#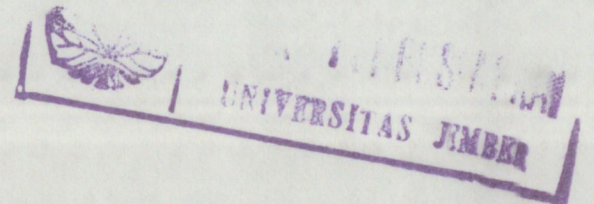 A DESCRIPTIVE STUDY OF THE FIRST YEAR STUDENTS' ABILITY IN WRITING NARRATIVE PARAGRAPH BY USING A PICTURE SERIES AT SMUN I KALISAT IN THE 2004/2005 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain the S-1 Degree at the English Education Program at the Language and Arts Eduacation Department of The Faculty of Teacher Training and Education, Jember University

By :

INDAH FITRIA DAMAYANTI
NIM. 990210401272

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
February, 2005

CONSULTANT APPROVAL SHEET

A Descriptive Study of the First Year Students' Ability in Writing Narrative Paragraph by Using a Picture Series at SMUN I Kalisat in the 2004/2005 Academic Year
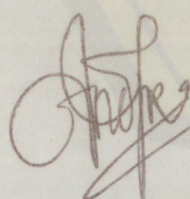
THESIS

Proposed to Fulfill One of the Requirements to Obtain the S-1degree at the English Education Program, The Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

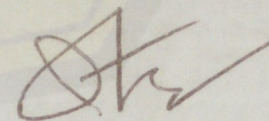|	
Name	: Indah Fitria Damayanti
Identification Number	: 990210401272
Level	: 1999
Place of Birth	: Jember
Date of Birth	: August, 8 1981
Department	: Language and Arts Education
Program	: English Education

Approved by:

Consultant I

Dra. Made Adi Andayani T., M.Ed
NIP. 131 832 325

Consultant II

Drs. Bambang Arya. WP
NIP. 131 750 833

ii

APPROVAL OF THE BOARD OF EXAMINER

This thesis is approved and received by The Examination Committee of the Teacher Training and Education Faculty, Jember University
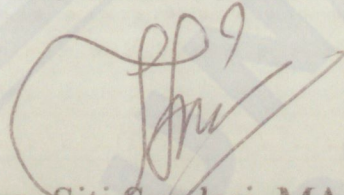
Day   : Saturday

Date   : February, 26 2005

Place   : The Faculty of Teacher Training and Education, Jember University.

Examiners

The Chair Person

Dra. Siti Sundari, MA
NIP. 131 759 842

The Secretary
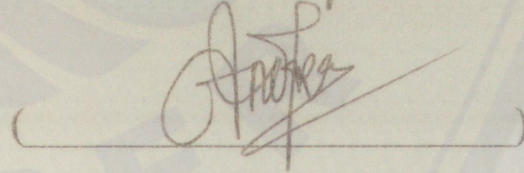
Drs Bambang Arya W.P
NIP. 131 750 833

Members,
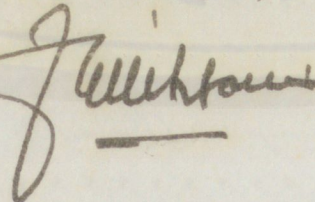
1.   Drs. Bambang Suharjito, M.Ed
       NIP. 131 832 333

(   )

2.   Dra. Made Adi Andayani.T, M.Ed
       NIP. 131 832 325

(   )

The Dean,

Drs. H. Imam Mochtar, S.H., M.Hum
NIP. 130 810 936

iii

DEDICATION

This Thesis is dedicated to :
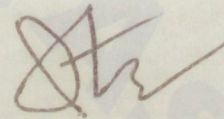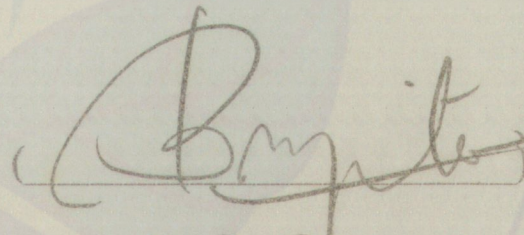
1. My Beloved Parents: Djoko Subagio and Titin Laksamana Hati. Thank you so much for everything that you have ever given to me, those cannot be changed by anything in this whole world.

2. My Lovely Brothers, Endra and Rendy.

3. My beloved boyfriend, Prasetyo Utomo who gives me a lot of supports. Thank you so much for loving me and taking care of me. You make me learn how to appreciate my self.

4. My precious friends in F-8: Poppy, Cha-cha, Tu-tu, Lala, Qtozan, Tatat and Nina. Your friendship will last forever.

5. My best friends: Iwul, Erika, Anik, sofi and Rita. Thank you for being my friends for all these years.

6. My friends at '99 level.

Motto

To Maintain the Ability to Admit, and to Grow from Our Mistakes, Rather Than Let Them Defeat Us, Represent Best the Inner Strength of a People

(Haki Madhubuti)

Motto

v
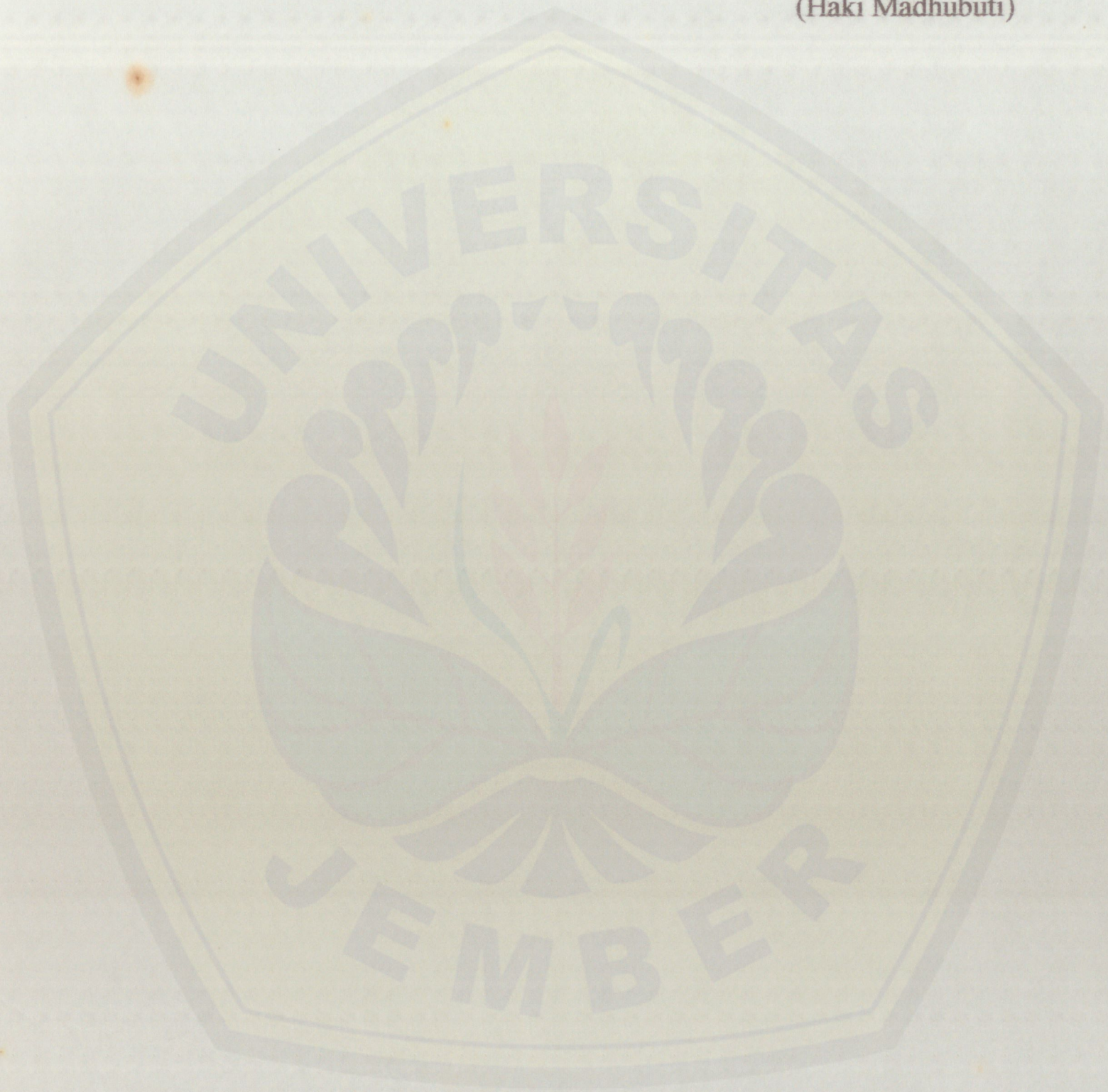
ACKNOWLEDGEMENT

I Thank ALLAH, the Almighty, who gives me guidance and blessing that I can finish this thesis entitled ' A Descriptive Study of the First Year Student' Ability in Writing narrative paragraph by Using a Picture Series at SMUN I Kalisat in the 2004/2005 Academic Year'.

Subsequently, I would like to express the deepest appreciation and sincerest thanks to the following persons:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.

2. The Chairperson of the Language and Arts Department.

3. The Chairperson of the English Education Program.

4. My first and second consultants, who have given me guidance and valuable suggestion in writing this thesis.

5. The Principal, the English teacher, the Administration Staff and the first year students of SMUN I Kalisat.

6. My parents, my brothers, my friends in the '99 level, and all who helped me finish this thesis.

Finally, I hope this thesis provides advantages to the readers. Any criticisms and inputs that contribute to improve this thesis would be appreciated

Jember, February 2005   The writer

TABLE OF CONTENTS

APPENDICES :

1. Research Matrix.

2. Guide of Instrument.

3. Questionnaire.

4. Writing Test.

5. The list of Respondents.

6. The Examples of student's narrative writing.

7. The students' scores of writing narrative paragraph by using a picture series based on the scoring given by rater one (the researcher).

8. The students' scores of writing narrative paragraph by using a picture series based on the scoring given by rater two (the researcher's colleague).

9. Permission Letter for Conducting the Research from the Faculty of Teacher Training and Education of Jember University.

10. Statement Letter for Accomplishing the Research from SMUN I Kalisat.

11. Consultants sheet.

LIST OF TABLES

ABSTRACT

Indah Fitria Damayanti, 1999. **A Descriptive Study of the First Year Students' Ability in Writing Narrative Paragraph by Using a Picture Series at SMAN I Kalisat in the 2004/2005 Academic Year.**

Thesis, English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University

Consultants: 1. Dra. Made Adi Andayani T., M. Ed.
2. Drs. Bambang Arya W.P

This study was intended to describe the students' ability in writing narrative paragraph by using a picture series. The research was conducted at SMAN I Kalisat. The respondents were 52 students of the first year students. They were taken by proportional random sampling by lottery. The primary data were collected by using writing test while the interview, documentation and questionnaire were used to collect the secondary data. The collected primary data were analyzed by using the percentage formula, then they were classified based on the classification of the score level. The results showed that, on the average, the students' ability in writing narrative paragraph by using a picture series was excellent (M=84.65%). Meanwhile, the results of each indicator showed that the average of the students' ability in writing narrative paragraph by using a picture series on the aspect of simple present tense was in the fair category (M=65.55%). Next, on the average, the students' ability in writing narrative paragraph by using a picture series in the aspect of organization was in the good category (M=80.75%). In addition, based on the frequencies of the students' scores, it was found that 82.69% of the students got scores on the excellent category, 6.74% of the students got scores in the good category, 2.88% of the students got scores in the fair category, 5.77% of the students got scores in the poor category, and 1.92% of the students got scores in the fail category in writing narrative paragraph by using a picture series. Based on the research results, the English teacher should improve the students' ability in applying simple present tense by giving feedback to the students so that they will learn from their mistakes and do not make the same mistakes in the future.

Key Words: Narrative paragraph, Simple Present Tense, and Organization skill.
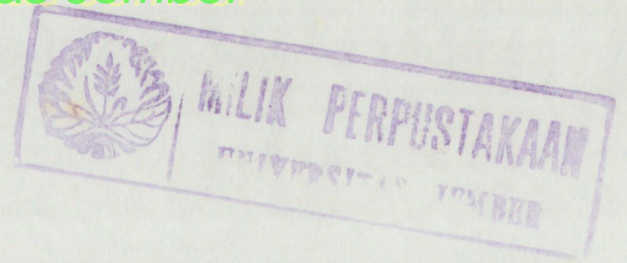
I. INTRODUCTION

1.1 Background of the Study

English as an international language plays an important role as a means of communication in the world. Richards (2002:3) says that English is the language of globalization, international communication, commerce and trade and the media. In Indonesia, English becomes a foreign language that is important to learn. Therefore, English is taught as one of the compulsory subjects that is given from elementary school to university level. The objective of the English teaching in Indonesia is to develop students' English skills in reading, listening, speaking, and writing, in order to increase their ability in communication (Depdikbud, 2004:6).

Among the four language skills, writing is considered as a difficult skill to be mastered. Fadloeli (1986:1.1) says writing is regarded as a difficult skill, because the writer communicates his thought to other persons without direct interaction so that the writer does not know who will receive his message. In addition, mastering writing skill is considered to be difficult for the students because they have anxiety in writing. Blanton (1987:112) states that most of the students are afraid of writing English. They are usually afraid of making grammar and spelling mistakes. Kleine (1987:108) states that students are worried about correctness, about getting right and avoiding mistakes, especially in grammar and spelling. They are also worried about exploring their ideas. These kinds of anxiety will reduce their capability to write well. In relation to this idea, Blanton (1987:113) explains that students' anxiety in writing class reduces their effectiveness in becoming more proficient writers.

Reducing the students' anxiety and increasing their confidence in writing can be done by selecting appropriate teaching media. One of the teaching media that can be used in teaching writing is pictures. It is because pictures bring an enjoyable atmosphere to stimulate the students to explore their ideas in writing (Raimes, 1983:27). It means that by using pictures, students feel more relax and enjoy the lesson so that their anxiety in writing can be reduced. Thus, the students will be more confidence to explore their ideas in writing.

1

There are many kinds of pictures that can be used to teach writing. Yunus (1981:50) divides pictures into three kinds, namely: individual picture, composite picture and a picture series. Individual picture is a single picture of an object, a person, or an activity. Composite picture is a large single picture, which shows a scene (a hospital, beach, canteen, railway station, street, etc) in which a number of people can be seen doing things. A picture series is a number of related composite pictures linked to form a series or a sequence.

Individual and composite pictures can be used to teach descriptive paragraph, for example, description of a person and a place. A picture series is appropriate to teach narrative paragraph because a picture series which is also called a sequence of series is usually used to contextualise a story or description of a process (Gairns and Redman, 1989:201). By using a picture series, it would be easier for students to organize their ideas in writing narrative paragraph. Since narrative is given to the first year students in order that they are able to tell a story or an event, it is important to use a picture series as a media in teaching writing narrative paragraph.

Most of the first year students of Senior High School, especially at SMAN I Kalisat have difficulties in applying correct structure and organizing ideas in writing narrative paragraph (Based on the interview with the First Year Students of SMAN I Kalisat). They confirm that they have difficulty in applying correct structure whenever they write a paragraph. In addition, they often feel difficult in organizing their ideas because they are concerned with correct structure. Therefore, they often forget about what they are going to write. They also face the problem of organizing ideas. The students usually feel confused with other ideas, which often do not fit with the topic. Thus, the students will be difficult to organize their ideas in logical ways.

By using a picture series, the students' problems in applying correct structure and organizing ideas can be reduced. It is because a picture series can be used to provide meaningful practice of vocabulary or structure that will be applied in writing. Moreover, a picture series can be used to stimulate ideas and creative expressions (Miles, 1965:14). It means that by using a picture series the students

will be easier to stimulate their ideas so that they can express them creatively in the form of narrative writing. Moreover, a picture series can be used to make the students learn basic principles of organization. A picture series will lead the students to organize their ideas step by step from the beginning until the end of the paragraph. By following the pictures, they will not jump from one idea to the other idea, which is not suitable with the topic. Thus, the students will be able to write a narrative paragraph with good organization of ideas. Further, a picture series can be used as mind reminder (Miles, 1965:8). It means that a picture series will remind the students about what they are going to write so that they will not be afraid of being lack of ideas. In addition, a picture series can recall the students' own experience. For example, a picture series may be used to remind the students of their special duties for the day.

In sum, it is very important to use a picture series in the teaching of writing, especially to teach narrative paragraph. By using a picture series, the students' difficulties in applying correct structure and organization of ideas in writing narrative paragraph can be reduced.

Based on the explanations above and based on the reason that the research which deals with writing narrative paragraph by using a picture series that focuses on the use of simple present tense and organization skills has not been conducted before at SMAN I Kalisat, the researcher is interested in conducting a research entitled " A descriptive study of the first year students' ability in writing narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 academic year".

1.2 Research Problem

Based on the background described above, the problem of the research is formulated as follows:

1.2.1 The General Problem

The general problem of this research is: "How is the first year students' ability in writing narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 academic year?"

1.2.2   The Specific problems

   The specific problems of this research are:

1. How is the first year students' ability in applying simple present tense in writing narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 academic year?

2. How is the first year students' ability in organizing ideas in the form of narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 academic year?

1.3 Operational Definition

   Operational definition is important to avoid misunderstanding between the writer and the reader. The terms that will be defined operationally are writing ability, narrative paragraph, and a picture series.

1.3.1   Writing ability

   According to Fairbairn and Winch (1996:2) writing is conveying meaning by selecting words and putting them together in a written printed form. In addition, writing is the sum of writer abilities to link words and toughts in order to express the idea in written form. In this research, writing ability refers to the students' ability to link words and thoughts to express their ideas in the form of narrative paragraph.

1.3.2   Narrative paragraph

   Narrative is a method of telling a story about a series of events, usually in sequence and often with one event causing another (Montogomery et al, 2000:210). According to Lanner et.al, narrative is a natural method of telling a story step by step, focusing on an event (1992:103). The events are usually presented in chronological order by using time sequence. Based on those definitions, narrative is a method of telling a story about a series of events, usually presented step by step in chronological order by using time sequence.

1.3.3 A picture series

A picture series is a sequence of pictures that contain a number of related events or stories. According to Wright (1989:74) a picture series is a sequence of pictures illustrating a story or a process.

1.4 Research Objectives

Based on the research problem, the objectives of the study are classified into general and specific objectives.

1.4.1 The General Objective.

The general objective of this research is to describe the first year students' ability in writing narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 academic year.

1.4.2 The Specific Objectives

Based on the general objective, the specific objectives of this research are as follows:

1. To describe the first year students' ability in applying simple present tense in writing narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 academic year.

2. To describe the first year students' ability in organizing ideas in the form of narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 academic year.

1.5 The Significance of the Research

The results of the research are expected to be beneficial for the following people:

1.5.1 The English Teacher

The results of the research are useful for the English teacher at SMAN I Kalisat as information to know his/her students' writing abilities. This information can be used by the English teacher as an input to improve the quality of teaching writing in order to increase the students' writing skill.

1.5.2   The Students

The findings of the research are useful for the students at SMAN I Kalisat as information to know their ability in writing, especially in writing narrative paragraph, so that they will be motivated to increase their writing skill.

1.5.3   Other Researchers

The results are useful for other researchers as an input or a reference to conduct a further research dealing with a similar topic by using another research design, such as an experimental research on the effect of a picture series on students' writing ability in constructing narrative paragraph, or a classroom action research to improve students' ability in writing narrative paragraph through a picture series.
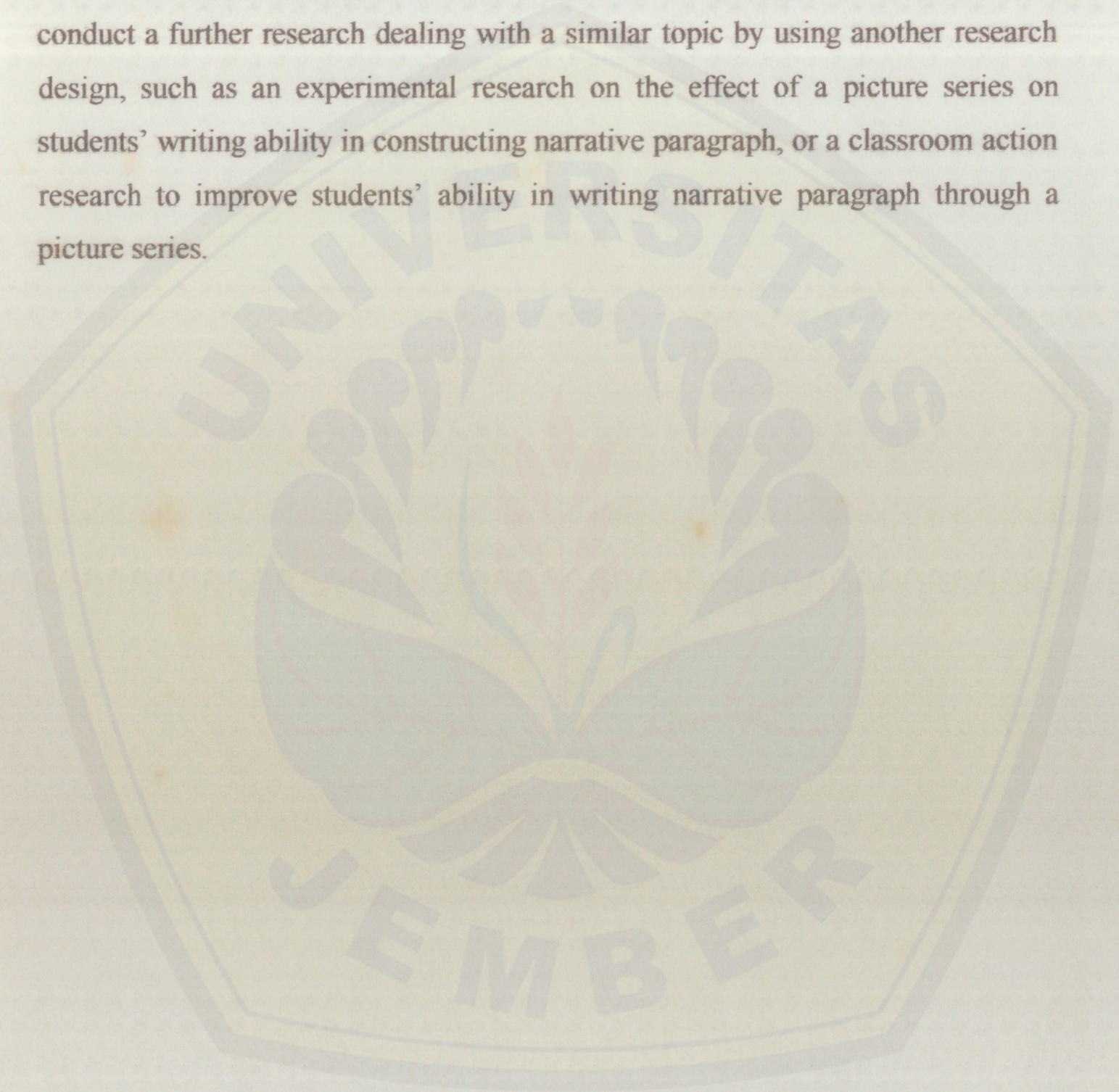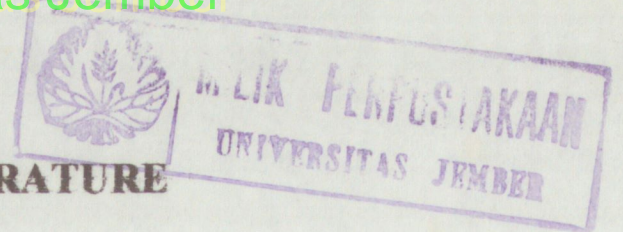
II. REVIEW OF RELATED LITERATURE

2.1 Writing Ability

Writing is an activity of expressing ideas in written form. Fairbairn and Winch state that writing is about conveying meaning by selecting words and putting them together in a written or printed form (1996:32). Mc.Crimmon (1967:165) defines writing as the art of putting "proper words in proper places" to express the writer's ideas. In other words, writing is the activity to express the writer's ideas in printed form by selecting and putting proper words in proper places.

Writing is also seen as a form of communication (Hartfiel et al, 1983:36). Writer can communicate with other persons and transfer his messages through writing, eventhough the persons he intended to communicate are in a long distance or across the country. As stated by Fairbairn and Winch (1996:33) writing is frequently used to communicate over distance and time.

In communicating the ideas to the readers, the writer should not only consider about his own intention but also about the readers' understanding of the text. It is because the writer, the readers and the text are related to each other (Richard, 2002:24). The writer can not communicate his messages without the existence of the readers. On the other hand, the readers can not receive the messages clearly if the text does not carry the meaning of the writer's messages.

In order to make clear, fluent, and effective communication, the writer should consider some important elements of writing (Raimes, 1983:6). First of all, the writer should consider about the syntax that includes sentence structure, sentence boundaries, stylistic choices, etc. Next, the writer should consider about the grammar, which includes rules for verbs, agreement, articles, pronouns, etc. Then, the writer should also pay attention to the mechanics aspects such as handwriting, spelling, punctuation, etc. Further, the writer should consider about the organization of the paragraph that includes coherence and unity. In addition, word choice (vocabulary, idiom, and tone) should also be considered by the writer because it will effect the clarity of the message. Moreover, the writer should pay

7

attention to the purpose of his writing. It means the writer sticks with the reason of his writing whether it is descriptive, persuasive or narrative writing. In addition, the writer should consider about the audiences or the readers. It deals with the readers' needs and understanding of the text. Finally, it is very important to pay attention to the process of writing which includes getting the ideas, writing drafts, and revising the written text, because they will effect the content of the text. Content is the most important element of writing that includes relevance, clarity, originality, and logic. It means all the sentences in the text should be relevant and organized in logical way so that the content of the text is easy to understand.

In line with the idea above, Hughes (1989:93) states that grammar, vocabulary, mechanic, fluency, and organization are important elements of writing. Further, Goldman and Hirsch (1986:5) say that in writing, sentence structure and organization affect how well the writer expresses his ideas. It means that sentence structure and organization are required to make a good writing in English.

Therefore, this research will focus on the students' ability in expressing their ideas in the form of narrative paragraph with correct structure, especially in simple present tense. In addition, the writer will focus on the students' ability to organize their ideas in the form of narrative paragraph that has unity and coherence.

2.1.1 Simple Present Tense

Based on the 2004 Curriculum, it is stated that the focus of teaching tenses for the first year students of senior high school is on the simple present tense. This research will deal with the simple present form only.

According to Azar (1989:11) simple present tense is used to express habitual and every day activity, often with such adverbial expressions as frequently, usually, everyday, and so on. Further, he explains that simple present tense can also be used for general statement of the fact. In addition, simple present tense is also used to indicate a situation that exists right now at the moment of speaking. The examples of simple present tense are as follows:

a. Affirmative sentence:

    1. I walk to school everyday.

    2. Mosquitoes are insects.

    3. I need a pencil right now.

b. Negative sentence:

    1. I do not walk to school everyday.

    2. Mosquitoes are not insects.

    3. I do not need a pencil right now.

c. Interrogative sentence:

    1. Do you walk to school everyday?

    2. Are mosquitoes insects?

    3. Do you need a pencil right now?

From the examples above, it can be concluded that there are two patterns of simple present tense. First, the simple present tense with the main verb, for example: walk, goes, leave, arrives, etc. Second, the simple present tense with the verb' be'. The patterns of simple present tense can be formulated as follows:

a. Simple Present Tense with the main verb:

    (+) S + V1 + -s/-es + O.

    (--) S + Does/ Do + Not + V1 + O.

    (?) Does/ Do + S + V1 + O?

b. Simple Present Tense with the verb Be:

    (+) S + Be (Am/ Is/ Are) + N/ Adj / Adv.

    (--) S + Be (Am/ Is/ Are) + Not + N/ Adj/ Adv.

    (?) Be (Am/ Is/ are) + S + N/ Adj/ Adv?

This research will only deal with affirmative sentence in the simple present tense form. The negative and interrogative sentence will not be used in this research. It is because this research deals with narrative paragraph, which is concerned with daily activity, so that it is necessary to use affirmative sentence only.

In the simple present tense, all verbs except **be** are based on the simple form (based form). However, for some verbs, we add -s or – es for the third person singular (he, she, and it). The ending – es is added in the following cases:

a. A simple form ending in letters *ch, s, sh, x or z.*

Examples: pas becomes passes, push becomes pushes.

b. A simple form ending *y,* which proceeded by a consonant. Before the simple form is added with –es, the ending *y* should be changed into *i.*

Examples: study becomes studies, try becomes tries.

c. In the words *do* and *go.*

Examples: do becomes does, go becomes goes.

Meanwhile, the ending –s is added to the simple form of all other verbs (except have). For examples: *see* becomes *sees, get* becomes *gets*.

2.1.2 Organization Skill

Organization skill refers to the ability to organize the ideas in logical sequence paragraph (Hartfiel et.al, 1983:204). Organization refers to the structure or plan of paragraph development (beginning, middle, and end) and whether the points logically relate to one another. It also refers to the use of transitional devices (terms, phrase, and variation in sentence structure) to signal the relationship of supporting ideas to the main idea, theme or unifying point and to signal the evidence of the connection and movement between sentences. Further, there are two aspects of organization that should be considered in writing, they are unity and coherence (Raimes,1983: 6)

2.1.2.1 Unity

Unity means that the writer only discusses one main idea in a paragraph supported by supporting details. According to Wong (1991:369) unity means that all the supporting sentences in the paragraph are related to the main idea. Each sentence of supporting details serves important purpose to develop main idea. In addition, Carino (1991:158) notes when a paragraph has unity, it has one topic

sentence and does not shift from that topic, eventhough the examples may differ. It means although the examples shown in the paragraph are varied, they will only focus on one thing, which is suitable with the topic sentence.

There are some important elements that should be considered by the writer to achieve unity. Hartfiel et.al (1983:120) state six important elements to achieve unity. (1) There is an over all design. (2) A thesis or main idea controls the piece of writing. (3) Each main point and its support are developed as a paragraph unit. (4) The main point of each paragraph relates to the thesis. (5) Each sentence in each paragraph relates to, adds new information to, or supports the main idea of that paragraph. (6) Each paragraph relates logically to each succeeding paragraph until closure is made.

2.1.2.2 Coherence

Coherence means how well ideas hold together. It relates to the overall message that works together as a whole unit. Carino (1991:160) says that coherence refers to the way ideas work together to form a whole. He also asserts that a paragraph achieves coherence when each sentence follows logically from the sentence before it and leads the ideas to the following sentence so that the sentences in that paragraph flow together smoothly in a logical and organized manner. Further, Fairbairn and Winch (1996: 58) state that coherence is the need for the overall message that the writer is conveying to hang together and to be consistence.

In addition, Carino (1991:160) says that a paragraph achieves coherence through transitions. He defines transition as words that signal the connection between paragraphs in an easy and among sentences in a paragraph. Carino also explains that there are two types of transition that should be aware of, they are (1) repetition and variation of key words, and (2) transitional words and phrases.

The repetition and variation of key words are the key words in a paragraph that are repeated exactly or in varied forms to keep the paragraph on topic and to add coherence. The repetition holds together the idea in topic sentence with its

supporting details. The paragraph below is the example of coherence paragraph that uses repetition words to relate the sentences in the paragraph.

> The accident began when a series of **feed water** system **pumps** supplying water to X **utility's** steam generators **tripped**. The nuclear **plant** was operating at 94 percent power at the time. The first **pump** occurred at 35 seconds after 4:00 a.m. With no **feed water** being added, the **plant's** safety system automatically shut down the steam turbine and the electric generator.

(Bolarsky, 1993:293)

In the paragraph above, the writer relates the sentences to the organizing idea by repeating the words "feed water", "pump", and "trip", and by using the synonym "plant" for the word "utility".

Transitional words and phrases are any words that purposely show connections between sentences. Bolarsky (1993:249) states that transitional words and phrases also build bridges and relationships that exist between ideas. The following is partial list of transitions for signaling relationship.

1. Sequence/ rank.

   E.g.: First, second, third, next, then, after, in addition, also, prior to, before.

2. Cause/ effect.

   E.g.: consequently, therefore, because, due to.

3. Possibility.

   E.g.: if, then.

4. Comparison/ contrast.

   E.g.: However, but, on the other hand, nevertheless, on the contrary, still.

The transitional words will help the readers recognize the types of relationships that exist between ideas. The following paragraph is arranged in the order of time by using transitional words such as *when*, *then*, and *finally* to show the sequence of events.

This spring I had the opportunity to travel extensively in the United States. *When* the spring semester ended, I went to my cousin's home in Florida to relax. *When* I returned, I worked during the month of June as a wildlife-preservation Volunteer in Colorado State Park. *Then*, my friends and I went to New York City to see fireworks and look around the city over the fourth of July weekend. On July 15th, I celebrate my birthday by visiting my parents in Syracuse. *Finally*, Over Labor Day weekend, my friends and I backpacked in the Allegheny Mountain.

(Carino, 1991:161)

This study also deals with the transitional words and phrases to show sequence of time that will be used in narrative paragraph. According to Kanar (1998:217) transitional words and phrases for maintaining to a time sequence like: at the same time, after and first helps the writer connect ideas in narration. Further, this study will focus on the students' ability in organizing idea which includes unity and coherence, to form a good narrative paragraph.

2.2 Narrative Paragraph

Narrative is derived from the word "narrate" which means telling a story (Oxford, 1991:275). According to Lanner (1992:103) narrative is a natural method of telling story step by step focusing on an event. The event that deals with narrative usually happens in sequence of time. In line with this idea, Montogomery et.al (2000:210) say that narrative is a story about a series of events which usually happen in sequence and often with one event causing another. In sum, narrative is a method of telling a story about series of events, which usually happen in sequence of time, and with one event causing another.

The purpose of narrative paragraph is to recount a personal experience or to tell a story based on a real event. Therefore, narrative paragraph offers the writer a chance to think and write about his own experience, for example, the experience of falling in love for the first time, the experience of being a college students in the first day (Keraf, 1985:137). It also offers the writer an opportunity to express his feeling and opinion about those events (Carino, 1996:96).

In expressing his feeling or ideas, the writer should pay attention to the principles of writing narrative paragraph. According to Abisarma (2001) there are three principles of writing narrative paragraph that should be kept in mind. First, the writer should remember to involve readers in the story. It is much interesting to actually recreate an incident for readers than to simply tell about it. Second, the writer should organize his ideas chronologically. It means the ideas should be developed chronologically from the beginning to the end of the story. Chronological order can be achieved by using transitional words or phrases, which will help the readers follow the flow of the story (Wong, 1993: 371). Third, the writer should be careful on selecting the supporting details, because those details will support and explain the story.

Moreover, the writer should also follow the narrative formula in expressing his ideas. According to Wong (1999:372) the narrative formula includes the topic sentence, body and concluding sentence. The topic sentence usually specifies the name of the topic (the story) and states the significance, meaning, emotion, or point of view that the writer wants the story to develop. In the body of narrative paragraph, the sentences are organized in chronological order or in natural time sequence. Tell what happened first, second, next, etc. In the same order that the events took place. A concluding sentence usually uses different words, but simply restates the main idea of the paragraph.

By following the principles and the formula of narrative paragraph above, the writer will be able to organize his ideas in logical way so that the readers will be clearly accept his ideas. It is because the readers understand why they are told every event and they understand how the event fit together in term of overall story.

However it is not an easy task to follow those principles to make a good organization of ideas, especially for the senior high school students. They are so fused with other memories, which do not fit with the topic, whenever they try to write narrative paragraph. In line with this, Carino (1991:84) says that the writer or the students hardly achieved good organization of ideas because one idea or example can lead to another idea that does not fit with the topic of the paragraph.

Therefore, it is important to use illustration or pictures as useful device to provide information. Picture can also be used as an outline that will help the students develop the ideas in the form of narrative paragraph.

2.3 The Meaning and the Kinds of Pictures

Picture is a representation of objects or scenes on paper, canvas, by drawing, painting, photographing (Webster, 1983:279). In addition, Hornby et.al (1995:631) say that picture is painting, drawing, sketch of something especially as a work of art. In other words, picture means the representation of objects in the form of painting or drawing.

There are many kinds of pictures. Yunus (1981:50) divides pictures into three kinds, namely: individual picture, composite picture and a picture series. Individual picture is a single picture of an object, a person, or an activity. Composite picture is a large single picture, which shows a scene (a hospital, beach, railway station, street, and so on) in which a number of people can be seen doing things. A picture series is a number of related composite pictures linked to form a series or a sequence.

Those three kinds of picture can be used in the teaching of writing. Individual picture and composite picture can be used to teach descriptive paragraph writing. For example, individual and composite pictures can be used for describing a person and a place. Meanwhile, a picture series can be used to teach narrative paragraph writing. It is because a picture series is usually used to illustrate a story or description of a process.

Since this research deals with narrative paragraph writing, a picture series is focuses in this research. Further explanation about a picture series will be presented in the following section.

2.4 The Meaning of A Picture Series

A picture series is a number of related composite pictures that are linked to form a sequence (Yunus, 1981:51). It means that the pictures have relation to each other to build up a series or sequences. Further, Wright (1989:74) states that a picture series is a sequence of pictures illustrating a story or a process. In other words, a picture series is sequence of pictures that have relation to each other to illustrate a story or a process. The purpose of this kind of picture is to tell a story or a sequence of events.

A picture series can be found in the form of picture strips sequence, comic strips, and instructional strips. Picture strips sequence is a picture series, which focus on the description of an event. The following is the example of picture strips sequence:

(Taken from: Hughes, 1989:86)

Meanwhile, the other kind of a picture series is comic strips which contains some related pictures and completed by speech bubble to deliver the story. Comic strips are usually found in magazine, comic books, text books, and so on. Here is an example of comic strips:
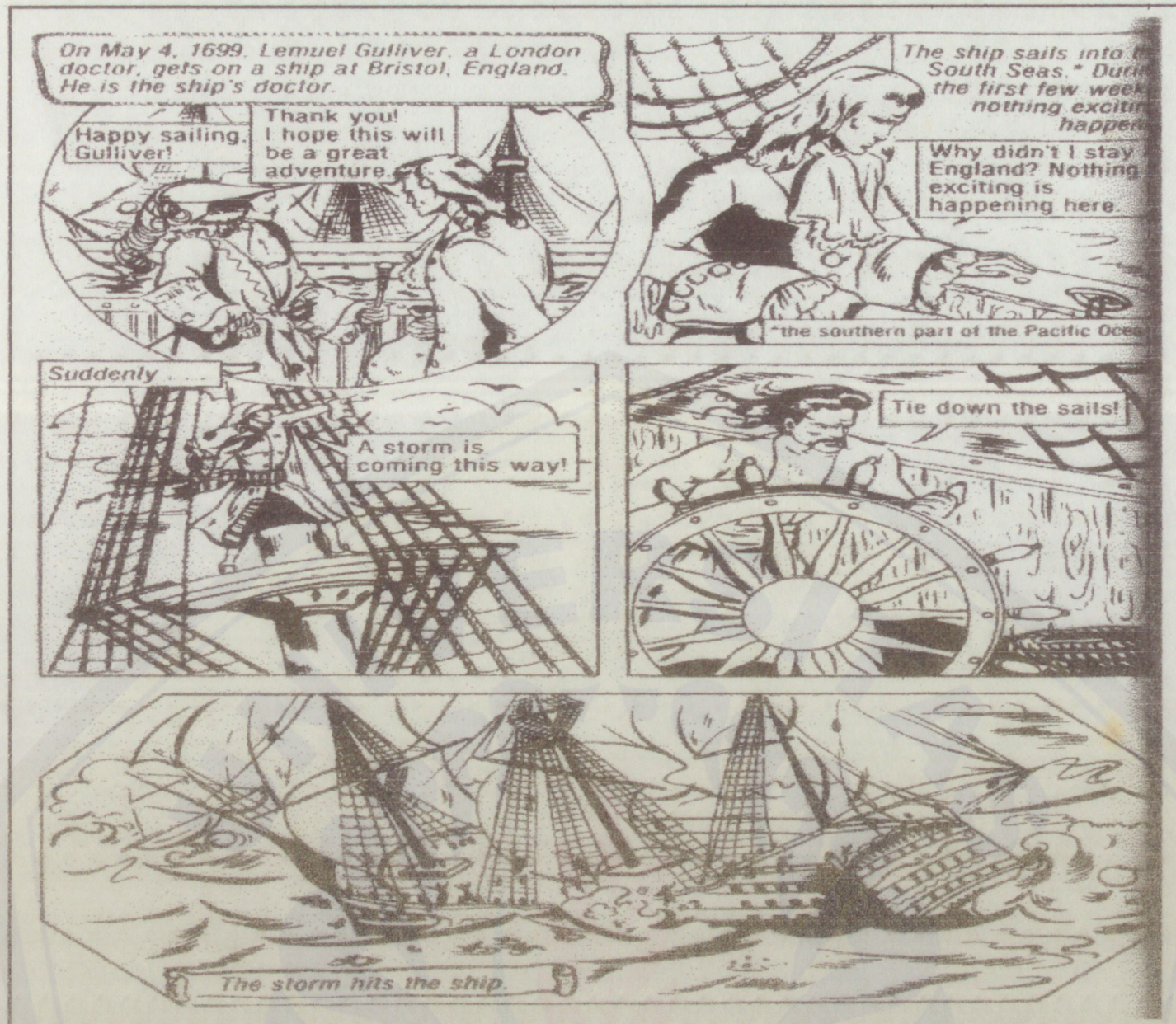
(Taken from: Gulliver's travels by Jonathan Swift, copyright © 1991 Regents Publishing Company, Inc)

In addition, instructional strips contain some pictures that relate to each other to give some instructions of how to make something. Instructional strips are usually found in the back of the package of some products. For example, in the package of instant noodle, we will find some instructional strips and the explanations of how to cook it.

Those kinds of pictures are widely available in the text books, comics, some food products, calendars and wrapping paper that are produced by a company and are available at large in the department stores and stationary shops. The teacher can easily find those pictures and can use them to teach students a narrative paragraph.

2.4.1 The Advantages of Using a Picture Series in Teaching Narrative Paragraph.

A picture series is very useful to teach writing skill, especially to teach the students to write a narrative paragraph. Wright (1989:21) says a picture series, such as cartoon strips and instructional strips of pictures are potentially useful to contextualise narrative paragraph because they tell a story or tell description of a process.

Moreover, Hennings (1997:184) explains some advantages of using a picture series in writing narrative paragraph. First, the students learn the importance of supplementing words with visual that help them to understand the message. It means that the students will learn to choose the suitable words to express their ideas by looking at the picture series. It is because a picture series elicit the message that will be written in the form of narrative paragraph. Second, in many cases pictures become the outline for presenting and providing a mental reminder of thoughts to be presented. A picture series is usually used to recall students' experience, which will be used to present narrative. For example, the picture of a boy who learns to ride a bicycle will remind the students of their own experience in riding a bicycle. Then, they will have some ideas in their mind and present it in the form of a narrative paragraph. Third, the students feel more comfortable and secure if they have visual, in this case a picture series help them present their ideas to form narrative paragraph. It means that by having pictures as guidance, the students will be more confidence to write because they will not be afraid of being lack of ideas to write.

From the explanation above, it is clear that a picture series is suitable to be used in the teaching of writing, especially in teaching writing narrative paragraph. In addition, it can also be used to test the students' abilities in writing a good narrative paragraph. The teacher can measure how far the students are able to express their ideas in the written form using the pictures.

In this research, a picture series is used as media to test the students' ability in writing a narrative paragraph with correct grammar and good organization.

III. RESEARCH METHODS

This chapter presents research design, area determination method, respondent determination method, data collection methods, and data analysis method.

3.1 Research Design

This research was intended to describe the first year students' ability in writing narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 academic year. In line with this purpose, the appropriate research design was descriptive quantitative study. According to Mc Millan (1992:144) descriptive quantitative study simply describes a phenomenon and usually in the form of statistics such as frequencies or percentages, averages, and sometimes variability.

The procedures of the research design were as follows:

1. Determining the research area purposively.
2. Determining the respondents of the research, the first year students at SMAN I Kalisat by using proportional random sampling.
3. Constructing the research instrument (writing test through a picture series).
4. Consulting the research instrument to the English teacher by giving questionnaire.
5. Collecting the primary data by giving writing test to the respondents.
6. Analyzing the collected primary data statistically in the percentage.
7. Collecting the supporting data by interview, documentation and questionnaire.
8. Concluding the research results descriptively to answer the research problems.

3.2 Area Determination Method

This research used purposive method to determine the area. According to Arikunto (1996:127) purposive method is a method based on the certain purpose and reasons. This research was conducted at SMAN I Kalisat because of three

19

technical reasons. First, it was beneficial for students and teachers at SMAN I Kalisat because this research would give them some information about the students' ability in writing narrative paragraph. Second, the school provided the data needed. Third, the school is located in the researcher's hometown, it is about 1 km from the researcher's house, so it is effective and efficient in terms of cost and energy. In addition, the English teacher of the school has taught narrative paragraph by using a picture series. The purpose of conducting the research was to give contribution to the English teacher about one of educational media that was a picture series to increase students' writing ability.

3.3 Respondent Determination Method

The population of this research was all the first year students of SMAN I Kalisat in the 2004/2005 academic year. Based on the preliminary study by doing informal interview with the English teacher, it was known that the number of the population was 207 students, which was divided into 5 classes. According to Arikunto (1996:120) if the number of the population is more than 100 persons, the sampling research can be conducted and the samples can be taken $10 - 15\%$, $20 - 25\%$ or more of the population. In this research, the sample was taken by using proportional random sampling by lottery from 25% of the number of each class. Thus, the number of sample was 52 students.

3.4 Data Collection Methods

There were two kinds of data, which were gained in this research, namely primary data and supporting data. The primary data were collected by writing test and the supporting data were taken by interview, documentation and questionnaire.

3.4.1 Test

Test is the major method applied for obtaining the data. As Mc Millan says that a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task (1992:114).

Concerning with the instrument of collecting data, the teacher made test was applied in this research because the test was constructed by the researcher based on the material stated in the 2004 English Curriculum for SMA.

In this research, the test was administered to measure the students' ability in writing narrative paragraph by using a picture series. The type of test was subjective test because it gave the opportunity to students to express their ideas with their own style (Arikunto, 1992:162). Furthermore, the test materials were consulted first to the English teacher to ensure that the materials followed the basic course outline.

According to Hughes (1989:22) a good test must fulfill some requirements, they are validity and reliability. A test was considered to be valid if it could measure what it was intended to measure. This test used content validity because it was intended to have representative materials of the language skills, in this case the grammar and organization skill (Hughes, 1989:22). As a result, the validity of the test would be established by constructing the test items representatively of the content of material in the curriculum of SMA, especially for the first year students. In addition, it was very important to get the evidence of the test validity. Thus, the test items must be examined first by the English teacher to judge the appropriateness of the test (Mc Millan, 1992:101).

Concerning with the test reliability, Mc Millan (1992:104) defines reliability as a consistency of scores or the extent to which measures are free from error. If a measurement has high reliability, it has relatively little errors. Based on the idea above, in this research, reliability was obtained by applying inter rater reliability. It means that the test results were scored by two raters, namely the researcher and the researcher's colleague who has similar level of education and has been trained several times so that she was able to score the writing test. Inter rater reliability was needed to avoid subjectivity in scoring.

In this research, the instruction of the test was given in English. Then, the researcher explained it in indonesian to avoid the students' misunderstanding of the instruction. The test itself was in the form of paragraph writing based on a picture series of John's daily activity. This test consists of two parts. Part one was

about rearranging nine jumble pictures of john's daily activity and the score was 10. Part two was about writing narrative paragraph based on the correct order of pictures by following some instructions. First, the students had to state the topic sentence at the beginning of their paragraph. They had to make their own topic sentence by guessing from a picture series given. Second, The students should write the rest of the sentences based on the pictures. Third, the students should use only five transitional words to connect the sentences in the paragraph. Example: first, then, next, after that, and then. Forth, the students had to write a concluding sentence at the end of their paragraph. So, there would be eleven sentences in the students' narrative writing. The score for writing narrative paragraph was 90. The time for doing the test was 90 minutes. The theme used in the test items was education and the sub theme was giving information about a person.

This kind of test was designed based on the school condition and the students' level of English mastery. Based on the information that was given by the English teacher, it was known that most of the first year students were not able to write a compound or complex sentence. Although, there were some students who were able to write such kind of sentence, but most of them were only able to write a simple sentence. Besides that, the students' motivation in learning English was lower compared to the other lessons. In addition, the school had a lot of activities during the last August 2004. So, the students' learning activities was a little bit disturbed. It was proved that the first year students at this moment (early week of September) had just finished their first chapter. Therefore, they only mastered simple present tense. The picture used in this test was constructed based on the researcher's interview as the preliminary study with the English teacher. The English teacher confirmed that if the students were given a picture series, which required them to write a compound or complex sentence, they would not be able to do the test. The researcher used a picture series about John's daily activity, which was quite simple, so that the students were able to do the test and construct a good narrative paragraph.

Dealing with the method of scoring, analytical scoring method was used in this research. According to Weir (1996:63), analytical scoring method refers to a

method of scoring whereby each separated criterion is awarded a separate mark, and the final mark is a composite of these individual criterions. In other words, each indicator of the research was scored separately, and then the scores of all indicators were counted to get the total score of the indicators (n). In this case, each indicator was scored 90, so the total score of the indicators was 270. Here, the total score of the test items was counted by adding the total score of the indicators (270) and the score of rearranging the picture (10), so the total score of the test items (N) was 280.

The process of analyzing the students' work followed the steps in the scoring guide as presented in Table 2 below.

Table 2: SCORING GUIDE

No	Steps
1.	Scoring each indicator of the students' narrative paragraph writing, in this case the simple present tense and the organization (unity and coherence) by using the formula: $$\text{Score} = \frac{number\ of\ correct\ items}{total\ items} \times 90$$
2.	Adding the score of each indicator to get the total score of the students' narrative paragraph writing. Example: The score of simple present tense + The score of unity + The score of coherence.
3.	Analyzing the students' narrative paragraph writing ability by using the percentage formula: $$E = \frac{n}{N} \times 100\%$$ E = The percentage of the students' writing ability through a picture series n = The score of the indicators N = The total score of the test items.

Here is the example of the analysis of the student's narrative paragraph writing on Appendix 6B. Firstly, the analysis of the use of simple present tense.

Here, there should be 11 verbs that were used correctly, but there were just 5 correct verbs. So, the score of simple present tense was $5/11 \times 90 = 40.90$. Secondly, the unity of the paragraph was analyzed. There were 11 sentences in the students narrative paragraph writing, and all the sentences were unified, so the unity score was $11/11 \times 90 = 90$. Then, the coherence of the paragraph was analyzed. In this case there were 5 transitional words that must be used in the entry. Here, the student only used 4 transitional words, so the score of coherence was $4/5 \times 90 = 72$. Finally, the total score of the student's narrative paragraph writing ability was $40.90 + 90 + 72 + 10$ (the score of rearranging a picture series) $= 212.90$. Then, it was analyzed by using the percentage formula, so it was $212.90/280 \times 100\% = 76.03\%$. In conclusion, the student's narrative paragraph writing ability was 76.03% and it was in the category of good.

3.4.2 Interview

Interview is a conversation between the interviewer and the interviewee to get information for the research by using the interview guide (Nasir, 1988:234). According to Bogdan and Biklen (1992:96), an interview is a purposeful conversation, usually between two people but sometimes involving more that is directed by one in order to get information from other. In other words, interview is a conversation between two persons or more to get certain information. This research used semi structured interview in which a list of questions used as a guide in the process of interviewing and the question can be developed to obtain further specific information. The interview was conducted with the English teacher to get the supporting data about the curriculum applied at school, the approaches and techniques used in teaching writing, and the books used in teaching English. The interview guide is enclosed in Appendix 2.

3.4.3 Documentation

Document is one of the techniques used to obtain the data from documents and written materials (Arikunto, 1996:132). Documents can be in the form of records, transcripts, books, newspaper, and magazines. In this research, document

was in the form of record that was used to get the supporting data about the names of the respondent.

3.4.4 Questionnaire

Questionnaire is a set of questions that is given to the respondents. It is also called as indirect interview. In this study, questionnaire was used to judge the appropriateness of the test (Mc Millan, 1992:101). It was also used to get the evidence of the test validity. The researcher used questionnaire concerning with the test items that was given. The questionnaire was given to the English teachers of two different schools, the English teacher of SMAN I Kalisat and the English teacher of SMA 10 November. The list of questionnaire is presented in Appendix 3.

3.5 Data Analysis Method

Data analysis method is the way to analyze the obtained data. Analyzing the data is the most important part in research method, because it will give the meaning that can be used to solve the research problem (Nasir, 1988:405). In this research, the primary data were quantitative in the form of students' scores of writing narrative paragraph through a picture series.

The primary data were analyzed statistically in the form of percentage by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:
E = the percentage of the students' writing ability through a pictures series
n = the scores of each indicator obtained by the students
N = the total score of the test items

<div align="right">(Adapted from Ali, 1993:186)</div>

The results of the data analysis were classified based on the following classification of the score levels criteria proposed by Depdikbud RI as presented in the following table.

Table 1: The Classification of the Score Levels.

Score (%)	Category
81-- 100	Excellent
70 – 80	Good
60 – 69	Fair
26 – 59	Poor
0 – 25	fail

(Adapted from Depdikbud, 1999:10)

The steps of analyzing the primary data were as follows:

1. Scoring the students' narrative paragraph writing through a picture series by using analytical scoring method based on the writing aspects (simple present tense and organization).

2. Analyzing the students' narrative paragraph through a picture series based on the writing aspects in the percentage.

3. Counting the mean score of each writing aspect.

4. Classifying the mean score of the writing aspect qualitatively based on the classification of the score level as presented in Table 1.

5. Drawing a conclusion to answer the research problems.

IV. RESEARCH RESULTS AND DATA ANALYSIS

This research presents the results and the analysis of the data collected. The primary data were collected from the writing test of the students' narrative paragraph writing by using a picture series and the supporting data were collected from questionnaire, interview, and documentation. They are reported in the following sections.

4.1 The Results of Primary Data

In this research, the primary data were obtained from writing test in the form of narrative paragraph writing by using a picture series. It was conducted during the class hour from September 27th 2004 until October 2nd 2004. The researcher followed the schedule of the English subject so that the primary data were taken in six days.

4.1.1 The Results of the Analysis on the Students' Narrative Paragraph Writing by Using A Picture Series.

In this research, the students' scores in writing narrative paragraph by using a picture series were taken as the primary data. Here, the students were asked to rearrange a picture series about John's daily activity into the correct order. Then, they were asked to write a narrative paragraph based on the picture series provided.

The students' narrative paragraph writing was scored by using inter-rater reliability. It means that the students' narrative writing was scored by two raters, they were the researcher herself and the researcher's colleague. This kind of scoring was done to avoid subjectivity in scoring the students narrative paragraph writing.

The students' narrative paragraph writing was scored based on their ability to rearrange the picture series and their ability in the aspects of writing that covered simple present tense and organization (unity and coherence). The score was using the analytical scoring method, which means each indicator was scored

27

separately. Then, the obtained scores were analyzed by using statistical method in the percentage formula in order to know the students' ability in writing narrative paragraph by using a picture series of each indicator. The formula is:

$$\sum = \frac{n}{N} \times 100\%$$

Note:

$\sum = the\ percentage\ of\ the\ students'\ writing\ ability\ through\ a\ picture\ series$
n= *the scores of each indicator obtained by the students*
N= *the total score of the writing test items of each indicator*

The derived scores of the students' narrative paragraph writing by using a picture series are classified by using classification of the scores levels as presented in Table 1. The calculation results of the students' narrative writing given by the two raters are presented in the following section.

4.1.2. The Analysis of the Students' Ability in Writing Narrative Paragraph by Using a Picture Series Based on the Scoring Given by Rater One (The Researcher)

This analysis was based on the scores that were given by the researcher. It was intended to find the average of the students' scores in writing a narrative paragraph by using a picture series. The analysis of the students' scores in writing narrative paragraph by using a picture series were presented in Table 3 (see Appendix 7).

The Table shows that the average percentage of the students' ability in writing narrative paragraph by using a picture series was M=85.09 (excellent). Briefly, the classification of the students' ability in writing narrative paragraph by using a picture series can be seen in Table 4 below.

Table 4: The Classification of the Students' Ability in Writing Narrative Paragraph by Using a Picture Series Based on the Scores Given by Rater One

No	Score level	Category	Frequency	%
1	81 - 100	Excellent	43	82.69
2	70 - 80	Good	3	5.77
3	60 - 69	Fair	2	3.85
4	26 - 59	Poor	3	5.77
5	0 - 25	Fail	1	1.92
Total			52	100

Table 4 shows that there were 43 students (82.69%) in the category of excellent. This category was the highest. However, the lowest was fail category that was gained by 1 student or 1.92%. Then, there were 3 students (5.77%) categorized as good, 2 students (3.85%) were categorized as fair, 3 students (5.77%) were categorized as poor. In other words, 48 students (92.31%) had gained score more than 60 and 4 students (7.69%) had gained score less than 60.

Table 5: The Aspects of Narrative Paragraph Writing and Their Category Based on the Scores Given by Rater One

No	The Aspects of Narrative Writing	Mean Score	Score Level	Category
1	Simple Present Tense	65.94	60 - 69	Fair
2	Organization	81.16	81 - 100	Excellent
	Narrative Paragraph Writing Ability	85.09	81 - 100	Excellent

Table 5 above shows that, on the average, the students' ability in writing narrative paragraph by using a picture series on the aspect of simple present tense was in the fair category (M=65.94). However, the aspect of organization was categorized as excellent (M=81.16).

Table 6: The Classification of the Students' Ability in Writing Narrative Paragraph by Using a Picture Series on Each Aspect Based on the Scores Given by Rater One

No	Score Level	Category	Narrative Paragraph Writing Aspects			
			Simple Present Tense		Organization	
			Frequency	%	Frequency	%
1	81 - 100	Excellent	11	21.15	42	80.78
2	70 - 80	Good	12	23.08	4	7.69
3	60 - 69	Fair	19	36.54	1	1.92
4	26 - 59	Poor	6	11.54	4	7.69
5	0 - 25	fail	4	7.69	1	1.92
	Total		52	100	52	100

Table 6 above shows that there were 6 students (11.54%) categorized as poor on the aspect of simple present tense in writing narrative paragraph by using a picture series. Further, there were 4 students (7.69%) categorized as fail. It means that there were only 10 students (19.23%) were not able to use simple present tense in their narrative paragraph writing. On the other hand, 11 students (21.15%) were categorized as excellent and 12 students (23.08%) were categorized as good. Further, 19 students (36.54%) were categorized as fair. It means that 42 students (80.77%) were able to use simple present tense in their narrative paragraph writing. However, in the aspect of organization, 47 students (90.37%) had gained score more than 60. It means that only 5 students (9.63%) were not able to organize their narrative paragraph because their scores were less than 60.

4.1.3 The Analysis of the Students' Ability in Writing Narrative Paragraph by Using a Picture Series Based on the Scoring Given by Rater two (The Researcher's Colleague)

The next section would describe about the analysis of the students' scores in writing narrative paragraph by using a picture series based on the scoring given

by the researcher's colleague. The analysis would be presented in Table 7 (see Appendix 8).

Table 7 shows that the average of the students' ability in writing narrative paragraph by using a picture series, based on the scoring given by rater two, was categorized as excellent (M = 84.22).

Table 8: The Classification of the Students' Ability in Writing Narrative Paragraph by Using a Picture Series Based on the Scores Given by Rater Two

No	Score level	Category	Frequency	%
1	81 - 100	Excellent	43	82.69
2	70 - 80	Good	4	7.70
3	60 - 69	Fair	1	1.92
4	26 - 59	Poor	3	5.77
5	0 - 25	Fail	1	1.92
Total			52	100

Table 8 shows that 43 students (82.69%) were in the category of excellent. This category was the highest. However, the lowest was fail category that was gained by 1 student (1.92%). Then, there were 3 students (5.77%) categorized as poor, 1 student (1.92%) was categorized as fair and 4 students (7.70%) were categorized as good. In other words, 48 students (92.31%) had gained score more than 60 and 4 students 7.70% had gained score less than 60.

Table 9: The Narrative Paragraph Writing Aspects and Their Category Based on the Scores Given by Rater Two

No	The Aspects of Narrative Writing	Mean Score	Score Level	Category
1	Simple Present Tense	65.15	60 - 69	Fair
2	Organization	80.34	70 - 80	Good
Narrative Paragraph Writing Ability		84.22	81 - 100	Excellent

Table 9 shows that, on the average, the students' ability in writing narrative paragraph by using a picture series on the aspect of simple present tense was in the fair category (M = 65.15). Meanwhile, the aspect of organization was in the good category (M = 80.34), because it was in the range of 70 – 80.

Table 10: The Classification of the Students' Ability in Writing Narrative Paragraph by Using a Picture Series on Each Aspect Based on the Scores Given by Rater Two

No	Score Level	Category	Narrative Paragraph Writing Aspects			
			Simple Present Tense		Organization	
			Frequency	%	Frequency	%
1	81 - 100	Excellent	11	21.15	39	75.00
2	70 - 80	Good	9	17.31	7	13.46
3	60 - 69	Fair	20	38.46	1	1.92
4	26 - 59	Poor	8	15.38	4	7.70
5	0 - 25	fail	4	7.70	1	1.92
Total			52	100	52	100

Table 10 above shows that there were 4 students (7.70%) categorized as fail on the aspect of simple present tense. In addition, 8 students (15.38%) were categorized as poor. It means that there were 12 students (23.08%) had gained score less than 60. However, there were 40 students (76.92%) had gained score more than 60 on the aspect of simple present tense. In the mean time, on the aspect of organization, there were 5 students (9.62%) had gained score less than 60. However, there were 47 students (90.38%) had gained score more than 60.

4.1.4 The Summary of Students' Score in Writing Narrative Paragraph by Using a Picture Series

It was said earlier that this research used inter- rater reliability in scoring the students' narrative paragraph writing. It means that there were two raters who scored the students' narrative writing, therefore there were two analysis of the

students' ability in writing narrative paragraph. They were the analysis of the students' ability in writing narrative paragraph based on the scoring given by rater one (the researcher) and the analysis given by rater two or the researcher's colleague. Based on the two scoring described in the previous section, the students' ability in writing narrative paragraph by using a picture series could be summarized in Table 11 below.

Table 11: The Summary of the Students' Ability in Writing Narrative Paragraph by Using a Picture Series.

No	Students' ability in writing narrative paragraph		Mean Score	Score Level	Category
	Rater 1	Rater 2			
1	85.09	84.22	84.65	81 - 100	Excellent

From the data in the Table 11 above, on the average, the students' ability in writing narrative paragraph by using a picture series was M=84.65 that was classified as excellent.

Table 12: The Summary of the Classification of the Students' Ability in Writing Narrative Paragraph by Using a Picture Series

No	Score Level	Category	Narrative Paragraph Writing Ability		Mean Score
			Rater one	Rater two	
1.	81 – 100	Excellent	82.69	82.69	82.69
2.	70 – 80	Good	5.77	7.70	6.74
3.	60 – 69	Fair	3.85	1.92	2.88
4.	26 – 59	Poor	5.77	5.77	5.77
5.	0 – 25	Fail	1.92	1.92	1.92
	Total		100	100	100

Table 12 shows that, 5.77% of the students was in the poor category and 1.92% of the students was in the fail category. In other words, there was 7.69% of

the students had gained score less than 60. However, 92.31% of the students that had gained score more than 60 with the indication; 2.88% of the students was categorized as fair, 6.74% of the students was in the good category and 82.69% was categorized as excellent.

Table 13: The Summary of the Students' Ability in Narrative Paragraph Aspects and Their Category

No.	The Aspect of Narrative Paragraph Writing	Raters		Mean Score	Score Level	Category
		Rater one	Rater two			
1.	Simple Present Tense	65.94	65.15	65.55	60-69	Fair
2.	Organization	81.16	80.34	80.75	70-80	Good

Table 13 above shows that on the average, the students' ability in writing narrative paragraph by using a picture series on the aspect of simple present tense was categorized as fair (M=65.55). Meanwhile, the aspect of organization was in the good category (M=80.75).

Table14: The Summary of the Classification of the Students' Ability in Writing Narrative Paragraph by Using a Picture Series on Each Aspect.

No.	Score Level	Category	Narrative Paragraph Writing Ability					
			Simple Present Tense			Organization		
			Rater 1	Rater 2	Mean	Rater 1	Rater 2	Mean
1.	81-100	Excellent	21.15	21.15	21.15	80.76	75.00	77.88
2.	70-80	Good	23.07	17.31	20.19	7.70	13.46	10.58
3.	60-69	Fair	36.54	38.46	37.50	1.92	1.92	1.92
4.	25-59	Poor	11.54	15.38	13.46	7.70	7.70	7.70
5.	0-25	Fail	7.70	7.70	7.70	1.92	1.92	1.92
Total			100	100	100	100	100	100

Table 14 above shows that, there was 7.70% of the students categorized as fail and 13.46% of the students was categorized as poor on the aspect of simple present tense. It means that, only 21.16% of the students were not able to use simple present tense because their scores were less than 60. The students who were able to use simple present tense were about 78.84%. In the meantime, on the aspect of organization, 1.92% of the students was categorized as fail and 7.70% of the students was categorized as poor. It means that 9.62% of the students had gained score less than 60. However, 77.88% of the students was categorized as excellent, 10.58% of students was categorized as good and 1.92% of student was categorized as fair. It means that 90.38% of the students had gained scores more than 60.

4.2 The Results of Supporting Data

In this research, the supporting data were obtained from the results of questionnaire, interview and documentation.

4.2.1 The Results of Interview

The interview was conducted with the English teacher at SMAN I Kalisat to obtain the supporting data about the teaching of writing, the Curriculum used, the techniques used in teaching writing, the media used in teaching writing, the students' difficulties in writing, and the books used in teaching English.

According to the English teacher, teaching English at SMAN I Kalisat is based on the 2004 Curriculum, which was called as Competence Based Curriculum. The English lesson was taught twice a week. In teaching writing, the teacher tried to use various techniques to make the students easier to gain their Discourse Competence (Kompetensi Pembentuk Wacana) which deals with the students' ability to write a coherent text (DIKNAS, 2003:39). A coherent text means a text that achieves its communicative goal because the sentences in the text are arranged in chronological order, so that it can be accepted and understood by the readers. One of the teaching techniques used is guided composition by using pictures.

A picture series is one of the teaching media that was used by the English teacher to teach writing, especially writing narrative paragraph. She used a picture series to teach the students about the process of making something. Therefore, she used instructional strip sequence, which consisted of a serial of pictures that explain how to make something. In this case she used instructional strip sequence of how to make fried rice. Then, she asked the students in-group to write a draft about the process of making fried rice based on the picture. After that, she asked them to write a narrative paragraph based on the draft that has been made by using some transitional words to connect their sentences. After that, she asked the students to submit their work. Then, she gave some marks to the students' writing and gave some correction on the grammar used in the students' narrative paragraph writing.

According to the English teacher, the first year students at SMUN I Kalisat were not able to use complex or compound sentence yet. It was because the students' ability in English was still limited. The students also faced some problems in writing, such as: applying correct grammar, choosing the appropriate vocabulary and organizing ideas. Those problems might be caused by the students' low motivation in learning English. Further, the students' anxiety in writing English might be the major reason that caused the problems above. In line with this, the English teacher stated that most of the students still considered English as difficult subject. Therefore, the students were not confident to write in English. They were not able to express their ideas in written form because they had limited vocabulary.

In order to decrease the students' anxiety in writing English, the English teacher tried to make them enjoy the writing activities. Some teaching techniques that were usually used by the teacher to make writing enjoyable were individual writing to write narrative paragraph by using a picture series and group writing to write a short script that would be used to perform a short drama. She also used the English book, which provides the students with colorful pictures, and various writing projects that are fun to do. The English book used was " Headlight" published by PT ERLANGGA, Jakarta.

4.2.2 The Results of Documentation

Documentation was used to get the supporting data about the names of the respondents. The respondents of the research were the first year students of SMAN I Kalisat in the 2004/2005 academic year. There were 52 students taken as the respondents of the research by proportional random sampling from five classes of the first year students. The list of the names of the respondents is enclosed on Appendix 5.

4.2.3 The Results of Questionnaire

The recapitulation analysis of the questionnaire of the test items appropriateness is presented in Table 15 below.

Table 15: The Recapitulation of the Questionnaire of the Test Items Appropriateness Done by Two English Teachers

Evaluators	The Scores of Each Component						Mean Score
	A	B	C	D	E	F	
I	4	5	5	5	4	5	4,66
II	3	5	5	4	5	5	4,50

Interpretation:
5 = Very appropriate
4 = Appropriate
3 = Fairly appropriate
2 = Less appropriate
1 = Not appropriate

Notes:
A = The clarity of the test instruction
B = The clarity of pictures
C = The arrangement of the test materials related to the guideline of the 2004 Curriculum
D = The test items are suitable with the students' level of difficulties
E = The topic is related to the curriculum
F = The time for doing the test

Table 15 shows that the mean score of the evaluator I was 4.66. The degree to which the components of writing test to judge could be classified as appropriate as the criteria seen in Table 15. The same thing also happened to the evaluator II, that the judgement could be classified as appropriate with the mean score 4.50. In brief, it could be said that the test items of the writing test were appropriate and the test was allowed to be used for testing the respondents.

4.3 Discussion

Based on the results of the data analysis of the students' scores in writing narrative paragraph by using a picture series that was given by the researcher and the researcher colleague, it was found that, on the average, the students' ability in writing narrative paragraph by using a picture series was categorized as excellent (M=84.65). The result showed that there was 7.69% of the students who got the scores less than 60. There was 92.31% of the students who got the scores more than 60. It means that, in general, the students' ability in writing narrative paragraph by using a picture series was excellent. Based on the results of the present study, it could be said that a picture series gave positive contribution to the students, especially in writing narrative paragraph. It was also supported by the previous study, that was done by Nawati (2000) on improving the students' ability in writing by using a series of pictures of year two students of SMUN I Tenggarang in Academic Year 1999/2000. In her study, it was proved that the use of a series of pictures increases the average score of the students' writing test from 40.48% before cycle 1 to 60.38% in cycle 1 and 80.44% in action cycle 2. It was because a picture series told a story about an event that helped the students compose narrative paragraph. In line with this, Wright (1989:21) said that a picture series is potentially useful to contextualize narrative paragraph because it tells a story or tells a description of a process. In addition, a picture series makes the students easier to understand the ideas that will be developed in the form of narrative paragraph.

Based on the analysis of the students' scores in writing narrative paragraph, it was obvious that the aspect of simple present tense was in the fair

category (M=65.55). In this case, there was 21.16% of the students had gained the score less than 60 in using simple present tense in their narrative paragraph writing. This was caused by the students' difficulty in using the verb forms in their narrative paragraph writing. The fact is that the students could not apply the rules of verbs, as could be seen in the following students' writing on Appendix 6B (M. Nurriyadi)

" He always get up in the morning at 5.30"

In the above example, the student's mistake was caused by the absence of the marker "s" in the word "get" that should be in the third person singular verb form.

In addition, the student also made a mistake by putting "to" before the verb, as can be seen in the student's writing below (Siti Isnaeni, as presented in Appendix 6A).

" He to go home at 1:30"

The example above shows that, the student's mistake was caused by the use of "to infinitive" that was not appropriate with the rules of verb in the simple present tense. Further, the students were not able to apply the rules of using "to be" in the simple present tense, as can be seen in the following example of the student's writing.

" He is go to school"

In the sentence above, the student's mistake was caused by inappropriate use of "to be". Here, the student used double verbs, to be or auxiliary verb "is" and the verb "go" at the same time.

The students sometimes wrote a sentence in simple continuous tense or simple past tense as it was found in the following examples: "Then, at 10.00 P.M he sleeping", "at 6:15 he was breakfast"," at 22:00 he slept until morning".

These problems were caused by the students' poor understanding of using the tenses, especially in applying the correct form of the verbs. Further, the fact shows that, English has different grammar from that of the Indonesian grammar. Therefore, the students felt difficult in applying the convention of grammar, especially in the use of tenses in their writing. It was clear that whenever the

students wrote something and spent most of the time thinking about correct grammar, they still made errors and mistakes on this aspect.

Dealing with the aspect of organization, most of the students (90.38%) were categorized as good (M=80.75) in organizing their narrative paragraph. In this case, the students were able to develop their ideas well by giving relevant information. Moreover, they were able to connect their sentences by using appropriate transitional words, especially transitional words that showed sequence. However, there was 9.62% of the students who were not able to develop their ideas well. It was because most of them did not write the concluding sentence. They only wrote a topic sentence and the supporting details. In addition, they often used a small number of transitional words so that they could not get the maximum scores in the aspect of coherence. Therefore, they could not get good scores in the aspect of unity and coherence as the important aspect of organization. Carino (1991:84) says that the writer or the students hardly achieved good organization of ideas because one idea or example can lead to other that does not fit with the topic of the paragraph.

Therefore, it was important to use illustration or a picture series as a useful device to provide information. According to Hennings (1997:184) in many cases, a picture series become the outline for presenting and providing a mental reminder of thought to be presented. It means, by using a picture series, the students would be easier to develop the ideas in a logical sequence paragraph, because it provided the outline and the information that could be used to develop the ideas in the form of narrative paragraph.

Based on the discussion of the research results, it was known that the use of a picture series as one of educational media was very useful in writing class. It was because a picture series could be used to improve the students' ability in using the simple present tense. It was proved that 78.84% of the students was able to use the simple present tense correctly. In addition, a picture series helped the students organized their ideas in a logical sequence paragraph. Based on the analysis in the previous section, it was shown that there was 90.38% of the students had gained score more than 60. It means that, only 9.62% of the students

that could not organize their ideas well. So, it was obvious that a picture series was very useful to teach the students to write a narrative paragraph, with a good sentence structure and excellent organization of ideas.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the discussion and the results of the general problem analysis, it could be concluded that, on the average, the first year students' ability in writing narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 Academic Year was categorized as excellent (M=84.65).

The results of the specific problems analysis about the students' ability in writing narrative paragraph by using a picture series of each indicator were as follows:

a. On the average, the students' ability in writing narrative paragraph by using a picture series on the aspect of simple present tense was in the fair category (M= 65.55).

b. On the average, the students' ability in writing narrative paragraph by using a picture series on the aspect of organization was in the good category (M=80.75).

5.2 Suggestions

Based on the results of the research on the students' ability in writing narrative paragraph by using a picture series, the researcher proposes some suggestions to the following persons.

5.2.1 The English teacher

In order to develop the students' ability in writing, especially in writing narrative paragraph, the English teacher is suggested to give students as many practices as possible in order to give more chance to practice writing. In addition, the English teacher is suggested to use any kinds of a picture series in teaching writing narrative paragraph because it was proved that a picture series improves students' ability in writing. Further, the English teacher should give feedback, especially on the aspect of grammar to the students' writing. Thus, the students

42

will learn from their mistakes and do not make the same mistakes in the future. Therefore, the students' writing ability could be improved.

5.2.2 The students

The students are suggested to practice their writing, especially writing narrative paragraph frequently, so that they can train themselves and improve their ability in expressing their ideas logically and orderly. They should also try to write narrative paragraph from any kinds of a picture series, such as: from comic strips and instructional strips sequence in order to increase their creativity and ability in writing. Next, they should reread their narrative paragraph writing to give self correction or ask their friends to reread their paragraph and give revision on their work so that they will have a better narrative paragraph writing. Further, they need to improve their tenses mastery, especially in simple present tense to develop their writing ability.

5.2.3 The Future Researchers

Other researchers are suggested to conduct a further research dealing with a different research design, such as an action research for improving the students' ability in writing narrative paragraph by using comic strips, or an experimental research dealing with the effect of using a picture series on the students' ability in writing narrative paragraph. In addition, it is suggested to the other researchers to conduct a case study dealing with students' problems in applying the rules of verbs in simple present tense.

BIBLIOGRAPHY

Ali, M. 1993. *Strategi Penelitian Pendidikan*. Bandung: Angkasa.

Arikunto, S. 1996. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.

----------------. 1992. *Dasar Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.

Azar, B. S. 1989. *Understanding and Using Grammar*. New Jersey: Prentice Hall, Inc.

Blanton, L. L. 1987. Reshaping ESL Students' Perceptions of Writing. *ELT Journal*, Vol. 41/2 April 1987, p. 112-118. Oxford: Oxford University Press.

Bogdan, R. C and Sara Knopp B. 1992. *Qualitative Research for Education*. Boston: Allyn and Bacon.

Bolarsky, C. R. 1993. *Technical Writing*. Boston: Allyn and Bacon.

Carino, P. 1991. *Basic Writing: A First Course*. Chicago: Harper Collins Publisher.

Depdikbud. 2004. *Kurikulum Berbasis Kompetensi SMU*. Jakarta: Depdikbud.

Fadloeli, O. 1996. *Writing II A*. Jakarta: Karunika.

Fairbairn, G. J and Christopher.W. 1996. *Reading, Writing and Reasoning: A Guide for Students (Second Edition)*. Philadelphia: Open University Press.

Gairns, R and Stuart.R. 1986. *Working With Words: A Guide to Teaching Vocabulary*. Cambridge: Cambridge University Press.

Goldman, H and A. Hirsch. 1986. *The Essay, The Reading for Writing Process*. Boston: Houghton Mifflin Company.

Hartfield, V. F., J.B. Hughey, D.R. Wormuth, and H.L Jacobs. 1983. *Teaching ESL Composition: Principle and Techniques*. Rowley: Newburry House.

Hennings, D. C. 1997. *Communication in Action: Teaching Literature- Based Language Arts (Sixth Edition)*. Boston: Houghton Mifflin Company.

Hughes, A. 1989. *Testing for Language Teacher*. Cambridge: Cambridge University Press.

Kanar,C. 1998. *Confident Writer (Second Edition)*. Boston: Houghton Mifflin Company.

Keraf, G. 1985. *Argumentasi dan Narasi*. Komposisi Lanjutan III. Jakarta: PT. Gramedia.

Kleine, J. L. 1987. Teaching and Researching Invention: Using Ethnography in ESL Writing Classes, *ELT Journal,* vol. 41/2 April 1987, p. 104-110 Oxford: Oxford University Press.

Lanner, M.,Linda. S and David. S. 1992. *Ways to Writing: Purpose, Task and Process (Third Edition)*. New York: Mac Millan Publishing Company.

Mc Crimmon, J.M. 1967. *Writing With A Purpose: From Source to Statement*. Boston: Houhgton Mifflin Company.

Mc Millan, J. 1992. *Educational Research: Fundamentals for Consumers*. New York: Harper Collins Publisher.

Miles, L., E. M. Leonard and D.D. Van Deman. 1965. *Basic Learning in the Language Art*. California: Scott Foresman Company.

Montogomery, M., Alan. D, Nigel. F, Tom. F and Sara. M. 2000. *Ways of Reading (Second Edition)*. New York:Newburry House.

Nasir, M. 1988. *Metode Penelitian*. Jakarta: Ghalia Indonesia.

Nawati. 2000. Improving Students' Writing Ability Using a Series of Pictures of Year 2 Students of SMU Negeri I Tenggarang in Academic Year 1999/2000. Jember University. Un publish.

Raimes, A. 1983. *Techniques in Teaching Writing*. New York: Oxford University Press.

Richards, J. C. 2002. 30 Years of TEFL/ TESL: A Personal Reflection, *RELC Journal*. Singapore: SEAMEO Regional Language Centre.

Swift, J. 1991. *Gulliver's Travels*. New York: Regents Publishing Company, Inc.

Weir, C. J. 1990. Communicative Language Testing. New York : Prentice Hall.

Wright, A. 1989. *Picture for Language Learning*. Cambridge: Bell and Brain Ltd.

Wong,L. 1999. *Essential writing Skills*. Boston: Houghton Mifflin Company.

Yunus, N. A. 1981. *Preparing and Using Aids for English Language Teaching*. Kuala Lumpur: Oxford University Press.

Appendix 1:

47

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCE	RESEARCH METHOD
A Descriptive Study of the First Year Students' Ability in Writing Narrative Paragraph by Using a Picture Series at SMAN I Kalisat in the 2004 / 2005 academic year	General Problem: How is the first year students' ability in writing narrative paragraph by using a picture series at SMAN I Kalisat in the 2004 / 2005 academic year?	The students' ability in writing narrative paragraph by using a picture series	1. Grammar - Simple Present Tense 2. Organization - Unity - Coherence	1. Respondents : The First Year Students of SMAN 1 Kalisat in the 2004/2005 Academic Year. 2. Informant: ▪ The English teacher 3. Documents	1. Research Design: Descriptive Quantitative Study 2. Research area: Purposive method 3. Respondent Determination: Proportional Random Sampling 4. Data Collection Methods: Primary data: Writing test Secondary data: Interview Documentation Questionnaire 5. Data analysis method: $E = \dfrac{n}{N} \times 100\%$ Notes: E= the percentage of the students' writing ability of each indicator. n= the score of each indicator obtained by the students. N= total score.
	Specific problems: 1. How is the first year students' grammar ability in writing narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 academic year? 2. How is the first year students' ability in organizing ideas in the form of narrative paragraph by using a picture series at SMAN I Kalisat in the 2004/2005 academic year?				(Adapted from Ali,1993:184)

Appendix 2

SUPPORTING DATA INSTRUMENTS

A. Documentation Guide

No.	The Data Taken	The Data Resources
1.	The name of the respondents	Document

B. Interview Guide

No.	Interview Questions	Data Resources
1.	Do you teach writing to the students?	English teacher of the first year students of SMAN I Kalisat
2.	Could you explain to me about the techniques used in teaching writing?	
3.	Do you use teaching media in teaching writing? What are they?	
4.	Do you ever use picture series in teaching writing?	
5.	What are the students' difficulties in writing English?	
6.	What English books do you use in teaching English?	

Appendix 3
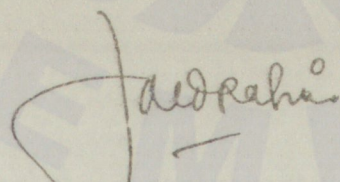
QUESTIONNAIRE

Put a circle round the scales number: (5) For very appropriate, (4) for appropriate, (3) for fairly appropriate, (2) for less appropriate and (1) for not appropriate.

Question	Scale				
1. The clarity of the test instruction	1	2	③	4	5
2. The clarity of pictures	1	2	3	4	⑤
3. The arrangement of the test materials related to the guideline of the 2004 Curriculum	1	2	3	4	⑤
4. The test items are suitable with the students' level of difficulty	1	2	3	④	5
5. The time for doing the test	1	2	3	4	⑤
6. The topic related to Curriculum	1	2	3	4	⑤

Total score = 27

Mean $= \dfrac{27}{6} = 4,50$

Dra. Zaidq Rahmi
NIP. 12054328

Appendix 3
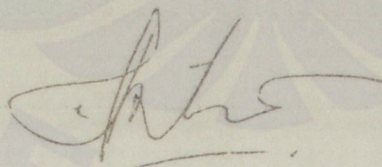
QUESTIONNAIRE

Put a circle round the scales number: (5) For very appropriate, (4) for appropriate, (3) for fairly appropriate, (2) for less appropriate and (1) for not appropriate.

Question	Scale				
1. The clarity of the test instruction	1	2	3	(4)	5
2. The clarity of pictures	1	2	3	4	(5)
3. The arrangement of the test materials related to the guideline of the 2004 Curriculum	1	2	3	4	(5)
4. The test items are suitable with the students' level of difficulty	1	2	3	4	(5)
5. The time for doing the test	1	2	3	(4)	5
6. The topic related to Curriculum	1	2	3	4	(5)

Total score = 28

Mean $= \dfrac{28}{6} = 4,66$

(Retno. W. S.pd)
NIP. 131817569

Appendix 4

Time: 90 minutes

Writing test

1. The pictures below tell about John's daily activities but they are not in the correct order. Your duty is rearranging those pictures into the correct order by putting the alphabet only. Example: B, D, F...etc.
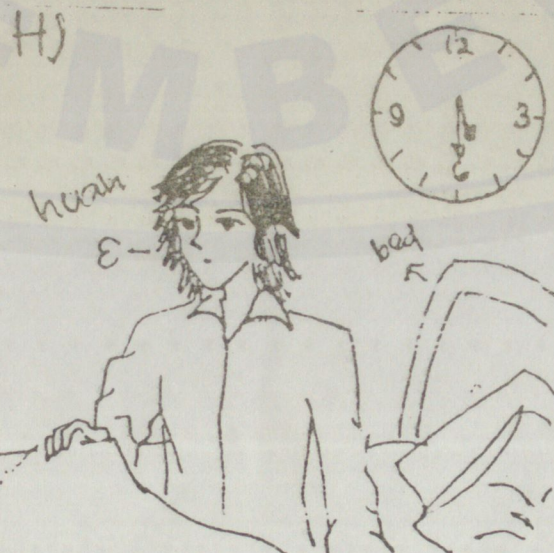
II. Write a narrative paragraph based on the correct order of pictures by following the rules below:

1. Write sentences in the form of simple present tense based on the pictures provided. You should write a sentence for each picture.

2. Write a narrative paragraph based on the correct sequence of pictures. Your paragraph should consist of a topic sentence; supporting details and a concluding sentence. The topic sentence and the concluding sentence are not provided by the pictures. So, you should create them based on your understanding of the pictures.

3. Use five transitional words that show sequence to connect the sentences in your paragraph.
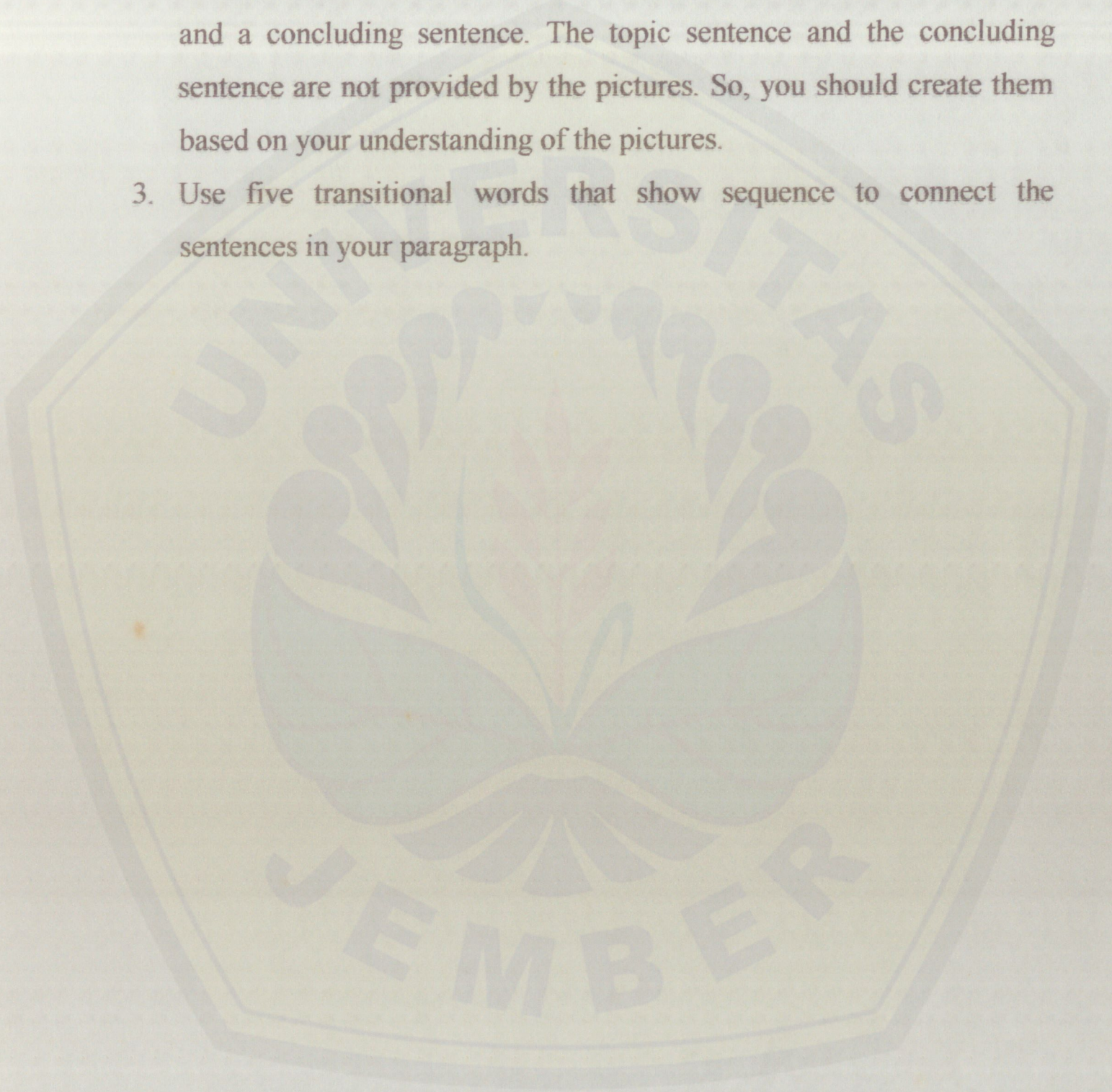
Possible Answer key

I.   H, F, D, I, C, A, E, B, G.

The example of narrative paragraph is as follow:

II.   John does these activities every day. He gets up at 5.30 every morning. After that, he takes a bath at 5:45. He puts on his uniform at 6:00. Then, he has breakfast at 6:15. He leaves for school at 6:30. He gets out of school at 1:30 in the afternoon. Next, he has dinner at 7 o'clock. After that, he does his homework. Then, he goes to bed at 10 o'clock. Those are the activities that John usually does every day.
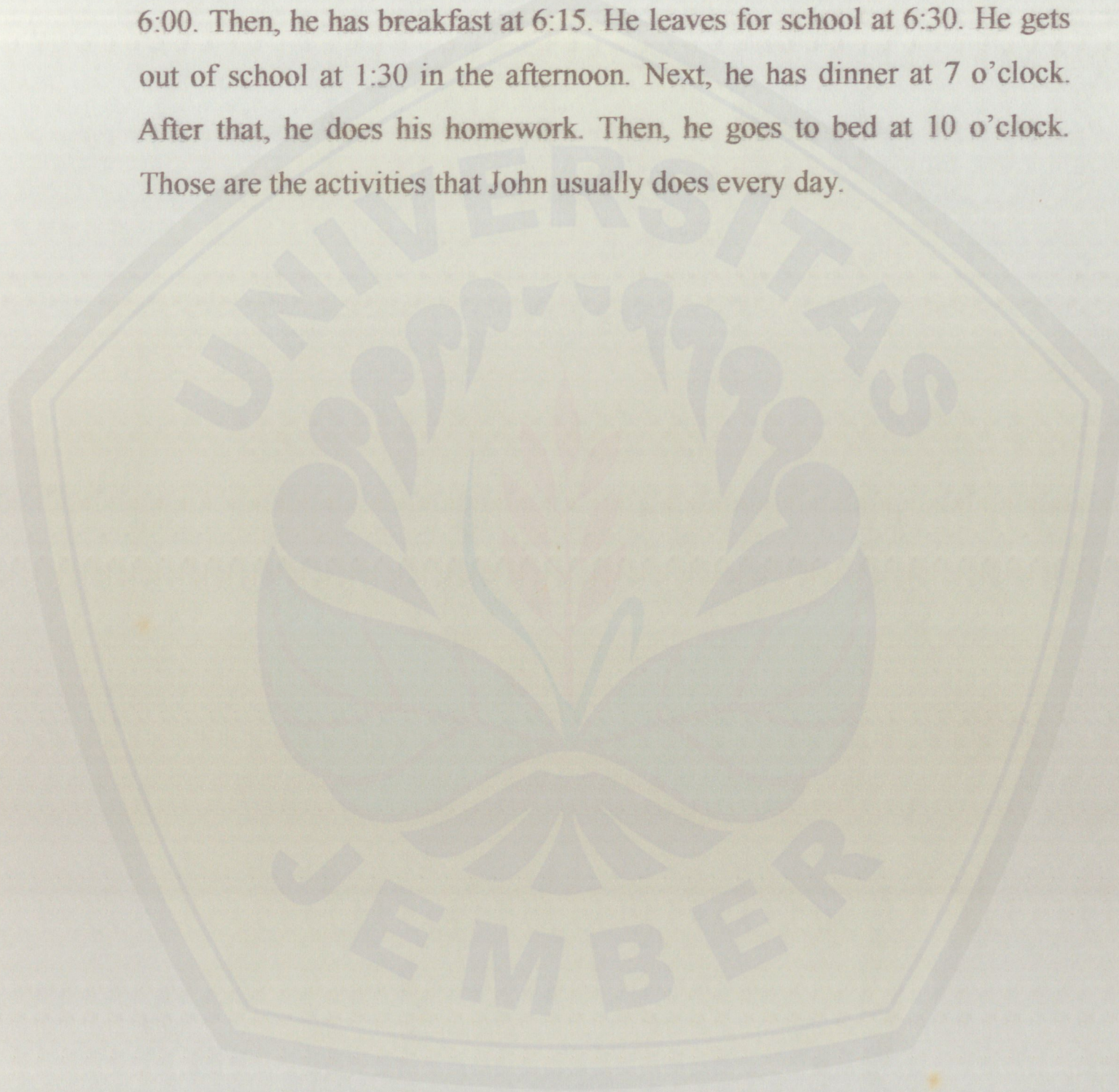
Appendix 5

THE NAMES OF THE RESPONDENTS

No.	Name	Class
1.	Emylia. A	1.1
2.	Yusron Bastian	1.1
3.	Leni Alfianti	1.1
4.	Ayamanda Rachmanyogi	1.1
5.	Fenti Ismafiyanti	1.1
6.	Ilham Refri . S	1.1
7.	Dorik	1.1
8.	Nurul Lailiyah	1.1
9.	Rahmat Topo Siswandari	1.1
10.	Mei Puji Harianto	1.1
11.	Deni Oktavia Anggraeni	1.1
12.	Evipun Hairini	1.1
13.	Moh. Subhan	1.2
14.	Eka Reffa Yulia. A	1.2
15.	Ririn Indah	1.2
16.	Siti Isnaeni	1.2
17.	Rachmat Wageono. A	1.2
18.	Afang Sapta. H	1.2
19.	Melia Dian Fitriana	1.2
20.	Mardiana Eka Susanti	1.2
21.	Wadiatul Aisyah	1.2
22.	Rina Mardiana	1.2
23.	Kasihandi Kurniawan N. F	1.3
24.	Mokhtar Ridwanto	1.3
25.	Irwan Yulianto	1.3
26.	Dewi Rahayu	1.3
27.	M. Nurriyadi	1.3
28.	Rozal Nur. S	1.3
29.	Elma Sari Fujianti	1.3
30.	Yeny Afriliyanti	1.3
31.	A. fauzi Rizzi	1.3
32.	Erni Seniwati	1.3
33.	Lindawati Asmaradewi	1.4
34.	Erfan Bagus. S	1.4
35.	Yulia Anggraeni	1.4
36.	Gusti Nia Ratih	1.4
37.	Duani Made. P	1.4
38.	Dewi pramitha Sari	1.4

39.	Febrian Diartik	1.4
40.	Firman. S	1.4
41.	Muhammad Taufik Hidayatullah	1.4
42.	Siniyah	1.5
43.	Evi Kristiana	1.5
44.	Eka Ramadana	1.5
45.	Astri Wulandini Erianti	1.5
46.	Ariyandri Shifa. L	1.5
47.	Rini Lestari	1.5
48.	Rizka Nur. R	1.5
49.	Galuh Dwi Septya. N	1.5
50.	Riska Purnama Sari	1.5
51.	Ainiyatul Mufida	1.5
52.	Rendri Al Badi'u Triwirgarena	1.5
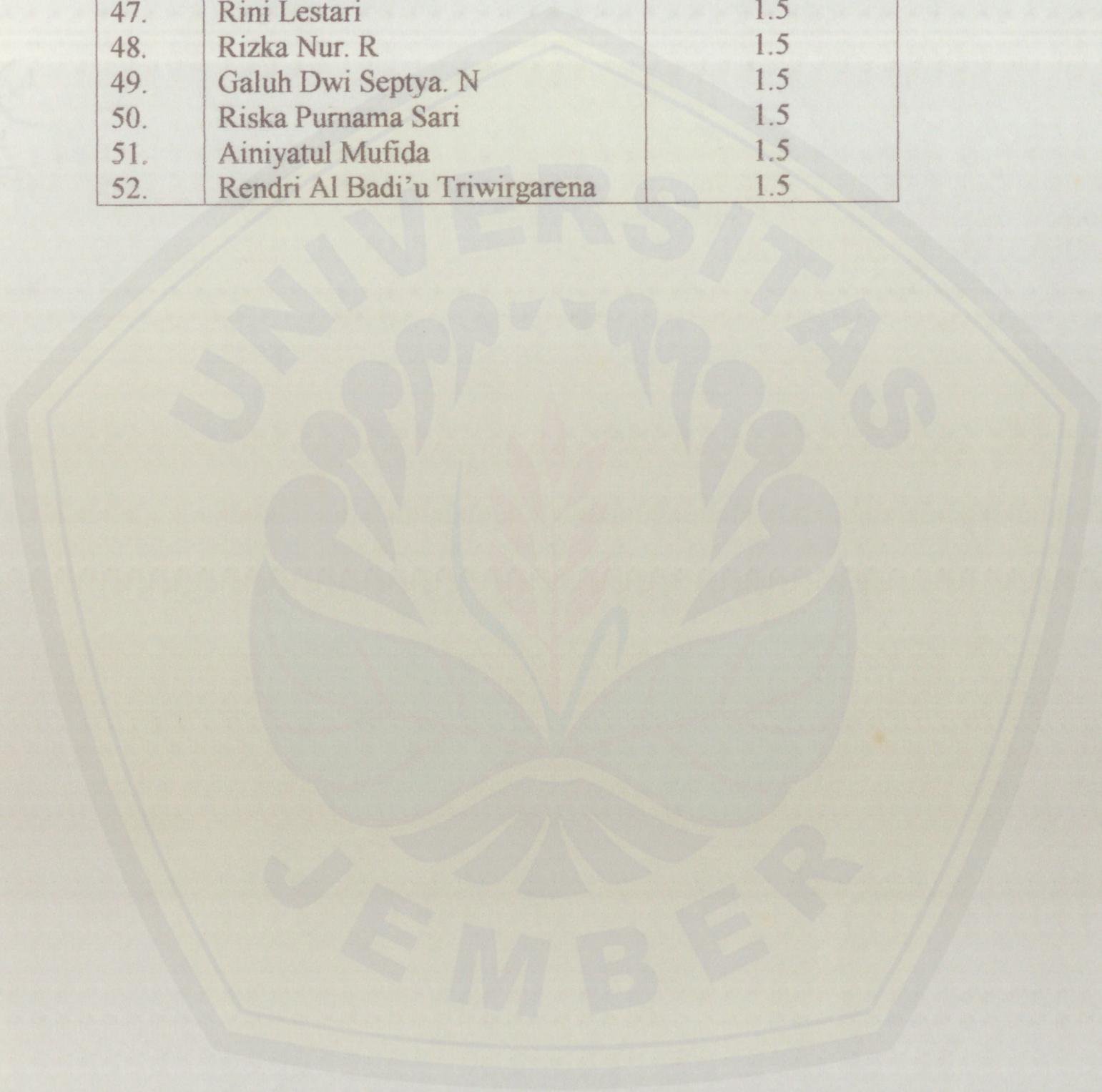
Name : Siti Isnaeni
Class : 1 2

(12, 92)

. F, D, I, C, A, G, E, B (10)

John always does these activities. At 5.30 John (get)
. After (get, up) John (to bath). at 6 o'clock John (take) (dress).
After (take dress). After that take dress john (breakfast).
After (breakfast) John (go) to school. at 1.30 o'clock (go) house
again. at 7 o'clock John (dinner). After dinner John
(studying) (and ten). at 10 o'clock John (sleeping).

Simple Present Tense : $\frac{1}{11} \times 90 = 8, 18$

Unity = $\frac{0}{11} \times 90 = 0$

Coherence = $\frac{1}{5} \times 90 = 18$
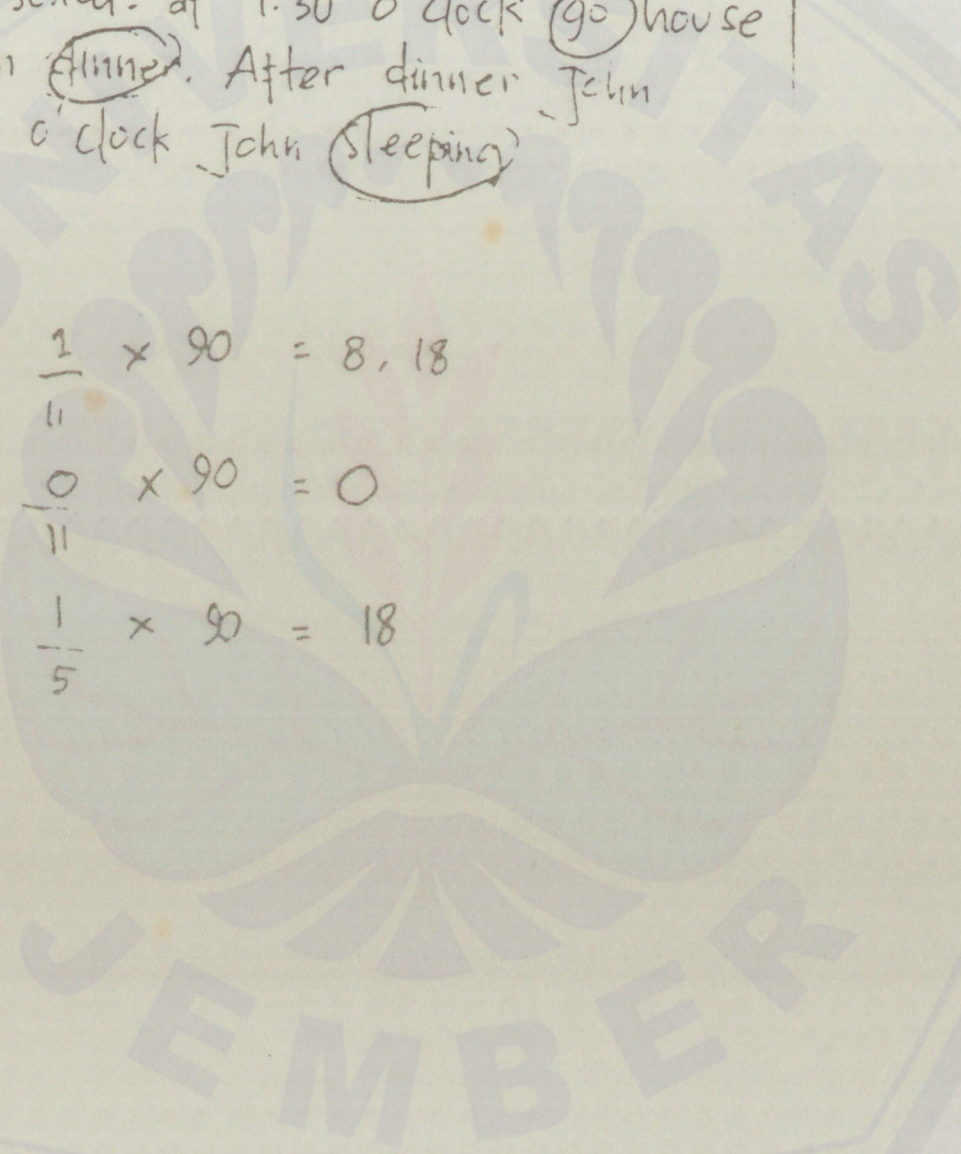
Name: M. Nurriyadi
Class: 1.3

76,03

H. F. D. I. C, A. G, E. B. (6)

These are the activities that John always does everyday. He always (get) up in the morning at 5.30. After that, he (take) bath at 5.45. Than, he puts on his uniform at 6 o'clock. He always (break fast) at 6.15. He goes to school at 6.30. Then, he goes home from his school at 13.30. In the afternoon. He usually (dinner) at 7 P.M. He (don't) forget to studies at 8 P.M. finally he (sleep) at 9 P.M. these are John's daily activities.

Simple Present Tense : $\dfrac{5}{11} \times 90 = 40,90$

Unity : $\dfrac{11}{11} \times 90 = 90$

Coherence : $\dfrac{4}{5} \times 90 = 72$

nalia Dewi Pahuju
3

Appendix 7

(90)

F, D, I, C, A, G, E, B   6

John does these activities everyday. First, he gets up at 5.30
the morning. Then, he takes a bath at a quarter to six.
r thats, he wears his uniform at six o'clock. He has break
t at 6.15. Next, he goes to school on foot at 6.30. He
s home at 13.30 in the afternoon. In the evening, at 7 P.M
n eats his dinner. After that, he studies in his bedroom at
o'clock. He goes to sleep at 10 P.M. That's all his acti-
es for today and he does same activity everyday

imple Present Tense   : $\frac{11}{6} \times 90$ = 90

nity   : $\frac{11}{11} \times 90$ = 90

Coherence   : $\frac{5}{6} \times 90$ = 90

Appendix 7

Table. 2: The Student's Scores of Writing Narrative Paragraph by Using a Picture Series Given by Rater One

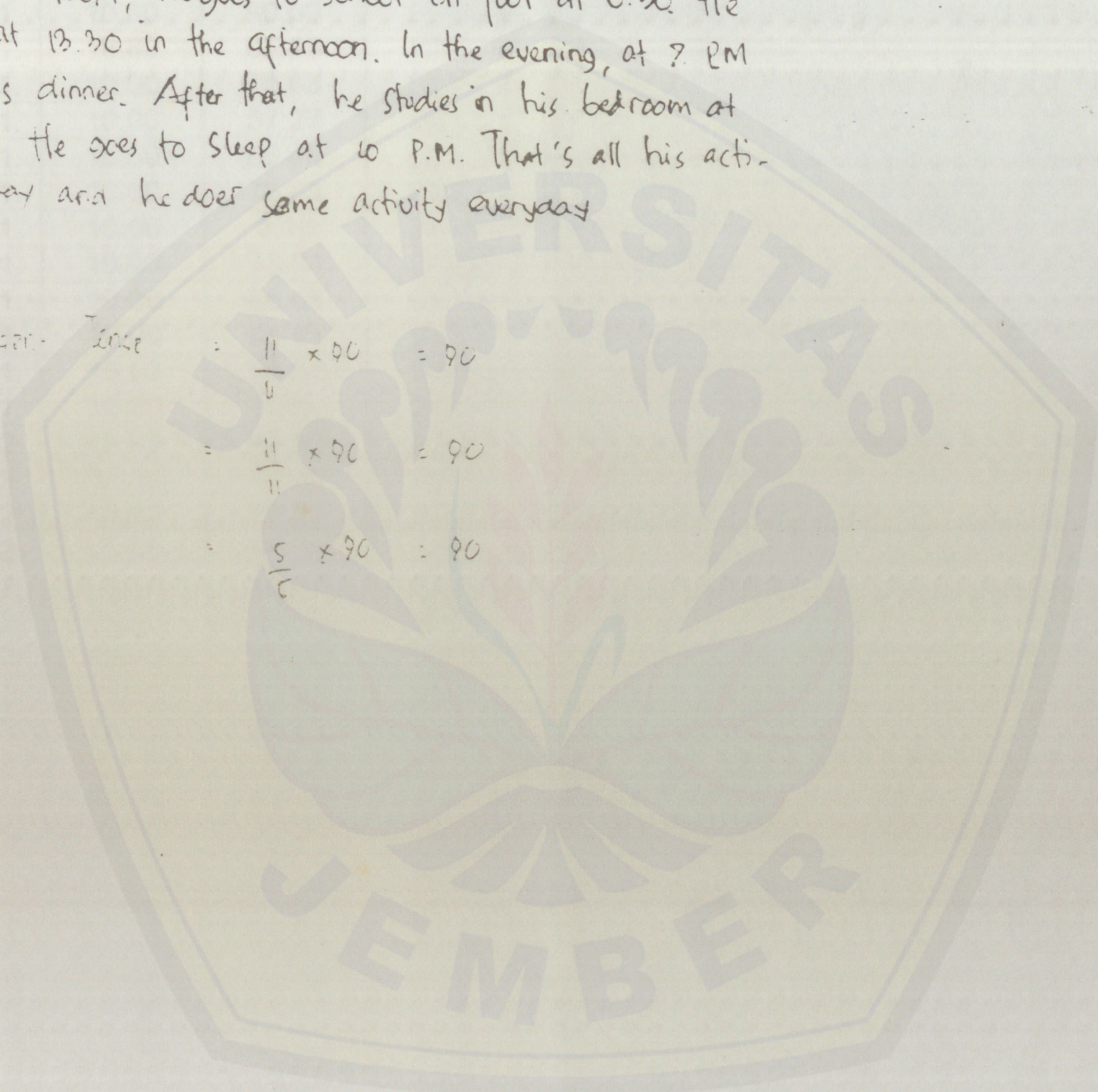| No | Class | Narrative Paragraph Writing Indicators | | | | | Total Score (n) | Narrative Paragraph Writing ability (%) |
		Part 1	Part 2					
		Organizing Pictures	Simple Present Tense	Organization		Mean Score		
				Unity	Coherence			
1	1.1.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
2	1.1.	10.00	65.45	81.81	72.00	76.91	229.26	81.88
3	1.1.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
4	1.1.	10.00	57.27	90.00	72.00	81.00	229.27	81.88
5	1.1.	10.00	65.45	65.45	54.00	59.73	194.90	69.61
6	1.1.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
7	1.1.	10.00	8.18	24.54	36.00	30.27	78.72	28.11
8	1.1.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
9	1.1.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
10	1.1.	10.00	81.81	90.00	90.00	90.00	271.81	97.08
11	1.1.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
12	1.1.	10.00	0.81	24.54	54.00	39.27	89.35	31.91
13	1.2.	10.00	90.00	90.00	72.00	81.00	262.00	93.57
14	1.2.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
15	1.2.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
16	1.2.	10.00	8.18	0.00	18.00	9.00	36.18	12.92
17	1.2.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
18	1.2.	10.00	49.09	90.00	72.00	81.00	221.09	78.96
19	1.2.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
20	1.2.	10.00	32.72	90.00	72.00	81.00	204.72	73.11
21	1.2.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
22	1.2.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
23	1.3.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
24	1.3.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
25	1.3.	10.00	49.09	24.54	36.00	30.27	119.63	42.73
26	1.3.	10.00	81.81	90.00	90.00	90.00	271.81	97.08
27	1.3.	10.00	65.45	81.81	72.00	76.91	229.26	81.88
28	1.3.	10.00	73.63	90.00	36.00	63.00	209.63	74.87
29	1.3.	10.00	65.45	81.81	72.00	76.91	229.26	81.88
30	1.3.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
31	1.3.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
32	1.3.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
33	1.4.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
34	1.4.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
35	1.4.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
36	1.4.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
37	1.4.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
38	1.4.	10.00	65.45	90.00	90.00	90.00	255.45	91.23

39	1.4.	10.00	90.00	90.00	72.00	81.00	262.00	93.57
40	1.4.	10.00	16.36	81.81	72.00	76.91	180.17	64.35
41	1.4.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
42	1.5.	10.00	57.27	90.00	72.00	81.00	229.27	81.88
43	1.5.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
44	1.5.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
45	1.5.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
46	1.5.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
47	1.5.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
48	1.5.	10.00	49.09	81.81	90.00	85.91	230.90	82.46
49	1.5.	10.00	90.00	81.81	90.00	85.91	271.81	97.08
50	1.5.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
51	1.5.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
52	1.5.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
Total		520.00	3428.79	4246.22	4194.00	4220.11	12389.01	4424.65
Mean		10.00	65.94	81.66	80.65	81.16	238.25	85.09

Appendix 8

Table 8: The Students' Scores of Writing Narrative Paragraph by Using a Picture Series

Given by Rater Two

No	Class	Narrative Paragraph Writing Indicators					Total Score (n)	Narrative Paragraph Writing Ability (%)
		Part 1	Part 2					
		Organizing Pictures	Simple Present Tense	Organization		Mean Score		
				Unity	Coherence			
1	1.1.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
2	1.1.	10.00	65.45	81.81	72.00	76.91	229.26	81.88
3	1.1.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
4	1.1.	10.00	57.27	90.00	90.00	90.00	247.27	88.31
5	1.1.	10.00	65.45	65.45	54.00	59.73	194.90	69.61
6	1.1.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
7	1.1.	10.00	16.36	24.54	36.00	30.27	86.90	31.04
8	1.1.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
9	1.1.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
10	1.1.	10.00	81.81	73.63	90.00	81.82	255.44	91.23
11	1.1.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
12	1.1.	10.00	0.81	24.54	54.00	39.27	89.35	31.91
13	1.2.	10.00	90.00	90.00	72.00	81.00	262.00	93.57
14	1.2.	10.00	73.63	90.00	72.00	81.00	245.63	87.73
15	1.2.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
16	1.2.	10.00	8.18	0.00	18.00	9.00	36.18	12.92
17	1.2.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
18	1.2.	10.00	49.09	90.00	90.00	90.00	239.09	85.39
19	1.2.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
20	1.2.	10.00	32.72	90.00	72.00	81.00	204.72	73.11
21	1.2.	10.00	73.63	90.00	90.00	90.00	263.63	94.15
22	1.2.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
23	1.3.	10.00	65.45	81.81	72.00	76.91	229.26	81.88
24	1.3.	10.00	57.27	81.81	90.00	85.91	239.08	85.39
25	1.3.	10.00	49.09	24.54	54.00	39.27	137.63	49.15
26	1.3.	10.00	81.81	73.63	90.00	81.82	255.44	91.23
27	1.3.	10.00	65.45	81.81	72.00	76.91	229.26	81.88
28	1.3.	10.00	65.45	90.00	36.00	63.00	201.45	71.95
29	1.3.	10.00	73.63	81.81	72.00	76.91	237.44	84.80
30	1.3.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
31	1.3.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
32	1.3.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
33	1.4.	10.00	81.81	90.00	72.00	81.00	253.81	90.65
34	1.4.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
35	1.4.	10.00	65.45	90.00	90.00	90.00	255.45	91.23

36	1.4.	10.00	57.27	81.81	90.00	85.91	239.08	85.39
37	1.4.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
38	1.4.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
39	1.4.	10.00	90.00	90.00	72.00	81.00	262.00	93.57
40	1.4.	10.00	16.36	81.81	90.00	85.91	198.17	70.78
41	1.4.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
42	1.5.	10.00	57.27	90.00	72.00	81.00	229.27	81.88
43	1.5.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
44	1.5.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
45	1.5.	10.00	73.63	81.81	72.00	76.91	237.44	84.80
46	1.5.	10.00	90.00	90.00	90.00	90.00	280.00	100.00
47	1.5.	10.00	65.45	81.81	90.00	85.91	247.26	88.31
48	1.5.	10.00	49.09	73.63	72.00	72.82	204.72	73.11
49	1.5.	10.00	90.00	81.81	72.00	76.91	253.81	90.65
50	1.5.	10.00	65.45	73.63	90.00	81.82	239.08	85.39
51	1.5.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
52	1.5.	10.00	65.45	90.00	90.00	90.00	255.45	91.23
Total		520.00	3387.88	4197.12	4158.00	4177.56	12263.00	4379.64
Mean		10.00	65.15	80.71	79.96	80.34	235.83	84.22

DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Kalimantan III/3 kampus Tegalboto Kotak Pos 162 Telp/Fax (0331) 334988 Jember 68121

16 AUG 2004

Nomor   2747/J25. 1. 5/PL5/2004

Lampiran   : Proposal

Perihal   : Ijin Penelitian

Kepada   : Yth. Kepala SMUN I Kalisat

             Di Kalisat-Jember

      Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa, mahasiswa tersebut di bawah ini:

Nama   : Indah Fitria Damayanti

NIM   : 990210401272

Jurusan/Program Studi   : Pendidikan Bahasa dan Seni/Bahasa Inggris

Berkenan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di lembaga Saudara dengan judul:

"A Descriptive Study of the First Year Students' Ability in Writing Narrative Paragraph by Using Picture Series At SMUN I Kalisat in the 2004/2005 Academic Year".

      Sehubungan dengan hal tersebut kami mohon perkenan Saudara agar memberikan ijin, dan sekaligus informasi yang diperlukannya.

      Demikian atas perkenan dan kerjasamanya kami ucapkan terima kasih.

                                a.n. Dekan

                                Pembantu Dekan I

                                Drs. H. Misno A.L, M. Pd

                                NIP. 130 937 191

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS
SMA NEGERI 1 KALISAT
JL. KH. DEWANTARA NO. 42 KALISAT JEMBER

SURAT KETERANGAN
Nomor : 421.6 / 014 / 436.318.10 / 2005

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Kalisat, Jember menerangkan bahwa :

Nama   : INDAH FITRIA DAMAYANTI

NIM   : 990210401272

Telah mengadakan penelitian dengan judul :

" **A Descriptive Study of the first year Students ability in writing narrativo Paragraph by using a Picture Series at SMA Negeri 1 Kalisat in the 2004 / 2005 Academic year**", dimulai tanggal 27 September   s/d 02 Oktober 2004.

Demikian Surat Keterangan ini dibuat dengan sebenar-benarnya, untuk dapat dipergunakan sebagimana mestinya.
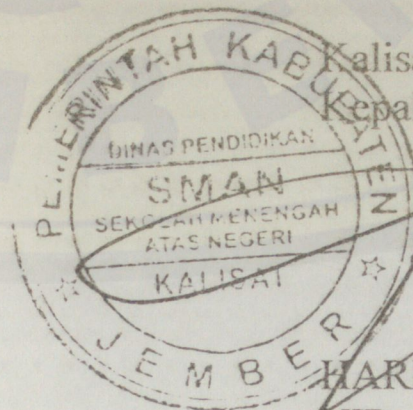
Kalisat, 15 Pebruari 2005
Kepala Sekolah

HARIYONO, S. TP.
NIP. 130932338

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama	:	Indah Fitria Damayanti
NIM/Angkatan	:	99 - 1272 / 99
Jurusan/Prog. Studi	:	P.B.S / Bhc. Inggris
Judul Skripsi	:	A Descriptive Study on the First Year Students' Ability in Writing Narrative Paragraph by Using a Picture Serie in the 2004/2005 Academic Year
Pembimbing I	:	Dra. Made Adi. A.T, M.Ed
Pembimbing II	:	Drc. Bambang Arya - W.t

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Cenin, 14-1-2004	Matrix	
2	Sabtu, 21-1-2004	Matrix	
3	Rabu, 18-2-2004	Bab I	
4	Selaca, 20-2-2004	Bab I	
5	Sabtu, 7-3-2004	Bab I	
6	Kamic, 21-3-2004	Bab II	
7	Senin, 10-4-2004	Bab II	
8	Sabtu, 27-4-2004	Bab III	
9	Senin, 14-5-2004	Bab III	
10	Selaca, 3-6-2004	Bab I, II & III	
11	Jum'at, 10-7-2004	Bab I, II & III	
12	Rabu, 12-12-2004	Bab IV & V	
13	Jum'at, 14-1-2005	Bab IV & V	
14	Selaca, 8-2-2005	Bab I, II, III, IV & V	
15	Jum'at, 18-2-2005	Bab I, II, III, IV & V	

Catatan:
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Indah Fitria Damayanti
NIM/Angkatan : 99 - 1272 / 99
Jurusan/Prog. Studi : P.B.C / Bhc. Inggris
Judul Skripsi : A Descriptive Study on the First Year Students' Ability in Writing Narrative paragraph by Using a Picture series in the 2004/2005 Academic Year.

Pembimbing I : Dra. Made Adi. A.T, M.Ed.
Pembimbing II : Drc. Bambang Arya W.P

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Senin, 14-1-2004	Matrix	
2	Sabtu, 21-1-2004	Matrix	
3	Rabu, 10-2-2004	Bab I	
4	Selasa, 10-2-2004	Bab I	
5	Sabtu, 7-3-2004	Bab I	
6	Kamis, 21-3-2004	Bab I	
7	Senin, 20-4-2004	Bab II	
8	Sabtu, 27-4-2004	Bab III	
9	Senin, 14-5-2004	Bab III	
10	Selasa, 3-6-2004	Bab I, II, III	
11	Jum'at, 20-7-2004	Bab I, II, III	
12	Rabu, 12-12-2004	Bab IV, V	
13	Jum'at, 14-1-2005	Bab IV, V	
14	Selasa, 8-2-2005	Bab I, II, III, IV & V	
15	Jum'at, 18-2-2005	Bab I, II, III, IV & V	

Catatan:
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi