be mastered in order to be able to produce good writing. When students want to write something they should have a lot of information, and ideas so that they be able to express them into sentences, paragraphs, and an essay.

There are some problems found in the teaching learning process when teacher giving writing materials to the students, especially to write narrative. The first problem is that the students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. The second problem is that there are many errors in vocabulary, grammar, and spelling. Another problem is the students have low motivation and are not interested in doing the task since the writing activities are not interesting. Usually, the students are asked to write

[illegible]

Wisnubroto said that generally composition is classified into three models; they are narrative, descriptive, and exposition. This research focuses on the production of narrative text in teaching writing at second class of Senior High School.⁷ In narrative writing, students allow to tell sequence events or actions in written form. Narrative is a story of human experience, so that the students arrange easily the composition. Narrative text is a text that amuses, entertains, and deals with actual or various experiences in different ways.

Many factors influence the students to get success in writing including the way and strategies of teacher in teaching or the media that the teachers use in teaching. So the teacher should choose the appropriate media that will produce good result in teaching narrative writing. For beginner, we need to force them to

[illegible]

write. It is easier to do if there is media which is used to simulate to write. Good stimulus that we can use is picture.⁸

There are several media that can be used in teaching English, but among the teaching media, pictures are commonly used as a visual one. Besides their simplicity, pictures are relatively cheap to use in the classroom. Picture can help teacher to reach instructional purpose.⁹ Because of the picture, the understanding and the experience of students can be more clear, then the lesson will not easy to forget. This is in line with the result of study was done by Sri Widdhiyana Pratami who focused the study on using picture series in teaching writing to the first year students Junior High School of IPIEMS Surabaya. The result showed that picture series can help the learner in teaching writing easier.¹⁰

Base on the statements above, the researcher is interested to research the use picture to write narrative in teaching writing. Many students have problem in writing. They got a difficulty in controlling and expressing their ideas into writing.

⁸ Ibid., 48.

⁹ Ahmad Rohani, *Media Instruksional Edukatif* (Jakarta: PT.Rineka Cipta, 1997), 76.

¹⁰ Sri Widdhiyana Pratami, "Using Picture Series in Teaching Writing", Laporan Penelitian (Surabaya: Universitas Surabaya, 2006).

B. The Problem of Study

Based on the background above, the problem of this study is:

- 1) What kind of pictures are used by the teacher to teach narrative writing?
- 2) How to use the pictures in teaching narrative writing?
- 3) How is the result of students' writing narrative text by using picture?

C. The Objective of The Study

The objectives of study are:

- 1) To know kinds of use pictures are used to teach narrative writing.
- 2) To explain how to use picture in teaching narrative in teaching writing.
- 3) To know the result of students' writing narrative by using picture.

D. The Significance of Study

From the objective above, this study is to know the use of picture to write narrative text in teaching writing at MA. Raudlatul Ulum Klampis Bangkalan.

The results of this study are expected to:

- 1) To give contribution as reference in English teaching learning especially in teaching writing skill.
- 2) To provide English teacher by using picture to write narrative text in teaching writing.

E. The Scope and Limitation of Study

This study was limited in the second class of second semester at MA. Raudlatul Ulum Klampis Bangkalan in 2009-2010 academic year.

It is focused on the writing activity by using picture to write narrative in teaching and learning process. The first is about the kind of pictures are used by teacher to teach narrative writing. The second is the use of picture to write narrative text in teaching writing. The third is about the result of students' writing narrative text by using picture.

F. The Definition of Key Terms

- ✓ Skill is the ability to do something well.¹¹ Here includes of the four skills of language those are listening, speaking, reading, and writing.
- ✓ Writing is the act of forming graphic symbol which have to be arranged according to certain convention to form words, then words have to be arranged to be sentences. It is partial representation of units of language expression. Like Susanto Leo stated that writing is a process of expressing ideas or thoughts in words.¹² It is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts.

¹¹ Oxford, *Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), 1109.

¹² Susanto Leo, *Essay Writing*, (Yogyakarta: CV ANDI OFFSET, 2007), 1.

Chapter three discusses about the research design, the subject of study, the setting of study, the setting of study, the data collection technique, the instruments of the study, and the data analysis techniques.

Chapter four discusses about research result and discussion of the findings.

Chapter five discusses about conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In a research, it is important to describe the theories related to the problems of this study, which are used as foundation and reference in order to give relevant knowledge in the field.

A. Writing

1. The Nature of Writing.

Writing is one of four language skills, (reading, listening, speaking and writing) which has to be mastered in learning English. In academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Writing is important for them to communicate the knowledge and thought process like to make essay, examination, term papers and a job application.

Writing becomes a tool for international communication for people. The development of computer technology, writing is very useful to understand and use internet, as well as for workers in a wide variety of fields. It is also important for us to understand and involve ourselves for the modern communication in mass media like in newspaper, magazine, books, and another paper form. Trough writing we can tell about people, remember the

facts and ideas. Writing is partial representation of units of language expression.¹⁵

Writing is a process of thinking in written form. In this form, the writer expresses his/her ideas, experiences, thought, and feeling. Writing shapes someone's perceptions of themselves and the world. The sentences are sequenced into particular order and linked together in a certain way to form a coherent whole, which are called by text.

The students can understand how language is used through using, selecting, rejecting, arranging and rearranging language. Written communication is less of ambiguities, because the language that is used by the writer is always acceptable and understandable. The writer does not use certain features of spoken language, which usually create in several comprehension of speakers' intended meaning.

Learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbols of the writing system that represent the utterances which goes in mind. Writing allows some one to take and understand the writer's ideas out of the real of thought then give them a form that other people can read and consider what they read.

The activity of writing begins by brainstorming to get the ideas in writing. These should be explained in written form. For some people, writing is an interesting activity. Beside as hobby, writing can also be used as means

¹⁵ Robert Lado, *Language Teaching* (Bombay: McGraw-Hill publishing, 1964), 143.

of communication. Through writing, the meaning conveyed in written form, and furthers more it is a process of organizing thought on written form to share the idea.

So writing is an important thing for someone to give the reader some information and also to entertain the reader. If someone writes well, their writing is easy to understand by the readers then the reader will enjoy their writing. The reader will be curious the content of the writing then they will continuo to read more. The reader also may get the messages of the writing from the author or writer.

2. The Importance Elements in Writing

Every written text has different situation. It depends on several elements. There are three elements of affective writing, those are writing purpose (the writer reason for writing), the topic, and the audience.¹⁶ A text of writing needs these there 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.

a. Writing purpose.

Every written text or essay must have a purpose, which has clearly defined and effectively communicated. The purpose is focused on the meaning of the writing text. The needs, interests, and expectations of the

¹⁶ Carol Carter, *Keys to Affective Learning*, 248.

based on the topic that is given by the teacher. Through narrowing the general topic into certain topic sentences, the students will keep the text unified and control each paragraph in coherence.

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, then the title is given to attract readers to read, to inquire, to know about, and to fulfill their curiosity and need. From the title, the reader will know what the content of written text about.

c. Audience.

In the writing process, the writer and audience are partners. Knowing the audience will help the writer to communicate successfully. The goal of writing process is that the readers can follow the ideas. Thus is important to know the audiences' characteristics, so we can find the way to present his writing in order to make the reader easy to convey the messages.

So an 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

The writing process provides an opportunity for someone to state and share their thoughts until they have expressed their selves as clearly as possible. There are four main parts of the process of writing, they are planning, drafting, revising and editing. Teachers can help students to write more effectively through giving motivation or creativity teaching.

Students can be shown the different stages in the production of a piece of writing and be encouraged to discover what works best for them. Students can be shown the basic phases of the writing process: pre-writing, drafting, revising, and presenting. The writing process is the thinking process that goes on during writing. The book of Carter summarized that there are four writing process¹⁸, they are:

a. Planning.

Planning gives a chance to think about what to write and how to write. Planning involves brainstorming for ideas, defining and narrowing the topic by using pre-writing strategies, conducting research if necessary, writing a thesis statement, and writing working outline. In planning stages, we use pre-writing technique to gather ideas, and then choose a purpose, and an audience.

¹⁸ Carol Carter, *Keys to effective Learning*, 250.

b. Drafting.

In drafting, some people aim for perfection when they write a first draft. They want get everything right from word choice to tone to sentence structure to paragraph organization. A first draft involves putting ideas down on paper for the first time. We may write many different versions of the assignment until we do what we like. In this stage, the writer wants to get every thing right from word choice to tone sentence structure to paragraph organization to spelling, punctuation, and grammar.

c. Revising.

Revising evaluates the word choice, paragraph structure, and style of our first draft. The revising can be done by a peer reviewer, she or he can tell the writer what comes across well and what seems confusing. If reviewer has a different perspective on their writing is extremely valuable. The elements of revision include being a critical writer, evaluating paragraph structure, and checking for clarity and conciseness.

In revising stage, we can do editing like considering ideas and organization. Then we can do proofreading like correcting errors including sentence structure stage, spelling, punctuation, and capitalization.

d. Editing.

Editing involves correcting technical mistakes in spelling, grammar and punctuation, as well as checking style. Editing comes last, after you are satisfied with your ideas, organization, and style of writing.

If the writer uses a computer, the writer might use the grammar check and spell check function to check their work on their own.

4. The Importance of Teaching Writing

The process of teaching a foreign language is a complex one.¹⁹ Learning a language is not only learning its grammatical form or structure. There are productive skill and receptive skill in learning language that should we master. Receptive skill are the ability to understand the spoken language (listening) and the ability to understand the written language (reading) while productive skills involve speaking and writing.

Writing as productive skill must be taught in teaching learning. Moreover, the real goal of language learning is communication. Teaching of writing should give special attention to the development at writing ability. Both teacher and students should be aware of the powerful role of writing ability for their success in language learning. Writing is different from other skills. In language teaching process, writing is an effort to increase students' language ability.

Writing can offer more opportunities to learn English. It can offer students considerable opportunities to increase their vocabularies, to refine their knowledge of the grammar, and to develop their understanding of how

¹⁹ Ur Penny, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1996), 10.

things are best expressed and how well their message is understood.²⁰ Learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbols of the writing system that represent the utterances one has in mind.²¹

Writing is a means of developing students' general abilities in English, it is very important. There are some reasons for bringing writing into a more central position in classroom work because the aspects in writing include the use of vocabulary, structure of sentence, spelling, and punctuation. These aspects are very important to master in order to able to write well.

Teacher's role in teaching will affect students' advance in writing skill. Teacher should give an interesting way to the students so they steadily have great enthusiast and creativity to write and also to throw away their boring or nervous whiles do writing. Besides, teacher also should prepare a good material. The material should characterize like; Material should be practical, interesting, and creative.

B. Narrative Text.

1. The Nature of Narrative.

Narrative text is a kind of text that tells a story. Alice said that narration is story writing; it is a kind of writing which report events in order

²⁰ John Little Andrew, *Writing Student's Book* (Cambridge: Cambridge University Press, 1991), 79.

²¹ Robert Lado, *Language Teaching*, 143.

Narrative is as a story, so it should have the element that makes the story more interesting to the reader such as a conflict and conclusion of the story. Barbara states that narrative involved relating events in chronological order from the first event that happened to the last event that happened.²⁴

Then why the teachers use narrative text, it is because the narrative suitable with the curriculum and narrative is also as a story of human experience, so that the students arrange easily the composition. A good narrative gives readers the feeling that they are actually witnessing the events.²⁵ So that narrative text is a text that amuses, entertains, and deals with actual or various experiences in different ways.

Actually, the meaning of telling something is to make some one entertain and enjoy everything which is told. The basic purpose of story is to entertain the reader and the audience. Sometimes the story is also to educate or inform about the experience of the writer. In the other case, the experience

²³ Gorys Keraf, *Argumentasi dan Narasi*, (Jakarta: PT. Gramadia, 1987), 136.

²⁴ Barbara Harris Leonhard, *Discoveries in Academic Writing* (Colombia: University of Missouri, 2002), 132

²⁵ John E. Warrier, *English Grammar and Composition*, (New York: Harcourt Brace Jovanovich, 1982), 289.

3. The Generic Structure of Narrative.

Narrative deals with problematic events which lead to crisis or turning points of some kind, which in turn finds a resolution. The generic structure of narrative text is developed in some steps: orientation, complication, and resolution.

a. Orientation.

It is the stage where the writer or narrator introduces to tell the characters in the story, their names and the place they live where and when, their ages, their condition, and their willing. It includes who, what, when, and what. They make the reader curious to continue their reading.

b. **Complication.**

In the complication stage, the writer presents the unexpected event that happens to the characters. There can be more complication events in a narrative text. It is the crisis or conflict of the story. Complication is also the problem of the story that makes the reader more interested to read.

c. Resolution.

In this stage, the writer tells how the complication is solved or the ending of the story. Here the earlier complication is resolved for better or worse. It is how the crisis is resolved.²⁹

The example of generic structure and analysis in narrative text can be seen in the profile of this The Naughty Brothers text bellow:

²⁹ Depdiknas, *Pembelajaran Text Naratif* (Jakarta: Depdiknas, 2002), 3-4.

Table: 1. The example of narrative based on generic structure.

<i>Orientation</i>	Kim and Sandra were doing their home work from school. They had to make cloth puppet and paper house.
<i>Complication</i>	At noon, Kim and Sandra left their room to have lunch in the dining room. While they were busily eating and chatting. Their brothers Alex and Tim sneaked into the bedroom. They took the puppets and hid them behind the word robe.
<i>Complication</i>	After lunch, Kim and Sandra could not find the puppet anywhere. They searched everywhere, but still! the puppets were missing. Meanwhile, Alex and Tim were playing outside. Kim and Sandra cried, because they would not be able to hand in their puppets the next day.
<i>Resolution</i>	In the morning, Ti remembered that they had not returned the puppet to the girls. “Here one the puppets. I’m sorry, we hid them yesterday” Tim said. Grandma was very angry then said not to do again. Kin and Sandra handed in their puppets and paper house to their teacher, and they got very good mark.

- f. Using the action verb (material process) in simple past, such as: stayed, went, etc.
- g. Using saying verb (verbal process) like: said, told, promised, etc.
- h. Using thinking verb (mental process) like: to sign the thinking, perception, or feeling of character in the story. For example: thought, understood, felt, etc.³¹

C. Picture

1. The Nature of Picture as Media

In learning a new language, however most pictures create much more real and concrete impression than words may do. So pictures are good devices in learning a language. They can arouse students' interest; stimulate discussion, and supply information and ideas. In learning foreign language, pictures are very simple visual aids.³² Everyone can make them and does not need much money to make them. Teacher can edit those pictures from magazine, news paper, book and so on. Pictures are the most available teaching materials.

Pictures play important role in teaching English as foreign language. Using picture are not new things for language teacher. Many language teachers have experiences to use pictures as professional equipment for

³¹ Ibid.,

³² Anna Uhl Chamaot, *The Learning Strategies Hand Book* (New York: Addison Wesley, 1999), 88.

presenting different language items. They are interested using them as educational media. Pictures can help the students predict what the text might be about. Pictures can have the effect to the students' creativity which is stimulated by visual input.³³ It also can encourage the students to participate in teaching learning activities because learning using picture always bring a lot of fun than hard work.

If the students feel the lesson can bring into class lively, it will be easier for them to learn that new language and pictures can overcome the difficulties in the class because pictures represent many things, such as vocabularies, they make many words clearer and arouse students' motivation.

Showing pictures is one of the ways to reinforce impression, to offer new fact, or to form a base on which to develop the meaning of abstractions. Whatever the type of source, picture contributes a large portion of the various experiences by which people know the world. As the students use pictures, they learn many abstract ideas. In this case teachers have a great responsibility in helping students.

To understand the way of the picture series, the students need to appreciate it in abstract ways. In the same way, when they express their ideas to construct the story in a good coherence as well as unity, they have to think it in abstract way too. Both of them will be easier for them in learning process if the teacher can use picture series. It can not only help the students to get

³³ Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), 62.

During the students are writing the text, they can use top-down technique in predicting the content of the text based on understanding of picture series. They can predict the content of the text easily based on their understanding about the picture series. The pictures give the schemata to the students to construct ideas from their background knowledge and experience.

According to Khusnaini, there are some types of picture, they are:

- [illegible]

- d. Pictures stories. It is a number of pictures linked to the story that are very predictable way in the classroom. It can be found in digital photos, internet, magazine, and so on.³⁴

However, there is some consideration in selecting pictures in the classroom. They are:

- a. Pictures should be good, clear, big, attractive and easy to understand.
- b. Pictures should be authentic or the description of certain situation on the pictures in similar with the real situation.
- c. Pictures should be simple easy to understand.³⁵

3. The Advantages of Picture

The use of picture has some advantages, they are:

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

³⁴ Khusnaini, *The Use of Pictuers Stories as An Aid Material to Teach reading of Narrative Text* (Surabaya: State University of Surabaya, 2008), 25.

³⁵ Munir Hamzah Suleiman, *Media Audio Visual untuk Pengajaran* (Jakarta: PT. Gramedia, 1981), 29.

- c. Practical in the sense that picture give a clear concept of what a word may mean since much simpler than a 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.³⁶
- e. And the last is that the picture is easy to use because they do not require any equipment.³⁷

4. The Use of Picture to Write Narrative Text

Students can construct their knowledge during learning narrative text easily by using media. Media can be used to make the students learn more easily and the teacher teaches easily. It becomes the main part of the learning process. One of the media is picture series which draws a story. Like Brown said that it can provide a suitable stimulus for written production.³⁸

In writing production, Derewianka said that we need to make sure that we have something to write about, before writing.³⁹ Here pictures are really useful ways to prompt students into writing stories. Students can be given a series of pictures in sequence which tells a story. They have to write the story which the pictures tell. Then Jeremy Harmer said that teacher sometimes use

³⁶ Arief Sadiman, *Media Pendidikan* (Jakarta: CV. Rajawali, 1993), 29.

³⁷ John Willey and Sons, *Instruksiunal Media and The New Technologies of Instruction*, 103.

³⁸ Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Prentice Hall Regents, 1994), 227.

³⁹ Beverly Derewianka, *exploring How Texts Work* (Australia; Primary English Teaching Association, 1990), 8.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

From the research question in the previous chapter, this study is intended to show the result of using picture to write narrative in teaching writing. This study uses descriptive qualitative study, because the researcher uses words, sentences or pictures to represent the data that are going to be analyzed to make general conclusion.

The research design employed in the study belongs to a descriptive methodology. This descriptive study is designed to obtain information concerning a particular issue and then describe it. Descriptive research is to represent a broad range of activities that have in common the purpose of describing situation or phenomena.⁴¹ According to Sudarwan said that descriptive is very important to use qualitative approach.⁴²

Here, the researcher acts as the observer who observes the students at the writing class by using picture to write narrative. She also observes the teacher and the students' activities when the teaching and learning process takes places.

⁴¹ Emmanuel J. Mason and William J. Bramble, *Understanding and Conducting Research*, (New York: McGraw-Hill Book Company, 1998), 31.

⁴² Sudarwan Danim, *Menjadi Peneliti Kualitatif* (Bandung: Pustaka Setia, 2002), 61.

At the last, the researcher focuses on making a judgment whether the study is successful or not. The researcher compares the result of data analysis with the criteria of success.

the results of this study are the students

etation. In other words, an inductive analysis is employed.

In the last, the researcher focuses on making a judgment whether the research is successful or not. The researcher compares the result of data with the criteria of success.

2.2.2. Subjects of Study

The subjects of this study are the students and the English teachers in second semester at MA. Raudlatul Ulum Klampis Bangkalan. The sample of MA. Raudlatul Ulum Klampis Bangkalan was chosen because it has applied the use of picture to write narrative in teaching.

process. The second data are concerning with the result of teacher's interview. The third data are concerning with the result of the students' narrative text. Here the researcher analyzes the organization narrative text of students' writing. It is aimed to find out whether or not the students have included the orientation, complication, and resolution in their narrative writing and also the language components includes mechanism, punctuation, spelling, and structure.

Then the researcher described the data based on the statements of the problems. The first is the kind of pictures that are used by the teacher to teach narrative. The second is how to use pictures in teaching writing narrative. The third is how the students writing result by using the pictures.

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arch includes the result of observations and the

e research problem, they are; (1) what kind of p

narrative in teaching writing? (2) How are t

writing? And (3) how is the result of the studen

Figure are Used by Teacher to Teach Narr

the Second Class Students of MA. Raudlatul UL

g is still considered as a difficult activity, some s

iting. It is better for the teacher to use media

media that is used by teacher in teaching writing

1. Kinds of Picture are Used by Teacher to Teach Narrative in Teaching Writing to the Second Class Students of MA. Raudlatul Ulum Klampis.

In this research, the researcher found that there was a kind of picture that was used by teacher in teaching writing narrative. It is a picture series. From the first meeting, the researcher found that the teacher used picture series of four events in the gardens. The second meeting, the teacher used the class activity to

analyze the students writing based on the picture from the first meeting. Then the last observation by researcher, the teacher used picture series of the four events in the beach. To make clear the kind of pictures that are used, see at appendix XI.

The teacher used picture series because in writing narrative text the main purpose is to tell the sequence of actions and events, meanwhile picture series itself was known as a kind of picture that shows a sequence of actions and events. That was the reason why picture series becomes the most appropriate picture that can be used to help the students in writing activity, especially to write narrative. From the picture, the students are also able to see places, people, and anything which make them easier to write English based on the picture.

From these three times of observation, the researcher also used observation check-list also to know the role of picture in teaching writing. The researcher found that pictures provide a stimulus for using language. Teacher said that when he asked students to write English without picture, they seem lazy to write. But while the teacher shows them picture, it make them curious about the story of picture, they are supported to continue the lesson.

In addition, the implementation of picture to teach writing makes the classroom atmosphere alive. The students are interested and motivated in doing writing activities. It can be seen that students do not seem lazy in the class to begin their writing. Those are why the researcher considers that the use of picture is the appropriate media can be used in teaching writing.

2. The Use of Picture in Teaching Narrative Writing

The use of picture in teaching narrative writing was based on the activity in the classroom when the researcher observed each meeting of teaching learning process in writing activity.

a) *The first meeting*

The researcher conducted the first observation in the second class on May 11, 2009. Before starting teaching narrative text to the students, the teacher began the class by greeting, said salaam to the whole class. Then the teacher asked one student to lead the praying for opening the lesson. Then the lesson was started.

The teacher informed what the class would learn about. Then he stimulated students by asking what they know about narrative. The students answered it based on their schemata about it. One of them said that narrative is the story about their experience. Some of them said that it's the past story. The others were still confused what narrative text was.

Then the teacher explained the narrative material first. Next the teacher explained the components generic structure of narrative like orientation, complication, and resolution. By using the generic structure, the students are able to organize and keep the paragraph coherence.

T: 'Ok class. All of you know what narrative text. Here I have the example of narrative text. (The teacher distributes the example of narrative to the students).

S: (The students read the texts that teacher gave)

T: After you read the example please analyzed the generic structure of that text.

The students' result in analyzing the narrative text together with teacher's guide, see in appendix 3.

Then the teacher asked them whether they understand or no about narrative and generic structure itself, gave them time to ask. After he thought that the students understood about narration, he asked students to write some story like the story before. Suddenly the class was noisy. They said that they could not write the story in English. They were confused what should they write. Some of them found difficulty in starting their writing activity. Then the other could not decide what they should write about. Then teacher gave them a paper of sequence picture.

After that, he started to give some explanation about the events presented in each picture. The researcher only observed the activity in the classroom. Students were very interesting to mention some vocabularies related to the picture after teacher asked them. Some of them did not understand some words in English. So teacher gave them some new vocabularies.

The picture is about orange tree in the garden. It contains four sequences pictures. The first is about two orange trees in each garden lied side by side which is separated only by wooden fence. The second picture is that

Then teacher asked students to write paragraph in their own words base on the pictures. While students were doing the writing activity, teacher went around the classroom. Some of them were sharing their ideas with their friend. Some of them were still confused to use new language, then they asked some difficult vocabularies to the teacher after they saw dictionary.

b) *The second meeting*

[illegible]

Still using the first picture, teacher analyzed their mistakes of writing. He asked a student to write in the black board their work to be analyzed together. Then the last they collected again their work to the teacher.

c) *The last meeting*

The last observation in the class was done on Monday, May 18, 2009. The class was started as usual. The teacher started lesson to begin the lesson by asking students about the activity in their weekend. Some of them spent their weekend for staying at home, visiting their friend's home, and doing their home work, etc. Then the teacher asked them to write it.

After that the teacher gave them the picture again. Then he explained each event of picture and told them some difficult words or new vocabularies related to the picture. He asked students to write paragraph of narrative using their own words. Next he reminded them to write well based on generic structure like the teacher explained at the day before and also based on language feature.

The researcher observed their activities while teaching and learning process. She saw that most of them started their writing easily, sometimes they only asked some vocabularies to the teacher about and sometimes they did their work by sharing with their friends first. It was because they were able to see the sequence of events on the picture clearly to produce their writing. More over the activities in the pictures were not strange for them. The picture was related to the fishing in the beach.

The teacher guided them how to write by checking around class. So the students could face their difficulties in arranging sentences to be some paragraph. So the last observation could run well. It finished until students collected their writing.

3. How is the Result of the Students' Narrative Writing by Using Pictures

During the observation the researcher found that picture series created positive attitude to the students and an important role for the students in learning English, especially in writing skill. That was different from before the students were given picture series to help them in writing production.

The researcher knew from the teacher that his students at second class of MA. Raudlatul Ulum were difficult to write English. They had some basic problems in writing like they are difficult to start their writing and also difficult to arrange the sentences to be paragraph. Meanwhile some of students were very bad in their writing. They did not know how to write English well.

We can see the students' writing score before the teacher used picture in teaching writing in the appendix 4. This documentation was given by him to the researcher; he said that students found difficulties in writing activity. Their difficulties are because of some reasons; it is because of the complexities of writing aspect itself. They were difficult in arranging and constructing their idea in English written. Then they were difficult how to start their writing, even they have topic or theme to write, but they were confused how to write it first.

components, those are; the first is organization of content includes generic structure. And the second is languages component, it includes; mechanism, punctuation, spelling, and grammar.

Generic structure is important according to the curriculum because every composition has different generic structure. The generic structure of narrative is like orientation, complication and resolution. By using generic structure, the students will be able to organize and keep the paragraph. To check the students' understanding of generic structure and language components need narrative framework.

From the students' writing result, there are four students are categorized into excellent because their compositions are excellent in generic structure and languages features. The pictures make them easy to write narrative text and guide them to write the complete writing based on the story from the picture mentioned. We can see an example of a student's writing as follow;

“In my village, father has orange tree. His tree lied side by side by with Mr. Anas’s garden. One day, Mr. Anas laughed to my father because my father’s tree were not full of orange. While his tree was full of orange. Then after that, suddenly storm coming quickly. Mr. Anas’s tree was uproot. He sad, but my father laughed small. Finally Mr. Anas went home by sad feeling” (*written by Jumbri at second class MA.Raudlatul Ulum Klampis*).

There are eight students who get very good rating score. We can see one of the students' writing who gets very good like at Mawardatul's writing bellow. Her writing is very good in generic structure, but still there are little mistakes of grammar and spelling.

“Once upon time there lived two people neighbour, named Mr. John and Mr. Robert. They same have orange garden. The garden was lie side by side, and separated by a wooden fence. But they never harmonious, they always have a problem. One day Mr. John went to saw garden and Mr. Robert too. They meet in garden. The garden Mr. John full of orange where as orange tree Mr. Robert no full of orange. Mr. John Mocked to Mr. Robert because orange tree of Mr. John is very full of orange since orange tree Mr. Robert no full of orange. The next day has storm in the gardens and orange trees Mr. John fall down and orange fall down all. Since the orange tree Mr. Robert has not. Next day Mr. John went to saw garden and Mr. Robert too. Mr. John very startled because the orange tree’s has fall down. He has very sad.

Seventeen students get good score. Although there are several students are still less in writing components.

The use of picture series can help the students develop their narrative writing ability based on generic structure. They know the significant component that builds a narrative genre and also the implementation of language features which is used. Most of them are able to develop their writing ability. Therefore, by involving students to practice their writing from the first meeting they are aware from their weakness in writing a certain genre. Even though in the first meeting there were some students who were not able to write narrative text well, but some of them did their writing well.

From observation in the last meeting, the students are able to write better composition but when the teacher asked them to write narrative, they still faced some problems, that they were not able to translate the words of English.

Finally the teacher helped the students through giving some clues relate to the pictures, so they were able to build up their writing. Students were able finish their writing well. There were three students who got excellent. Their

compositions of generic structure were mostly correct and good in language features. Even some of the students made their narrative writing like a real events, but she still has less mistakes of language component. . It can be seen in Khusnul Khotimah's writing, she uses conversation and direct sentences like in the real life story.

Amir and Umar's experience

In a beautiful day, Amir invited his friend *to* went to beach “Umar, why do not we go the beach in this clear day?”
 “Oh, that’s a good idea, come on!” said Umar. Finally they arrived and they *was* happy. “Umar, please you see there a sail boat was in middle sea!”
 “Right, there’s a beautiful panorama”

After they taked walk in beach round, Umar invited Amir decided to fishing, so that can give to his little sister, they walked with brought their fish hooks and their fish loosing.

Patiently, they waited some fish, but no one they got. "Umar, can we wait until we get some fish, why don't we come back?"

“Oh Amir, you must be patient if you want to get anything” said Umar.

“but this will spent long time?” said Amir.

After that they decide to wait it.

After they waited it, Amir felt his fish hook was heavy, then he pulled and surprised because of the hot fish what he got, but just a shoe, then Umar came and laugh him.

“Amir, what are you doing, why you can get that a shoe?”

Said Umar.

“I can not realize it, and this is interesting experience”.

At 12.00 am, they very tired and taked rest under a big tree.

Finally with disappointedly but they were glad.

(written by Khusnul Khotimah at 2nd class)).

The others students, exactly eight of them are very good. Then fourteen students were in good rate. While the others are fair and poor because some of their composition is less in using grammar, punctuation, and spelling, they can not use the language components aspect correctly.

Even though not all of them wrote the composition well, but most of them were able to put the generic structure because their writing was based on the picture which guides them to arrange sentences step by step to be a paragraph. They were weak to use the language features, and they were lack of knowledge to express the sentence in using grammar and also language features, like Syafaah's text bellow;

One day Amin and Joko go to sea for fishing fish. Amin and Joko wanted to climb sail boat. To pass Amin and Joko fishing with fell glad. Because Amin tells his fish hook wosh heave. Efter that Amin pulled it. And what did he get? In fact just get shoes. Finally they walked because nothing we got. They taked rest under big tree because they very tired. Then Amin and Joko came back with lost wished, but just a shoe which they got. *(Written by Syafa'ah at 2nd class)*

Besides, the researcher found excellent writing in two aspects, not only in generic structure but also in language components. For example, look at Zakiyah's writing;

“Last holiday I and my friend went to beach. We found a sailboat there. We want to go there and walked then bring a hook. Next, we sat together. We started to fish. We hope to get very much fish. But suddenly, something make me afraid. I found shoe. Long time we did not get anything. Then we took arrest under the tree. Finally we decided to go home. We were tired but we did not anything”.

Although writing is considered a difficult activity, but in this case the picture is considered to be a suitable medium in helping the students to produce narrative text. Even a real teacher (Mr. Maulana Kholiq as an English teacher at MA. Raudlatul Ulum Klampis) said that the students' writing result is better by using picture. Picture would help students to be able to write systematically.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestions. The conclusions are derived from the discussion and findings of the data analysis. Based on these conclusions, there are some suggestions that are expected to contribute in improving the quality of the teaching and learning English writing process.

A. Conclusions

The teacher at MA.Raudlatul Ulum uses picture series in teaching narrative writing. It is because of they are difficult to produce their writing especially narrative writing. So the teacher chooses picture as a media to help the students develop their writing skill. The first meeting, the researcher found that the teacher used picture series of four events in the gardens. And the last meeting teacher uses picture series of the four events in the beach. The teacher uses picture series because in narrative writing text the main purpose is to tell the sequence of actions and events, meanwhile picture series itself is known as a kind of picture that shows a sequence of actions and events. By using the picture, the students are also able to see places, people, and anything which make them easier to write English based on the pictures.

The use of picture in teaching narrative writing is based on the activity in the classroom. It is like usual activity in teaching learning process; the teacher began the class by greeting, praying together then the lesson was started. After that, teacher explains the material of narrative composition, generic structure, the language feature, and examples of narrative story with its generic structure. When students have enough understanding of material, then teacher contributes the pictures. After that, the teacher started to give some explanations about the events presented in each picture. Giving clues or vocabularies relates to the picture. Then teacher asked students to write paragraph in their own words based on the pictures. Finally, the students collected their writing to the teacher.

For the next day the teacher used class to analyze the students' composition, and the last meeting was like the first meeting. The teacher contributed the pictures to the students then asked them to write narrative paragraph. They were able to solve their difficulties in arranging sentences to be some paragraph. It finished until students collected their writing.

The result of the students' narrative writing by using the pictures is that the students are able to write narrative text based on the generic structure and language feature. The pictures make them easy to write narrative text and guide them to write the complete writing based on the story from the pictures. Although the first observation, the students were difficult to produce the writing narrative, some of them still lack competence of grammar. Moreover, some of them get excellent in their writing, but the others are good, fair, and poor category rating.

At least, the use of picture can help students to produce their writing. They can write their writing based on the pictures which are given by the teacher. Pictures can help students to stimulate them in writing.

B. Suggestions

At the end of the study are some suggestions. The suggestions are divided into three parts. They are the suggestion for English teacher, students, and for the researcher herself. These are expected to give contribution in developing students' competence in English language, especially in writing.

1. For the English teacher.
 - a. The teacher should choose appropriate media like picture to stimulate the students' interest and motivate them to do a lot of practice of their writing. It also makes them develop their writing skill.
 - b. The teacher should be able to give attention on the development of the students' narrative writing in term of generic structure and language features in order they are able to write well.
2. For the students.
 - a. The students should always keep their practice in writing to improve their writing skill and their knowledge in developing their writing, because writing is an activity that could not come to us automatically, so the more they tried to write is the more they develop and improve their writing ability.

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