Improving Students' Ability In Writing Narrative Texts By Implementing Picture Series At IKIP PGRI Jember

by Fifin Naili Rizkiyah

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Abstract: This study was aimed at finding out whether the implementation of picture series strategy can improve the ability of the students of English II course from Early Childhood Education Program at *IKIP PGRI* Jember in writing narrative text. In this study, the researcher expected that 100% of the students scored 3 within a range of 1-4 for language use, diction, and organization. The research design was collaborative action research which consisted of two cycles, in where cycle 1 consisted of three meetings and cycle 2 consisted of four meetings. A cycle consisted of four steps namely: planning the action, acting on the plan, observing the action and reflecting on the observation. The subject of the study was the 34 students who were taking English II course from Early Childhood Education Study Program (Class C) in the academic year 2017/2018. The instruments used to collect data were observation checklist, field notes, questionnaires, scoring rubrics and the students' writings. The data from the observation, scoring rubrics and questionnaires were analyzed and the results are presented in the form of tables and description, while the data gained from the field notes and the students' writings were analyzed and reported descriptively. The result of the study showed that the picture series effectively improved the students' ability in writing narrative texts. All students had reached the minimum score of 3. Moreover, the majority of the students gave positive responses towards the implementation of picture series, in the case that 70% of the students showed excitement. Furthermore, they found that picture series is interesting, easy to understand, moreover, it helped them to organize paragraphs and develop ideas in writing narrative texts.

Key words: picture series, writing ability, narrative text.

In this era, English became increasingly important to master. English is a global language used by the majority of people around the world, whether as a first or second language. Many countries include English as one of the lessons taught in educational institutions. English is the key to mastering all aspects, such as science, technology, economics and culture. The purpose of learning English is the mastery of the four language skills namely listening, reading, speaking, and writing. Productive skills are clearly more difficult than receptive skills. Widiati and Cahyono (2006: 139) state that writing is the most complicated skill compared to the other three skills. Many students often complain about how difficult it is to write in a foreign language, even Blanchard and Root (2003: 1) state that basically writing is difficult even in its own language. So it is natural that writing in a foreign language will become more complicated.

Students often have difficulty on how to put ideas in writing. They also have problems with vocabulary limitations. In addition, grammar issues should also be faced in writing English. The above problems are now faced by students of class C who took English II course which is the subject of this research. The writer took this subject in his research because she has already known the subject as she taught at IKIP PGRI Jember so that has understood well the strengths and weaknesses of students in learning English. The narrative is chosen as the genre in this study because the subject of this research is students of early childhood educataion where narrative or story is one of the most effective method often used in teaching young children. As early childhood teacher candidates, of course, the students must be equipped with knowledge and experience that will be useful later if they have taught in early childhood education.

Starting from the problems above, the author wants to find the right strategy so as to improve the ability to write a narrative of early childhood education students who were taking English II. Picture series is considered appropriate to stimulate students in developing ideas in writing narrative. The author's considerations why use picture seriess are: *first*, pictures display visual

frames that represent places, objects and people so as to stimulate students' brains in composing and pouring ideas; *second*, pictures can provoke the creativity of students in thinking because the series can lead the students to understand the story; thirdly, pictures are always interesting to everyone, especially beginners and children Wright (1992: 2).

Picture series serve as media in guiding students to write narrative text. The pictures used are not just any series of images. There are several criteria for picture seriess used by the researcher. First, the pictures used can achieve the learning objectives. The pictures' content should be adjusted to the student's needs. More importantly, the pictures should be clear, easy to understand and certainly interesting so that pictures as media are really effective.

Some researches on the use of picture series in writing narrative text have also been done. Ariani (2010) used a series of picture to write narrative texts on the 3rd semester students of French Language Education Program. The conclusions of her research indicate that the media of picture series are effective in improving students' writing skill in the third semester students of French Language Education BSA FBS UNNES. Hasanah (2008) used picture sequences to improve the writing ability of grade VIII students of SMPN 6 Malang. Overall, the results of the study show that picture sequences can help students give an idea of writing stories and composing them coherently. Nitalinawati (2009) conducted research on wordless picture book to improve the writing ability of class VIII students MTs Surya Buana Malang. And the results show that the ability to write increases especially in terms of developing story ideas. Similarly, Rasyid (2009) implements a series of cartoons to improve the students' ability to write narrative of MTsN Nganjuk class XI. His research results show that serial cartoons can generate ideas and inspire students in imagining.

The purpose of this study is to find out how picture series is implemented to improve the students' ability to write narrative text. Learning activities in the classroom will include modeling on how to write stories and train students to write stories using picture series. Here are the steps in the implementation of picture series in writing narrative text: (1) **brainstorming**, the instructor initially

helps the students in generating ideas by asking several questions related to the topic as well as the story of *Cinderella* and asking about the aspects of the story such as the characters, the setting of time and place, the plots, the conflicts, the solutions and the story messages so that students can automatically learn and understand the generic structure of the narrative text; (2) **emphasizing**, the instructor emphasizes the students on understanding the generic structure by repeating, explaining, completing and correcting the student's answers and writing them on the board; (3) **observing**, the instructor distributes a series of pictures to the student to be observed and then asked about the aspects of the story based on the picture series such as topics, characters, the settings of time/ place/ situation, conflicts, solutions, messages, etc.; (4) **outlining**, the student is guided by the instructor in making outline framework of the given series; (5) **writing**, students write a paragraph based on the outline that has been made.
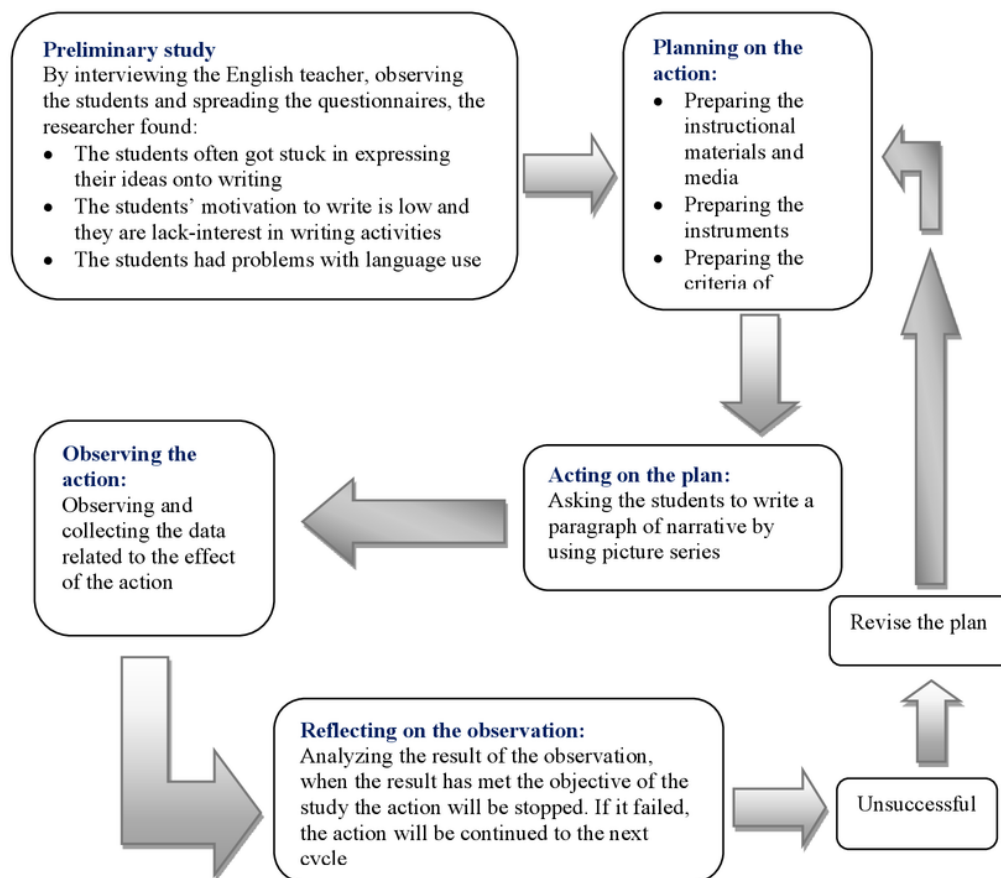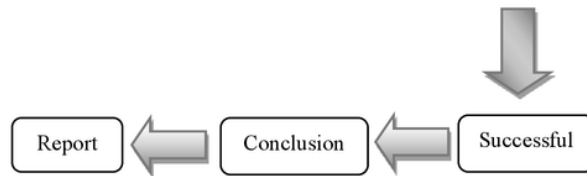
METHOD

Based on the research objectives above, the appropriate research design is Classroom Action Research (CAR). Burns (in Burns, 1999: 30) defines action research as the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it. In this study, the writer wanted to find a solution to the students lack in the ability to write narrative so that researcher implemented picture series as a strategy to improve students' ability in writing narrative text. CAR is conducted collaboratively in which the researcher working with teacher-collaborator in carrying out the research stages. Due to this qualitative research, the main methodological tools required are observation, description and data collection from various sources (Burns, 1999: 22).

In CAR, there is a cycle term which contains four important stages in the implementation of this research. The four stages are planning, acting, observing, and reflecting. At the planning stage, the researcher develops a lesson plan based on the result of problem identification. After the lesson plan is done, the next stage is implementation , make sure that each action done in the implementation is

in line with the initial goal. The observations were conducted in conjunction with the implementation stage. At this stage collaborative research is conducted where the researcher acts as a classroom instructor and the original teacher-collaborator acts as the observer in charge of collecting the data regarding the implementation and the plan using the observed instrument that has been developed. And lastly the reflection which is the stage to process the result data from the observation. The data obtained are analyzed by researcher and collaborator regarding to success criteria established earlier. From the results of this reflection the researcher will know whether the strategy developed succeed or not. If it does not meet the criteria of success, then she should revise the strategy and go to the next cycle. CAR procedure adapted from Kemmis and McTaggart (in Koshy, 2007) in this study can be seen in Figure 1 below.

Figure 1 The Procedures of CAR (adapted from Kemmis and McTaggart, in Koshy, 2007)

Preliminary study
By interviewing the English teacher, observing the students and spreading the questionnaires, the researcher found:
- The students often got stuck in expressing their ideas onto writing
- The students' motivation to write is low and they are lack-interest in writing activities
- The students had problems with language use

Planning on the action:
- Preparing the instructional materials and media
- Preparing the instruments
- Preparing the criteria of

Observing the action:
Observing and collecting the data related to the effect of the action

Acting on the plan:
Asking the students to write a paragraph of narrative by using picture series

Revise the plan

Reflecting on the observation:
Analyzing the result of the observation, when the result has met the objective of the study the action will be stopped. If it failed, the action will be continued to the next cycle

Unsuccessful

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                              ↓
        ┌──────────┐      ┌──────────────┐      ┌───────────────┐
        │  Report  │ ◁──  │  Conclusion  │ ◁──  │  Successful   │
        └──────────┘      └──────────────┘      └───────────────┘
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To find out the details of student problem in writing narrative, the researcher conducted preliminary study. Preliminary study is very important because it is a process to get the facts related to the problem being faced (Burns, 1999: 37). From this, the researcher found some facts that students have difficulty in: (1) developing ideas into writing (70% of students), (2) using appropriate words in English (65%), and (3) using grammar that includes tenses, numbers, word order, articles, pronouns, and preposition (90%). So, the researcher will focus on these three aspects in the evaluation of student writing.

In planning, the researcher prepares three things, namely lesson plan, observation instrument and criteria of success. The duration for 1 meeting is 100 minutes. Here the researcher needs 3 and 4 meetings for cycles 1 and 2. Materials and media certainly play an important role in this research as a strategy to improve the ability to write student narratives. The researcher used picture series from the fable book "*a jungle story book*" in which each series consists of 8 pictures depicting a complete story. The instruments used in the observation stage as well as the success criteria can be seen in table 1 below.

Table 1 The Instruments Used in Collecting Data

Activities	Assessment		Instrument
	Process	Product	
The prewriting activity (modeling)	Students' active response and participation	The outline of the paragraph based on the picture series given and students' writing	Observation check-list, field notes
The writing process (training)	Students' activities in writing	Students' writing	Observation check-list, field notes, questionnaires, scoring rubrics, students' writing

Here are the steps in the implementation phase: (1) **brainstorming**, initially the instructor helps the students in generating ideas by asking some questions related to the topic as well as *Cinderella story* and ask about the aspects of the story ie characters, setting of time and place, plot, conflict , solutions and story messages so that students can automatically learn and understand the generic structure of the narrative text; (2) **emphasizing**, from the responses given by the students during brainstorming, the instructor emphasizes students' understanding of the generic structure by repeating, explaining, completing and correcting student answers and writing them on the board; (3) **observing**, here the instructor distributes a series of pictures to the students to be observed and then asked about the aspects of the story based on the picture series such as topics, characters, settings of time/ place/ situation, conflicts, solutions, messages, etc .; (4) **outlining**, the student is guided by the instructor in making outline or framework of the given series; (5) **guided writing**, students write paragraphs based on outline that have been made; and (6) **independent writing**, students are first asked to write narrative text based on the picture series given in pairs and then they write the narrative text using the other picture series individually.

The observation stage is performed by the teacher-collaborator during the implementation process. She observes and collects data about whatever happens during the classroom implementation using the observation sheets, field notes and questionnaires at the last meeting. Here are the observation checklist and the field notes that must be fulfilled by the collaborator.

Table 2 Observation checklist for the teacher-collaborator in each cycle.

No	Observee	Components	Descriptor	Yes	No	Scale			
						4	3	2	1
1	Teacher	Lesson plan	1. Designing instructional objectives 2. Designing the stages of instruction 3. Managing the students in learning						
2	Teacher	Materials and writing task	The materials and the writing tasks are relevant to the students in teaching and learning process						
3	Teacher	Instructional process	1. Explaining the objectives of teaching and learning process 2. Introducing the narrative 3. Explaining the steps of writing narrative paragraphs 4. Showing the picture series to the students						

			5. Guiding the students to find the topic of their narrative paragraphs 6. Guiding the students to write the paragraphs 7. Asking the representative of students to write their writing on the board 8. Guiding the students to edit their writing						
4	Students	Students' activities in teaching and learning process	1. Doing what the teacher instruct 2. Giving opinions during brainstorming 3. Answering/ giving questions to the teacher 4. Not chatting with peers						

Scale:
1= poor (25%-54%)
2= fair (55%-74%)
3= good (75%-84%)
4= very good (85%-100%)

Figure 2 Field Notes for teacher-collaborator in each cycle

Cycle/meeting :
Day/date   :

Point/s to consider:
…………………………………………………………………………………………...
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
………...

Positive point/s
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In the reflection stage, the data obtained at the implementation stage and observation are collected and analyzed referring to the criteria of success either in the form of products (students' writing) by evaluating them using scoring rubric as seen in table 3 and process (seen from observation sheet, field note and questionnaire). If the result meets the criteria of success, then the research stops in

one cycle. Conversely, if he has not met the criteria of success, then researchers need to revise the plan and proceed to cycle 2.

Table 3 Scoring Rubric of writing narrative text

Components of writing	Level	Scale and descriptor	Language use
Diction	4	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register	Excellent to very good
	3	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured	Good to average
	2	Limited range, frequent errors of word/idiom form, choice, usage	Fair to poor
	1	Essentially translation, little knowledge of English vocabulary, ideas, word form, or not enough to evaluate	Very poor
Organization	4	Covering all the generic structures of narrative text. The para-graphs are well-organized with par.1 containing orientation; cha-racters and settings, par.2 containing complication; conflict and climax, and par.3 containing resolution; solution and coda if any.	Excellent to very good
	3	Covering all the generic structures of narrative. The paragraphs are loosely organized containing orientation; characters and settings, complication; conflict and climax, and resolution; solution and coda if any.	Good to average
	2	Missing one of the generic structures of narrative text. The paragraphs are bad organized containing orientation; characters and settings, complication; conflict and climax, and resolution; solution and coda if any.	Fair to poor
	1	Missing several generic structures of narrative text. The paragraph does not communicate, no organization, or not enough to evaluate	Very poor
Language use	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	Excellent to very good
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured	Good to average
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions meaning obscured	Fair to poor
	1	Virtually o mastery of sentence construction rules, dominated by errors, does not communicate	Very poor

RESEARCH RESULTS AND DISCUSSION

The results of this study are presented descriptively related to the implementation of picture seriess to teach students of Early Childhood Education

Program writing narrative at IKIP PGRI Jember which is divided into cycles1 and cycle 2.

CYCLE 1

In cycle 1, the researcher used two picture series a fairy tale "Cinderella" from internet and a fable "The Lion and the Mouse" taken from A Jungle Story Book. The "Cinderella" is used during modeling while "The Lion and the Mouse" is used during the training phase. Picture series consists of 8 images in A4-sized paper. Cycle 1 consists of 3 meetings with each for 100 minutes.

In the implementation of teaching and learning process, the researcher acts as instructor and the teacher-collaborator as observer. At the first meeting, before entering the main activity the instructor brainstorms to elicit students' opinions and thoughts by asking questions related to topics such as: "Have you ever heard / read a story of Malin Kundang?", "What does it tell about?", and "Who are the main characters?", "When and where did it happen?", and "How is the plot of the story?". After getting answers from the students, the instructor explores students' knowledge and understanding of the structure of the narrative text by asking them to mention it one by one then write it on the board. Then the instructor repeats the structure of the text completely and concludes it to (1) Orientation: introduces the character, setting the place and time, (2) Complication: the emergence of conflict and climax, and (3) Resolution: solutions and messages). In addition, the instructor stresses that in the narrative text, the tenses used are past tense.

In the modeling stage, the instructor displays a picture on the LCD screen that is a "Cinderella" series and discusses it together. First of all, the instructor asked "what story you can see from this picture?" And simultaneously the student replied "Cinderella". After that it is followed by questions about characters, setting time and place, objects and action verbs that are appropriate to represent each series of pictures. Having mentioned the structure of the text, the instructor led students make outline. Outline is a design for writing text. Here the students are asked to write 1 - 2 sentences that can represent each picture of a total 8 picture series. The instructor gives an example first by creating a sentence that

represents the first picture on the board. The students are then asked to write sentences that reflect the second picture until the last picture.

From the outline written on the board, the students in pairs are asked to develop it into 3 paragraphs with paragraph 1 containing "orientation" paragraph 2 containing "complication" and paragraph 3 containing "resolution". Students are free to ask and consult the instructor during the process of developing paragraphs and they can open a dictionary to find out several dictions. Before the meeting ends, the students collect the results of their writing to the instructor to get correction.

The training stage is done at the second and third meetings. Firts, the instructor distributed the students' writing results in the previous meeting so that they understood and learned from their mistakes to write the next narrative text. Then the instructor distributed picture series "The Lion and the Mouse" to the students and in pairs they were asked to observe the narrative structure of the picture. In addition, students are asked to mention any possible word that is considered difficult and write it on the board so they can use it in writing later.

Next the students made an outline to be developed into paragraph. During this process, the instructor walked around the class monitoring and helping the students if they face difficulties. The instructor reminded the students about the selection of words and the use of tenses because these two mistakes were commonly found in the modeling session. Ten minutes before the lesson ended, the students were asked to review their narrative text in terms of organization, diction and grammar.

The results of observation showed first, the instructor found that the lesson plan has covered the learning objectives and the learning steps, the materials and writing activities are relevant to the objectives, and in terms of the learning process the instructor has explained the learning objectives before entering the main activities, exploring the students' knowledge about narrative text as well as guiding students in finding topics, writing and editing paragraphs. From the students' side, they always respond questions asked by the instructor enthusiastically starting from brainstorming until the end of learning. They are not

reluctant to give opinions and to answer the question even when it was uncorrect. The students did the instuction well like when they were asked to watch the picture series, they did well without making a crowd or chatting each other.

Similar to the observer's field notes, the information obtained showed that the students seemed to be excited and enthusiastic about the picture series in writing narrative text. From the instructor's side, the observer writes that the instructor has created a series of fun and effective writing activities such as guiding students to make outline first. In addition, the observer also left a note to the instructor which was to increase her voice volume so that could be heard by the entire class..

The students' writing results were analyzed and corrected by instructor/ researcher and teacher-collaborator. The results of the students' writing in cycle 1 have not reached the success criteria set out in the aspects of grammar and diction use. However, the results of the students' writing on this 1st cycle were better than those on the preliminary study. Here is one sample of student writing.

THE LION AND THE MOUSE

Long time ago, lived a lion in the jungle. One day the lion slept under a tree near his den. And then a mouse came _close the lion_. And the mouse climbed and _danced didn't feel guilty_. So, the lion woke up and he _feel there something_ on his head. The lion was angry and he caught the mouse. _The mouse very scary_ because the lion threaten to kill him. So, the mouse _asked permission_ and the lion forgive him. And the mouse left the lion _until the lion lonely_.

The next day, the lion trapped in the hunter's net. And he tried hard to get out from the hunter's net, but he can't. And then the lion roared loudly until the mouse heard the lion's voice. The mouse remembered _that the lion's voice_. So, the mouse ran quickly to help the lion.

After arriving, the mouse _come close the lion_ and _climb_ to the lion's body. The mouse bit the net with his sharp teeth until the lion was free. Finally, the mouse said "don't ever underestimate others because every single creature has a good point".

By: I&N

The text above is an example of students' writing which is poor in grammatical and diction aspects. There are some errors in grammar especially the use of past tense form. An example of unappropriate use of diction is "until the lion lonely" which is should be alone. The following table shows the student's writing level in cycle 1.

	Organization	Diction	Grammar
Level 1	0	0	0
Level 2	0	4	12
Level 3	11	10	5
Level 4	6	3	0

Table 4 Student's writing level on cycle 1

The table above illustrates that in terms of organization, no group reaches level 1 and 2, eleven groups reach level 3 and six groups reach level 4. In terms of diction, no group reaches level 1, only four groups reach level 2 and 4, and ten groups reached level 3, and 3 groups reached level 4. In terms of grammar, no groups reached level 1 and 4, twelve groups reached level 2, and five groups reached level 3. Thus, the researchers could conclude that the students' writing result in cycle 1 has not met the success criteria.

From the results of cycle 1 discussed above, it can be concluded that: (1) learning procedures have been implemented in accordance with the lesson plan, (2) the students are actively involved during the learning process, even they are happy with the media of picture seriess and writing becomes more fun, and (3) students' writing results can not reach the criteria set as a whole because in terms of grammar and diction there are still some students who get score below the minimum criteria. So, here researchers still have to fix the lack of students in terms of the use of grammar and diction so that researcher has to continue to cycle 2.

CYCLE 2

In cycle 2, the researcher used picture series that were also taken from A Jungle Story Book "The Hare and the Tortoise" and "The Ant and the

Grasshopper". The first picture series, The Hare and the Tortoise, were given to students in pairs. The instructor scrambled the pictures and the students arranged them in order. Then they must stick them on a paper so that they become a series of pictures reflecting a complete story. And the second picture series "The Ant and the grasshopper" is given to students individually. Each student must write a story based on the picture series.

In cycle 2 the researcher needed 4 meetings with details of the first two meetings used for collaborative writing sessions, third meeting for individual writing, and fourth meeting for peer review and revision. In collaborative writing, the first meeting focuses on making outline and paragraphing, and the second meeting the students did peer review. And at the third meeting each student writes the text independently, and the last meeting they conducted peer review and revision before collecting their final writing.

At the first meeting, the instructor showed the results of the students' writing on cycle 1. The instructor and the students together discussed the mistakes that many students made in their writing. Students were reminded of the structure of narrative text and grammar in narrative writing. The instructor showed some errors to be corrected by the student. Once they understood the mistakes made, the instructor began the main activity of collaborative writing. Students in pairs were given a series of random pictures so they have to sort them out first. Then the students were asked to mention the difficult vocabulary that can be used when writing later. Furthermore, students made outline 1-2 sentences for each picture. After that, students developed the outline into a whole paragraph. In the second meeting, the students focsed on peer reviewing and editing where students exchanged their writings to be observed and commented on for errors and mistakes. Students were allowed to ask the instructor or open the dictionary if necessary. Having completed the peer review session, the students' writing then returned to the owner for editing and revision to yield better writing products..

The third and fourth meetings were the culmination of a series of writing activities, namely individual and independent writing, no instructor guidance and assistance. Before picture seriess were distributed to each student, the instructor

again reminded the students about the structure of the narrative text and its grammar. After all of the students were ready and no more questions, the instructor gave the picture series "The Ant and the Grasshopper". The students were asked to make an outline first within 20 minutes before compiling it in a complete paragraph. Five minutes before the end of the class, they were asked to collect their writing. And at the last meeting the instructor asked the students to do peer review individually. Then the writings were returned back to their owners to be revised before finally collected to the instructor.

The results of the observations during the implementation of cycle 2 showed that: (1) the series of learning activities were accordance with the lesson plan prepared, (2) the material and the writing assignment were relevant to the learning objectives; (3) the students were actively involved during the learning process; working professionally either in groups / pairs or individuals, and (5) all students were happy and encouraged by the picture series in the writing activities. So it can be concluded that the students showed positive attitude during the learning process and the series of learning has been implemented well as planned.

The results of students' writing on cycle 2 showed improvement in all aspects, organization, diction, and grammar. The improvement can be compared from the results of writing in cycle 1, cycle 2 collaborative writing, and individual writing cycle 2. Here's an example of student writing on cycle 2 of collaborative writing.

The tortoise can beat the hare. The hare then regretted because √
(he had) underestimated the tortoise and teased the tortoise too.

There were two errors in the text above. First, students write the word *can* instead of *could* because it should be past tense. Second, *because underestimated* that there should be a word *he had* between the two words. The following table shows the writing level of students in cycle 2 collaborative writing.

	ORGANIZATION	DICTION	LANGUAGE USE
LEVEL 1	0	0	0
LEVEL 2	0	0	0

LEVEL 3	9	13	15
LEVEL 4	8	4	2

Table 5 The level of students' writing in cycle 2 (collaborative writing)

And below is an example of students' writing on individual writing session where students use the word *think* that should be *thought* because it shoud be past tense.

He think that the ant had a large supply of food.

The result of the students' writing on cycle 2 shows improvement because it found less mistake than writing in cycle 1.

	ORGANIZATION	DICTION	LANGUAGE USE
LEVEL 1	0	0	0
LEVEL 2	0	0	0
LEVEL 3	23	20	27
LEVEL 4	11	14	7

Table 6 The level of students' writing in cycle 2 (individual writing)

There were several findings obtained from the analysis of teaching and learning process and student learning outcomes. First, the learning procedure is carried out according to the plan. Second, the students are active during the learning process even they are very interested in the media provided. Finally, the results of the students' writing have reached minimum success criteria, especially in organization and diction. In addition, most students have improved their writing in terms of grammar. The enhancement of the students in writing ranging from preliminary study, cycle 1, cycle 2 (collaborative writing) until they can write individually and independently in cycle 2 can be seen in the following table.

CATEGORIES	PRELIMINARY STUDY	CYCLE 1	CYCLE 2 (COLLABORATIVE)	CYCLE 2 (INDIVIDUAL)
DICTION	2.4	3.05	3.25	3.4
LANGUAGE USE	1.9	2.5	3.1	3.2

ORGANIZATIO N	2.6	3.3	3.45	3.5

Table 7 the average score of the students' writing in each category

CONCLUSIONS AND SUGGESTIONS

Based on the reflection of the two cycles and the results of the research that has been presented, it can be concluded: (1) the procedure in the implementation of picture seriess in writing narrative text is: *brainstorming*, the instructor guides the students in generating ideas by asking several questions related to the topic narrative text); *emphasizing,* the instructor emphasizes the students understanding the generic structure and language features by repeating, explaining, completing and correcting student answers and writing them on the board; *observing*, the instructor distributed a series of pictures to the students to be observed and then asked about the aspects of the story based on the picture series such as topics, characters, settings of time/ places/ situations, conflicts, solutions, messages, etc .; *outlining*, where the student is guided by the instructor in making outline of the given picture series; *writing,* that is writing paragraphs based on outlines that have been created collaboratively and then individually. In the process of writing, there is also peer reviewing (2) the teaching and learning process in the implementation of the picture series can be done effectively and smoothly, (3) the students are happy with the picture series because they are interesting, easy to understand and can help them to develop ideas, (4) picture seriess can improve the ability of students in writing narrative especially in terms of organization, (5) results of CAR has reached the criteria of success both the attitude of students during the learning process and students' writing that have met the minimum criteria in all aspects; organization, diction, and language usage.

The results of this study are expected to contribute to some parties. First for instructors/ teachers in teaching students writing narratives, they can apply such media or picture series or by applying a series of writing processes such as brainstorming, outlining, drafting, editing, etc. Second further research, researchers can implement picture seriess for other language skills such as speaking or for writing other genres such as procedure text.

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