

**THE USE OF ESTAFET WRITING WITH CHAINED
PICTURE TO IMPROVE STUDENTS' WRITING SKILL
ON NARRATIVE TEXT
(A Classroom Action Research at the 10th Grade of MAN 01
Kudus in the Academic Year of 2015/2016)**

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education



Written by:

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ON NARRATIVE TEXT
(A Classroom Action Research at the 10th Grade of MAN 01
Kudus in the Academic Year of 2015/2016)**

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

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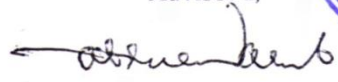

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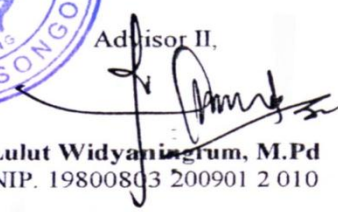

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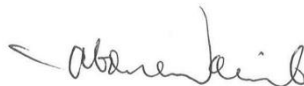
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ABSTRACT

Title : The Use of Estafet Writing with Chained Picture to Improve Students' Writing Skill on Narrative Text (A Classroom Action Research at the 10th Grade of MAN 01 Kudus in the Academic Year of 2015/2016)

Writer : Zulfah Ariyani

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Keywords : **Estafet Writing, Chained Picture, Narrative text**

The background of this research was based on the observation which had been done by the researcher with the English teacher of MAN 1 Kudus. The result of observation showed that some of the 10th grade students of MAN 1 Kudus were unmotivated in learning English. This condition made students had difficulties in learning English, especially in learning writing skill. Estafet Writing with Chained Picture is one of techniques and media which can be used to teach writing narrative text. By using the technique and media, it could make the students more enthusiastic in learning writing in order to make them easier to produce a good narrative text.

This research has a purpose to answer the research questions: (1) How is the improvement of students' writing skill on narrative text after being taught by using Estafet Writing with Chained Picture? (2) How are the students' responses after being taught by using Estafet Writing with Chained Picture?

This research was a Classroom Action Research (CAR) done through two cycles. The subject of this research was the X MIA 2 students of MAN 01 Kudus in the academic year of 2015/2016. The data were obtained by observation, test, and questionnaire.

The result of this research showed that the students' mean score in the preliminary research is 51.92 or 15.4% students achieved the minimum standard score, the students' mean score in cycle 1 63.92 or 43.5% students who achieved the minimum standard score (KKM) and the students' mean score in cycle 2 is 72.25 or 82.5% students who achieved the minimum standard score (KKM). Related to the

observation and questionnaire result showed that there were positive responses from the students after being taught by using Estafet Writing with Chained Picture. The positive responses are the students more enthusiastic in learning narrative text, and doing the assignment. The students also can build their responsibility and good cooperation in team. Beside it, the students can understand the material and produce a better narrative text. The result of this research can be used as reference to the English teacher and the next researchers in order to improve students' writing skill.

This research has found out the improvement of students' writing skill on narrative text and the students' positive responses after being taught by using Estafet Writing with Chained Picture at the 10th grade of MAN 1 Kudus in the academic year of 2015/2016.

MOTTO

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

"Help one another in what is good and pious,
not in what is wicked and sinful"¹ (Al-Maidah: 2)

¹Mahmud Y. Zayid, *The Qoran: An English Translation of the Meaning of the Qoran*, (Lebanon: Dar Al-Choura, 1980), p. 73.

DEDICATION

This thesis is dedicated to:

- My dear parents (Dwi Karyanto and Chuswatun Chasanah), I do love you. Thank you very much for the valuable efforts, prayer and contributions in making my education success.
- My beloved sister (Widya Setianingtyas) who give me support in finishing this thesis.
- My teachers and lecturers, thank you very much.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Praise is to Allah, the merciful, and the compassionate that the writer can finish this thesis completely entitled The Use of Estafet Writing with Chained Picture to Improve Students' Writing Skill on Narrative Text. Peaceful for prophet Muhammad who becomes our best figure of human life.

The writer realizes that there are many people who are already helped her in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

1. Dr. H. Raharjo, M.Ed.St as the Dean of Tarbiyah and Teacher Training Faculty.
2. Dr. H. Muslih, M.A as the Head of English Language Education Department.
3. Dr. H. Abdul Wahib, M.Ag and Lulut Widyaningrum, M.Pd, as the advisors for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
4. The lecturers in Tarbiyah and Teacher Training Faculty for valuable knowledge, guidance, and advices during the years of my study.
5. Dra. Hj. Zulaikhah MT, M.Pd. Ithe headmaster of MAN 1 Kudus who had given permits the writer to carry out the research in that school.
6. Moh. Umar, M.Pd, who assisted the writer in conducting the research and collecting data.
7. All of the X MIA 2 students of MAN 1 Kudus for the cooperation during the research.
8. My beloved family, especially for my father (Dwi Karyanto) and mother (Chuswatun Chasanah) who always pray for me every time and also thank you for your inspiration and motivation to continue

this study. My sister (Widya Setianingtyas) who always support the writer to finish this thesis.

9. My best friends (Riski, Fifta, Atika, Uly, and Isti) thank you so much for your support and your friendship.
10. My second family “Mentari” (Lida, Laila, Sulis, Novia, Umami, Lutfi, Ana, Zulaekha, and Ofti) thank you for the time we spent together.
11. All of my friends in PBI B 2011, ORFAKTA 2011, PPL SMA 8 Semarang, and KKN posko 45 Jumo Temanggung thank you for the great experiences.
12. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this final project.

Finally, the writer realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be helpful and beneficial to everyone. Amen.

Semarang, November 9th2015

The writer,

Zulfah Ariyani
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CHAPTER I

INTRODUCTION

A. Background of the Research

In English there are four language skills, they are listening, reading, speaking and writing. All of those skills should be mastered by students to get perfect competence in using language. If one of them is ignored, it will influence other skills because all of those skills are related to each other. Writing as one of language skills must be taught maximally because language is not only in spoken form but also in written form. Through writing, students can convey or write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories.

In Islam, writing also considered as one of important skills, our beloved prophet Muhammad SAW got the revelation from Allah SWT trough Gabriel that reflect an instruction to read (Iqra') and write ('Allama bi Al Qolam).

Surah Al 'Alaq (The Clot) verse 1-5

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ أَعْمَىٰ ﴿٣﴾ وَرَبُّكَ
الْأَكْرَمُ ﴿٤﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٥﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٦﴾

1. Proclaim! (or Read!) In the name of thy Lord and Cherisher, Who created.
2. Created man, out of a (mere) clot of congealed blood.
3. Proclaim! And thy Lord is the Most Bountiful.
4. He who taught (the use of) the Pen.

5. Taught man that which he knew not.²

Based on those verses, Allah explained that “He taught human being by pen (*Qalam*). Discovery of pen and writing are the greatest gift from the God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of written and writing have important roles”.³

Based on 2013 curriculum, the 10th grade students of Senior High School (SMA/MA) should get some of the genres such as descriptive, recount, narrative, and explanation. Narrative can be described as a way of telling a story, since the process of recounting events and describing details of our life contributes to our conscious understanding of what happened in general. “The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ and write ‘naturally’.”⁴

Based on the facts above, it can be concluded that writing is important skill which can not be ignored. Although writing is very important, it is regarded a difficult subject especially for the student.

² Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publications, 1997), p.1672-1673.

³ M. Quraish Shihab, *Tafsir Al Quran Al Karim Atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung: Pustaka Hidayah, 1997), p.98.

⁴ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press, 2005), p. 220.

Writing is the part of language skills that must be taught maximally by teacher to students because writing is a difficult skill for many learners. It is caused “writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow.”⁵

The 10th grade students of MAN 1 Kudus had the difficulties in writing. From the preliminary research which was done by the researcher on 4th - 6th August 2015, almost of the 10th grade students of MAN 1 Kudus still have difficulties in writing. Students were not yet produce a good paragraph. It can be seen from the paragraph which was written by them. In that paragraph, there are many errors including grammatical, punctuation, diction etc. Besides it, from the observation that was done by the researcher the 10th grade students of MAN 1 Kudus were unmotivated in learning English. It can be shown while teaching and learning process students did not interest to the teacher’s explanation. The same technique which was always used by the English teacher in every lesson could make the learning process was monotonous and it could be one of the causes that the students unmotivated in learning English. This condition which made students has difficulties in learning English, especially in learning writing skill.

⁵ Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*, (New York: Oxford University Press, 2008), p.117.

Students' motivation in learning is the best thing to solve all of the learning problems. If they have been motivated, they will become involved in learning foreign language autonomously. Students' motivation also gives effort to increase their writing ability because they will have desire to learn it.

One way to motivate students in learning language is by using an effective technique and media. An effective technique will make students be more creative. Besides using the effective technique, teacher can use media to deliver the material. "A range of object, pictures, cards and other things such as Cuisenaire rods, can be used for presenting and manipulating language, and for involving students in activities of all kinds."⁶

Based on the explanation above, the researcher did the research in the use of Estafet Writing as one of the effective techniques in teaching writing. Estafet writing is one of the techniques to teach writing which can be applied in group. In the other word, Estafet writing is one kind of cooperative activities. "Writing in groups, whether as a part of a long process or as a part of a short game like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment."⁷ So, by using Estafet writing, the students were

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Cambridge University Press), 4th ed p. 177.

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed, p. 329.

more enjoyable in learning English. Besides that, the students who have a good ability in writing can help the other students who have low ability in writing.

Estafet Writing would be more effective if there was media which can help students to write a Narrative text. Because of Narrative text is a chronologically story, it would be better if teacher used media which can be a clue for students in writing Narrative text. Chained Picture would be more greatly medium to teach writing because Chained Picture can be a clue for every event that occurs in the text. “Chained Picture is a series of picture which have connection between one and the others to perform a meaningful story.”⁸ The combination of Estafet Writing and Chained Picture was the effective way to teach writing Narrative text. Because, besides students can learn to compose a text individually and in team, they also can be helped by Chained Picture. The students can write a Narrative text easily because the students did not need to guess the chronologically of story but they can see Chained Picture as clue for every event that occurs in the story.

Based on the facts above the researcher conducted a classroom action research under the title – The Use of Estafet Writing with Chained Picture to Improve Students’ Writing Skill on

⁸ Umi Fadilah Hidayati, “The Use of Chained Picture as A Medium for Improving Students’ Writing Skill of Narrative Text”, *Thesis* (Semarang: Tarbiyah Faculty of IAIN Walisongo, 2010), p. 8.

Narrative Text (A Classroom Action Research at the 10th Grade of MAN 01 Kudus in the Academic Year of 2015/2016).

B. Questions of the Research

This research is aimed to find the answer to the following research questions:

1. How is the improvement of students' writing skill on narrative text after being taught by using Estafet Writing with Chained Picture?
2. How are the students' responses after being taught by using Estafet Writing with Chained Picture?

C. Objectives of the Research

According to the research questions above, the aim of this research are:

1. To identify the improvement of students' writing skill on narrative text after being taught by using Estafet Writing with Chained Picture.
2. To identify the students' responses after being taught by using Estafet Writing with Chained Picture.

D. Pedagogical Significances of the Research

This study hopefully will be useful for:

1. English Teachers

This study is hoped to help teachers to get more information about the use of Estafet writing with chained picture to teach writing skill. In addition, teachers can apply this technique and media in their classroom to make teaching and learning process more interesting.

2. Students

The students are expected to have the improvement of writing skill. So, they can produce a good text.

3. Next Researchers

The result of this study can be used as a reference. It is hoped can give more information and contributes the knowledge about Estafet Writing as a technique and Chained Picture as media to teach writing skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Writing

a. General Concept of Writing

In English there are four skills that should be mastered. They are listening, reading, speaking, and writing. “Writing is a combination of a process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible to readers.”⁹ It means that writing is complex. It is unlike speech that can be gotten naturally but writing has to be learnt because for many people writing is something that they do only rarely.

For many people, writing is a difficult skill to be mastered. In writing, the writer has to know how to put a sentence together accurately. The other difficulty is the writer has to know how to use appropriate word for different types of writing. Many students also get the difficulty when they try to organize and sequence their ideas. Because “writing involves more than putting sentences together in language that is grammatically correct and appropriate. The

⁹ Caroline T Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 98.

ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow.”¹⁰

As the combination of process and product, the writer should have done some steps below as a process in writing to produce a text. Those steps are:

1) Prewriting

Prewriting is the first step of writing process. In this step author should generate ideas and put their thoughts in order. “Researchers such as Matsuhashi (1981) have found that as writing tasks become more complex and as more abstract thought is required, so too do experienced writers require more time to plan their writing.”¹¹

When prewriting the author has to think the main ideas. After that, brainstorm ideas about what to write and then choose ideas and group them under headings. Finally, order the ideas and plan the structure of text, for example orientation, complication, and resolution.

¹⁰ Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*, (New York: Oxford University Press, 2008), p.117.

¹¹ Garth Sundem, *Improving Student Writing Skill*, (USA: Shell Education, 2006), p. 43

2) Writing

It is the next step in writing process. In this step the author should expand the general ideas that have been done in prewriting step. The point in this step is to get the thoughts down on the paper. The ideas can be rearranged, added and edited later on revising step.

3) Revising

Revising is the final step in writing process. Revising is often neglected in the writing process. Sometimes, students and teacher feel that they have already written the paper and its enough. But, revising has the greatest potential for learning. While revising, students learn techniques to make their writing better—techniques they can apply the next time they draft. Students will see “before” and “after” versions, and by comparing the two, they will demonstrate to themselves the specific elements that make for a better piece of writing.¹² In revising a text, it would be better if these components checked, they are language in use (grammar, vocabulary), punctuation, spelling, content, etc.

¹² Garth Sundem, *Improving Student Writing Skill*, p.55.

b. Teaching Writing

“Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know to understand.”¹³ Teaching is not only transfer knowledge from teacher to students but also guide and help students to learn something.

Writing has been one of language skills that must be taught maximally. Because “in the context of education, the most examination, either they are testing foreign language abilities or other skills, often rely on the students’ writing proficiency in order to measure their knowledge.”¹⁴ Therefore, teacher should give more attention in teaching writing.

In teaching English especially writing, teacher should has roles as follows:

1) Motivator

In teaching writing teacher should be the motivator for students by creating the right condition for generation ideas, persuading students of the usefulness of the activity and encouraging students to

¹³H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education, 2007), 5th ed, p.8.

¹⁴ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.3.

make as much effort as possible for maximum benefit. By being motivator for students, students will be more motivate in learning writing.

2) Resource

Teacher should be resource for students. It means that teacher should be ready to supply information and language where necessary. Teacher needs to tell students that they are available and be prepared to look at students' work as it progresses, offering advice and suggestions in constructive and tactful way.¹⁵

3) Feedback Provider

As a feedback provider, teacher should respond of what students the students have written. Teacher can give correction for students' work as a respond. Those corrections are correction in grammar, punctuation, content, etc.

c. Techniques in Teaching Writing

Writing is one of language skill which should be mastered by students and also a difficult skill for many learners. To encourage the students in writing, an English teacher plays an important role. Teacher has to give them a lot of trainings and practices how to express their ideas in

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Longman), 3rd ed, p. 261.

written form. Teacher has to find ways of composing writing that is easy for them. One of ways to make writing easy for students is by using effective technique to teach it. There are some techniques which can be used by teacher to teach writing, such as:

1) Jigsaw

“The jigsaw technique is a technique of organizing classroom activity that makes students dependent on each other to succeed.”¹⁶It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. In this technique, there are two kinds of group: one expert group and some original groups. The expert group which consists of expert students has to explain the material to the original groups.

2) Team Pair Solo

Team Pair Solo is a technique in teaching English where the students will do the assignment in team, pair, and individually. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability.

¹⁶Wikipedia,[http://en.wikipedia.org/wiki/Jigsaw_\(teaching_technique\)](http://en.wikipedia.org/wiki/Jigsaw_(teaching_technique)), accessed on 27th May 2015.

3) Think Pair Share

It is a technique which involves a three step cooperative structure. During the first step, individuals think silently about a question posed by the teacher. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire groups.¹⁷

4) Estafet Writing

Estafet writing is a technique in teaching writing where the students will learn writing in a group and the students also have a chance to improve their writing ability individually. Estafet writing also gives a chance for all group members to revise their work together.

Those techniques are suitable to teach writing skill but the best way to teach writing Narrative skill is by using Estafet Writing. In Estafet Writing technique, every member of group has the same chance to develop their writing skill. Every member of group is assigned to write a paragraph one by one, so that they have the same portion to write a narrative text. Besides that, the students can work with their

¹⁷ Agus Prayoga, "Classroom English for Teacher", *Handbook* (Semarang: ELT Department Tarbiyah Faculty of IAIN Walisongo, 2012), p. 9.

group to revise their text. In addition, Estafet Writing can create an enjoyed atmosphere in the classroom.

d. Media in Teaching Writing

Teaching media is very useful to teach English. It can be used to explain language meaning and constructions, and also can engage students in a topic. There are some teaching media which can be used to facilitate students in learning English:

1) Music

“Music can be very effective way to stimulate a writing activity since it often provokes strong feelings and ideas. There is universality about music which means that much of it is easy for everyone to understand.”¹⁸

2) Picture

Just as music can provoke creativity in students especially those who are particularly responsive to auditory stimuli so too pictures work really well as spurs to written production. Pictures are often used to present situation for grammar and vocabulary work. “As Raimes says that pictures are valuable, too, in that they provide for the use common vocabulary and

¹⁸ Jeremy Harmer, *How to Teach Writing*, p.65.

common language forms.”¹⁹ There are some kinds of picture which can be used to teach writing, such as chained picture, sketch, maps, etc.

3) Video

Besides music and picture, video can be a medium in teaching English. “Video uniquely allows students look at situations beyond their classroom.”²⁰ By using video, students not only hear the language but also they can see it too.

All of those media can be used to teach writing but the most effective media which can be used to teach Narrative text is Chained Picture. Chained Picture displays the chronologically event of story so that it can help students in writing Narrative text.

e. Kinds of Writing Assessment

Writing performance can be divided into some categories which has different skill area. It means, in assessing one category of writing performance should be different to the other categories.

¹⁹ Ann Raimes, *Techniques in Teaching Writing*. (Oxford: Oxford University Press, 2000) p.27

²⁰ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd ed, p. 282

1) Imitative Writing

This category includes the basic skill are of writing, such as writing letters, words, punctuation, and very brief sentences.

2) Intensive Writing

Intensive writing is the category of writing performance which the learners are trying to master writing vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of a sentence.

3) Responsive Writing and Extensive Writing

Responsive writing is a level which learners should master connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Whereas, extensive writing is a level which learners success to manage all of writing processes and strategies for all purposes. In this level, the learners have been able to write an essay, a major research project report, or even a thesis.²¹

In this research, the researcher used responsive writing as kind of assessment. The students have been assigned to write a Narrative text based on Chained Picture.

²¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), p. 220.

By giving this assessment, students can practice to compose a good Narrative text and can improve their writing skill.

f. Assessing Students' Writing

As McNamara (1996) notes, the scale that is used in assessing performance tasks such as writing test represents, implicitly or explicitly, the theoretical basis upon which the test is founded; that is, it embodies the test (or scale) developer's notion of what skills or abilities are being measured by test.²² There are three types of rating scale:

1) Primary Trait Scoring

Primary trait scoring focuses on how well students can write within a narrowly defined range of discourse (e.g. persuasion or explanation). "In primary trait scoring, the rating scale defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer carried out the assignment."²³

Primary trait scoring has a goal to assess the accuracy of the account of the original, the clarity of the steps of the procedure and the final result, the description of the main features of the graph, and the expression of the writer's opinion. But, in second language writing

²² Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2011), p. 109.

²³ Weigle, *Assessing Writing*, p. 110.

assessment, primary trait assessment has not been widely used, and little information exists on how primary trait scoring might be applied in second language testing.²⁴

2) Holistic Scoring

Holistic scoring is a kind of method scoring which is given a systematic set of descriptors, and the reader evaluator matches an overall impression with the descriptors to arrive a score. Holistic scoring can be used in fast evaluation. Because “from a practical standpoint, it is faster (and therefore less expensive) to read a script once and assign a single score than to read it several times, each time focusing on a different aspect of the writing.”²⁵ A well-known example of a holistic scoring rubric in ESL is the scale used for the TOEFL writing test.

3) Analytic Scoring

“Analytic scoring may be more appropriately called analytic assessment in order to capture its closer association with classroom language instruction than with formal testing”.²⁶ In analytic scoring, scripts are related on several aspects of writing or criteria rather

²⁴ Weigle, *Assessing Writing*, p.110.

²⁵ Weigle, *Assessing Writing*, p.112.

²⁶ Brown, *Language Assessment ...*, p. 243

than given a single score. Depending on the purpose of the assessment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics.²⁷

Analytic scoring has been used by the researcher as a method in scoring the students' work. Analytic scoring is the most appropriate scoring method in classroom evaluation of writing. Because, in analytic scoring provide more detailed criteria of assessing in many aspects of writing.

2. Genre

a. Definition of Genre

“Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation.”²⁸ A genre constructs and is constructed by a notion of recurring situation, entailing participant roles, purposes, and uses of language. A genre constructs and is constructed by cultural values, beliefs, and norms as well as by material culture.²⁹ It means that genre is based on the particular social situations by the author or

²⁷ Weigle, *Assessing Writing*, p.114.

²⁸ Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p. 9.

²⁹ Amy J. Devitt, *Writing Genres*, (USA: Southern Illinois University, 2004), p. 29.

speaker. The concept of genre comes from the difficulties members of community in recognizing similarities of text that they have been used frequently to draw on their repeated experiences.

In teaching English, genre is a part that must be taught by teacher. Because genre has important role to help students to produce a product of communication based on the function of language in social interaction.

b. Kinds of Genre

There are two kinds of genres story genre and factual genre.³⁰ Those kinds of genres have differences in social function, generic structure, and language features.

1) Story Genre

This genre constructed through the process of sequencing people or events in time and space. It involves:

- a) Narrative
- b) News Story
- c) Exemplum
- d) Anecdote
- e) Recount
- f) Spoof

³⁰Prastikawati and Siti Musarokah, *Writing 3...*, p. 11.

2) Factual Genre

This genre constructed from many kinds of sequences. Such as constructed through the process of ordering things into commonsense or technical frameworks of meaning, through the process of sequencing phenomena in temporal and/or causal relationships, through the process of logically sequencing actions or behaviours, and through the process of expanding a proposition to persuade readers to accept a point of view. It involves:

- a) Procedure
- b) Explanation
- c) Report
- d) Exposition
- e) Discussion
- f) Description
- g) Review
- h) News Item
- i) Commentary

c. Narrative Text

Narrative text is one kind of story genre that most commonly read. There are many kinds of narrative text, such as fable, legend, myth, etc. Narrative text can not be said that it is simply about entertaining a reading audience,

although it generally always does so. Narrative text also has important social role in entertainment. According to Peter Knapp narrative is a powerful medium for changing social opinions and attitudes. It means that narrative can be a medium to build students' good attitude.³¹ If teacher deliver a good narrative for students, it will build students' good attitude too.

In a basic form, narrative sequences people/characters in time and space. But the structure of narrative is generally more complex than that form. The structure of narrative text is:

1) Orientation

Every story needs an orientation although how simple that story. Because orientation is an introducing about character, time, and place that will be told in the story. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place.

2) Complication

In this part, crisis in the story arises. The story is pushed along by a series of events which the reader expects some sort of complication or problem to arise. This complication will involve the main character and

³¹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar...*, p. 220-221.

often serve to (temporarily) toward them from reaching the goal.

3) Resolution

The complication that happened in the story will be resolved in this part. The complication may be resolved for better or worse. But rarely the complication left completely unresolved to leave the reader wondering how the end is.

Narrative text has some characteristic of language features, such as:

- a) Focus on specific and usually individually participant.
- b) Use of material (action) processes
- c) Use of relational and mental processes
- d) Use of temporal conjunctions and temporal circumstances.
- e) Use of past tense.³²

3. The Use of Estafet Writing with Chained Picture in Teaching Narrative Text

a. General Concept of Estafet Writing with Chained Picture in Teaching Narrative Text

Technique of teaching is the way teacher deliver the material that has been arranged in method and based on the approach that used. Technique that used by teacher depend

³² Prastikawati and Siti Musarokah, *Writing 3...*, p. 15- 16.

on teacher's ability to make strategy in order to make teaching and learning process can be maximal. In other words, technique of teaching is the way that used by teacher in teaching and learning process to get optimal achievement of students.

Estafet writing is one kind of technique to teach English, especially teaching writing. According to Sitti Syathariah, estafet writing is one kind of active learning or learning by doing that has purpose to make students associate learning as a fun activity.³³

Estafet writing is a sport game which is adopted into teaching. The rules both of them are same; the members of group should take a part to finish the assignment. In Estafet writing, the members of group must write a paragraph one by one. So that, all of those paragraphs that were written by the group members will be a text.

Writing is well known as difficult skill for many learners, it is caused writing is not only putting sentence together in a text but also the ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow. Estafet writing will help the students to produce a better text, because in Estafet writing the students learn to develop their general

³³ Sitti Syathariah, *Estafet Writing*, (Yogyakarta: Leutikaprio, 2011), p.41-42.

idea into a paragraph. By using Estafet writing, the students also learn to make a text coherent because they have to continue the paragraph from their friend. In the final step, they can learn to revise their text with their group.

Estafet writing will give more good impact for students' writing skill on narrative text if there is a medium which helps them to learn it. A medium is "any person, material or event that establishes condition, which enable learners or students to acquire knowledge, skill that attitudes".³⁴ Medium is very useful in teaching and learning process, because it will help teacher to presenting and manipulating language and it can be used for involving students in learning activities especially writing activity.

Chained picture as one kind of visual media can be used to facilitate learning. Chained Picture is a medium that can facilitate students to write narrative text, because chained picture shows sequence event of a story and it can be a clue for retelling story. "Chained Picture is a series of pictures which has connection between one and the others to perform a meaningful story."³⁵

³⁴ Vernon S. Gerlach and D. P. Elly, *Teaching and Media a Systematic Approach*, (New York: Prentice Hall, Inc., 1980), p. 241.

³⁵ Umi Fadilah Hidayati, "The Use of Chaineded Picture as A Medium for Imptoving Students' Writing Skill of Narrative Text", *Thesis* (Semarang: Tarbiyah Faculty of IAIN Walisongo, 2010), p. 8.

b. Applying Estafet Writing with Chained Picture in Teaching Narrative Text

In this research, the writer tried to find out an appropriate technique and media to teach writing Narrative text for students of Senior High School. The writer used chained picture as the media and Estafet Writing as a technique. Through media and technique, teacher can improve the students' achievement in learning writing narrative text and the learning process will be more enjoyable and interesting. They will get new atmosphere in learning writing.

The writer concludes that teaching writing using Estafet Writing with chained picture can use the following steps:

- 1) Teacher divides students into some groups. Every group consists of 6-8 students.
- 2) Teacher divides chained picture for each group.
- 3) Teacher gives explanation about the rule of the technique.
- 4) Teacher asks the first students to write first paragraph based on the first picture.
- 5) When one paragraph is finished, distribute the paper to the right-side student. Students also have to write their name after finishing their paragraph in the end of their paragraph.

- 6) The teacher manages the distribution and give understanding that each paragraph based on the picture and related to other paragraphs
 - 7) After finishing all of paragraphs, all of group members have to revise their work together.
- c. Advantages and Disadvantages of Estafet Writing with Chained Picture in Teaching Narrative Text

Teaching writing narrative text will be more effective by using Estafet Writing because it will make learning atmosphere funnier and not boring. Estafet writing will make students to be free drawing their ideas in a text. Syatariah states that Estafet writing is one kind of effective technique which can improve students' motivation in developing their imagination to write a text and growing up the students' braveness in starting their imagination to write a text.³⁶ So, through Estafet writing students will be motivated to learn writing a text and it will also give positive impact to students' writing skill.

Estafet writing can be an effective technique to teach English, because using this technique the students will learn writing in a group but they still also have a chance to improve their writing ability individually. Estafet writing

³⁶ Tri Wulandari, et.all, "*Peningkatan Motivasi dan Kemampuan Menulis Puisi Melalui Penerapan Metode Menulis Berantai pada Siswa Sekolah Menengah Atas*", *BASASTRA*, (Vol. I, No. 1, April/ 2012), p. 80.

also gives a chance for all member of group to revise their work together.

Besides using effective technique, using media also important in teaching English. Chained picture can be one of effective media to facilitate students in writing narrative text. Chained picture, which are one of the visual materials, can help the students to write a story based on the pictures chronologically.

Chained picture can help the 10th grade students of Senior High School in catching and expressing their ideas easily. By watching the chained picture, the students will be able to read the situation which is drawn in the pictures chronologically based on their imagination. It will help the students in writing a narrative text.

Actually this technique is a kind of cooperative writing which all of the group members have the chance to write a paragraph individually, so it will be needed many times to apply it. In applying this technique every group member has time about 5-10 minutes to do his individual assignment. And the individual assignment between one student and the other students can not be done in one time.

A crowded atmosphere in classroom is also disadvantage of this technique. It is caused students are being active in group to do their individual assignment.

B. Previous Research

The researcher will describe some theses that are relevant to make the thesis arrangement easier. The writer is inspired from final project of:

“The Ability of Writing Descriptive Text of the Tenth Grade Students of SMA N 2 Kudus in the Academic Year 2013/2014 Taught by Using Estafet Writing” by Ulfa Mustika (20093203), English Education Department faculty of Teacher Training and Education Muria Kudus University 2013. The aim of the research is to find out the students’ achievement in writing descriptive text taught by using Estafet Writing and taught without Estafet Writing. The type of the research is experimental research. The researcher used two classes of 10th grade SMA N 2 Kudus in the academic year 2013/2014, one class as control class and one class as experimental class. For control class, the researcher used conventional method to teach writing Descriptive text and for experimental class, the researcher used Estafet Writing as a technique to teach writing Descriptive text. The result of the research showed that the students’ writing descriptive text achievement in experimental class was better than control class. From the result of the research, it can be concluded that Estafet Writing is an effective technique to teach writing because it makes students felt fun and active in class and also can improve students’ writing skill.

The similarity between this research and the research above is object of the study that is writing. In addition the researcher also used same technique with the research above that is Estafet Writing. The difference between this research and the research above is the research design, the researcher used Classroom Action Research and the research above used Experimental Research. Besides it, the kind of genre that has been used by the researcher is different from the research above; the researcher used Narrative text and the research above used Descriptive text.

“The Use of Chaineded Picture as a Medium for Improving Students’ Writing Skill of Narrative Text” by Umi Fadilah Hidayati (053411132), English Department faculty of Tarbiyah Walisongo state Institute for Islamic Study Semarang 2010. The aim of the research is to find out the students’ writing achievement on Narrative Text after being taught by using Chained Picture. The type of the research is Classroom Action Research. The researcher used one class of 8th grade SMP Negeri 1 Blora in the academic year of 2009/2010. In that class, the researcher applied Chained Picture as a medium to teach writing Narrative Text. The result of the research showed that there is an improvement in students’ writing skill on Narrative Text. From the result of the research, it can be concluded that Chained Picture can facilitate students’ in learning English and also can improve students’ writing skill on Narrative Text.

The similarities between this research and the research above are object of the study, research approach, medium that have been used, and kind of genre.

In this research, the researcher used writing as object of the study. The research design that has been used same with the research above that is Classroom Action Research. The researcher also used Chained Picture to do this research. And Narrative text has been used the researcher in this research. The difference between this research and the research above is in this research the researcher combined Chained Picture and Estafet Writing to improve students' writing skill on Narrative text.

“The Effectiveness of Using Circle Chained Game with Picture to Improve Students' Descriptive Text Writing” by Aninta Dwi Rustiani (093411016), English Department faculty of Tarbiyah and Teacher Training Walisongo State Institute for Islamic Study Semarang 2014. The aim of the research is to find out the implementation of circle chained game using picture in improving students' ability in writing descriptive text. The type of the research is Classroom Action Research. The researcher used one class of 7th grade SMP N 1 Girintoto Wonogiri in the academic year 2012/2013. In that class, the researcher applied technique and media to teach writing descriptive text. The researcher used circle chained game as a technique and picture as a medium in teaching writing descriptive text. The result of the research showed that there is an improvement students' writing

skill on Descriptive text. It can be concluded that combination of technique and media can facilitate students' in learning English. Besides that, the combination of technique and media can improve students' writing skill on descriptive text.

The similarities between this research and the research above are research design that is Classroom Action Research. Besides it, object of study is also same that is writing skill. Another similarity is the research above combined technique and media in teaching writing. The difference is this research combined Estafet Writing as technique and chained picture as media to teach writing narrative text. Whereas the research above combined Circle Chained game as technique and picture as media to teach writing descriptive text. The other differences are kind of genre, technique and media that used.

C. Action Hypotheses

The action hypotheses that proposed in this research are:

1. By using Estafet Writing with Chained Picture in teaching Narrative text can improve students' writing skill on Narrative text at the 10th grade students of MAN 1 Kudus in the academic year of 2015/2016.
2. By using Estafet Writing with Chained Picture in teaching Narrative text can give positive responses in learning writing Narrative text to the 10th grade students of MAN 1 Kudus in the academic year of 2015/2016.

CHAPTER III METHODS OF THE RESEARCH

A. Research Design

This study was classroom action research at the 10th grade of MAN 1 Kudus in the academic year of 2015/2016. The term “Classroom Action Research” is coming from the term “Action Research”. “Action research is the name given to a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or alternatively, because they wish to evaluate the success and or appropriacy of certain activities and procedures.”³⁷“Bassey (1998:93) describes ‘action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice’.”³⁸

From some of the definitions above, it can be concluded that classroom action research is a kind of research that has purpose to solve the problem that faced in teaching and learning process and to improve teaching and learning process.

Based on Kurt Lewin, there are four steps in doing classroom action research³⁹, they are:

³⁷Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Cambridge University Press), 4th ed, p. 414.

³⁸Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p. 8.

³⁹ Hamzah B. Uno, et.all., *Menjadi Peneliti PTK yang Profesional*, (Jakarta: Bumi Aksara, 2011), p.86.

a. Planning

Planning is the first step which has to be done by the researcher. In this step, the researcher should make a plan to conduct a treatment to solve the problem that is faced in teaching and learning process. “The plan is aimed at trialling a particular course of action and collecting data on the outcomes of this action.”⁴⁰ In Classroom Action Research, the researcher should prepare lesson planning, material, and instrument before doing the research.

b. Acting

In this phase, the researcher carries out the plan which is made in the previous phase in the field of research. It means that lesson planning which has been made will be applied by the teacher.

c. Observing

This is the next step to monitor and watch closely the teaching learning process and collect the data from the result of action. In this step, the researcher has to observe all events or activities during the research.

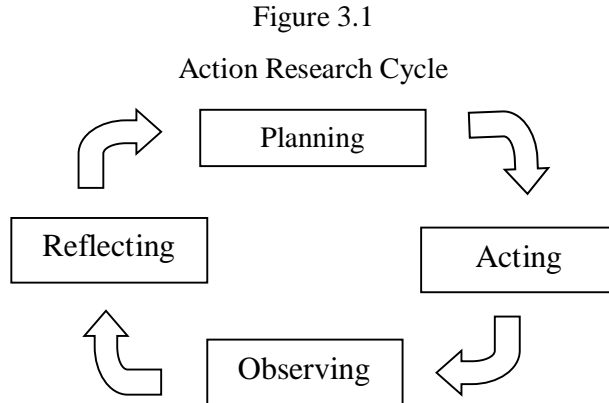
d. Reflecting

Reflecting means evaluate the teaching learning process and the improvement of students’ writing skill. The result from this step can be used to determine the alternative

⁴⁰Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p. 37.

steps that are probably make to get the final goals of the research.

In general, the cycle of action research could be seen from the figure below:⁴¹



Action research is different from other research. It has its own characteristics. According to Anne Burns, there are some characteristics of action research:

- a. Action research is contextual, small-scale and localized- it identifies and investigates problems within a specific situation.
- b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

⁴¹ Uno, et.all., *Menjadi Peneliti PTK yang Profesional*, p.86.

- c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- d. Changes in practice are based on the collection of information or data which provides the impetus for change.⁴²

B. Setting of the Research

1. Time of the Research

The research was done on 10th August 2015 until 22th August 2015. This research was conducted at 1st semester in the academic year of 2015/2016.

2. Place of the Research

This research has been conducted at the 10th grade students of MAN 1 Kudus. It is located in Conge, Ngembal Rejo, Bae Kudus.

C. Subject and Collaborator of the Research

1. Subject and Collaborator of the Research

a. Subject of the Research

The classroom action research was been held of first grade students of MAN 1 Kudus. The researcher used X MIA 2 as subject of the research. There are 40 students in

⁴²Anne Burns, *Collaborative Action Research ...*, p. 30.

that class, consist of 6 male students and 34 female students. Based on preliminary research that has done by the researcher, many of the first grade students in MAN 1 Kudus were not fluently in writing. They have difficulties in composing a text. It can be shown from the writing test result; there are many grammatical, punctuation, diction errors in a text that they have constructed. In addition, it may be a challenge for students to learn English through Estafet Writing with chained picture as they never had before.

b. Collaborator of the Research

The role of collaborator in Classroom Action Research is very important. A collaborator is a partner in Classroom Action Research whose can decrease the subjectivity in the research. However, because the researcher is not a teacher yet, the researcher collaborated with the teacher of the classroom in conducting the research. In this Classroom Action Research, the English teacher of first grade MAN 1 Kudus was being the collaborator. Therefore, the researcher became the observer during the teaching and learning activities in the class.

D. Procedures of the Research

This classroom action research was conducted two cycles. It consisted of four phases in every cycle. Those were planning (planning to use estafet writing with chained picture in teaching

narrative text), acting (implementing estafet writing with chained picture in teaching narrative text), observing (observing students' activities during the treatment), and reflecting (evaluating the weakness in each cycle). Before the researcher did a cycle, the researcher conducted preliminary research to know the students' ability in writing narrative text. The activities that were done in each cycle as follows:

1. The Preliminary Research

The preliminary research was going on Wednesday, August 5th 2015. In the preliminary research, the researcher observed teaching and learning process of narrative text.

In this activity, the teacher taught students with conventional method. This activity has passive communication because the teacher only explained narrative text orally and the students just listen to the teacher's explanation. Many of students were not interesting to the teacher's explanation. They were bored and unmotivated in learning narrative text.

In the end of lesson, the teacher gave some topic of stories and the students were assigned to write a narrative text based on the topic that was chosen by them. The students have to write a narrative text which consist at least 150 words with duration of writing about 40 minutes.

After the researcher got the data from the pre-test and observation, the researcher decided to analyze the result to determine the use of estafet writing with chained picture as a

technique and medium for improving students writing skill of narrative text. The next step which was done by the researcher is designing a plan to continue the cycle in order to improve students' writing skill on narrative text.

2. The First Cycle

The first cycle conducted on Wednesday, August 12th 2015 and Friday, August 14th 2015. In this cycle the teacher used estafet writing with chained picture in teaching narrative text. The procedure as follow:

a. Planning

- 1) The researcher identified the teaching and learning design, such as: arranging lesson planning which used estafet writing with chained picture as technique and medium in teaching writing narrative text.
- 2) The researcher prepared the teaching learning resources, such as: the material, test, observation checklist, questionnaire, and chained picture.

b. Acting

In this phase, the teacher did the teaching and learning activity based on lesson planning which has been arranged. The English teacher also introduced estafet writing with chained picture in teaching writing skill. The procedures of teaching and learning process were as follow:

- 1) Teacher greeted the students

- 2) Teacher gave an example of narrative text
- 3) Teacher stimulated students to analyse the text about genre, social purpose, generic structure, and language feature.
- 4) Teacher introduced and explained about the rule of estafet writing with chained picture.
- 5) Teacher divided students into some groups, consist of 6-8 students.
- 6) Teacher divided chained picture for each group
- 7) Students were practicing the technique and the teacher was monitoring the students.
- 8) Teacher checked students' work
- 9) Teacher gave reinforcement to the students
- 10) In the second meeting, teacher gave final test to find out the students' achievement in cycle one.

c. Observing

In this phase, the researcher observed students and the teacher's activities in teaching learning process by using observation checklist which has been arranged..The researcher observed students' activities, such as: students' enthusiasm, students' participation, and students' teamwork. The researcher also observed teacher's activities, such as: teacher's presentation, performance, and implementation of technique.

d. Reflecting

- 1) The researcher and teacher reflected all of the activities that have been done. The result from observation was prepared to make plan for the next cycle.
- 2) The researcher and teacher evaluated the steps in teaching and learning process.

3. The Second Cycle

After conducted the first cycle, the researcher did the second cycle because based on final test of cycle 1, the students' writing skill were still low. The aims of cycle two was to overcome the weakness in cycle 1. The second cycle conducted on Wednesday, August 19th2015 and Friday, August 21th 2015. The procedure as follow:

a. Revised Planning

- 1) The researcher identified and solved the problems.
- 2) The researcher identified the teaching and learning design, such as: arranging lesson planning which used estafet writing with chained picture as technique and medium in teaching writing narrative text.
- 3) The researcher prepared the teaching learning resources, such as: the material, test, observation checklist, and chained picture.

b. Acting

In this phase, the teacher did the teaching and learning activity based on lesson planning which has been

arranged. The procedures of teaching and learning process were as follow:

- 1) Teacher greeted the students
- 2) Teacher reviewed the previous material.
- 3) Teacher gave an example of narrative text
- 4) Teacher stimulated students to analyse the text about genre, social purpose, generic structure, and language feature.
- 5) Teacher divided students into some groups, consist of 6-8 students.
- 6) Teacher divided chained picture for each group, there were some keywords in the chained picture.
- 7) Students were practicing the technique and the teacher was monitoring the students.
- 8) Teacher checked students' work
- 9) Teacher gave reinforcement to the students
- 10) In the second meeting, teacher gave final test to find out the students' achievement in cycle two.

c. Observing

In this phase, the researcher observed students and the teacher's activities in teaching learning process by using observation checklist which has been arranged.. The researcher observed students' activities, such as: students' enthusiasm, students' participation, and students' teamwork. The researcher also observed teacher's

activities, such as: teacher's presentation, performance, and implementation of technique.

d. Reflecting

In the second cycle, reflection was made in order to make a conclusion of all the teaching learning process of the class by using estafet writing with chained picture which was hoped that it could improve students' writing skill on narrative text, so students were motivated and could produce a good text.

E. Techniques of Data Collection

A classroom action research always needs data to support the investigation. In this research, the researcher used some techniques for collecting the data.

1. Observation

The researcher conducted the observation directly toward English teaching and learning process in the 10th grade MAN 1 Kudus in the academic year of 2015/2016 before and during an action. The researcher observed the students' activities, the students' difficulties in learning writing narrative text, and the teacher's technique.

2. Test

“A test, in simple terms, is a method of measuring a person's ability knowledge, or performance in a given

domain.”⁴³ This method has been applied by the researcher to measure the students’ achievement in writing narrative text before and after taught by using estafet writing with chained picture.

Test has been given in two kinds: pre-test and post-test. Pre-test has been given before applied the technique and media. The researcher also gave post-test in every cycle to measure the students’ achievement on writing narrative text after being taught by using estafet writing with chained picture.

3. Questionnaire

“Questionnaire is a technique of collecting data which has done by giving a set of questions or written questions to be answered by the respondents.”⁴⁴ A closed questionnaire has been used by the researcher to gain the data about students’ responses after being taught by using estafet writing with chained picture.

F. Techniques of Data Analysis

After the researcher collected the data, the next step that must be done is analyzing the data. Data analysis used to answer the question of research or to examine the hypothesis that has been formulated.

⁴³H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), p. 3.

⁴⁴Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 199.

1. Observation

Data from observation included list of the observation teacher's activities and students' activities in during the research will be analyzed by using this formula:

$$P = \frac{x}{xi} \times 100\%$$

P = percentage of score

x = total score

xi = score maximum⁴⁵

After that to know the criteria of observation result, it can be classified into the category as follows:

Table. 3.1
The Interpretation of Observation Result

Percentage of Score	Criterion
0%-20%	Poor
21%-40%	Fair
41%-60%	Average
61%-80%	Good
81%-100%	Excellent

2. Test

The researcher used analytic scoring technique to analyze the data. According to Brown (2003: 243) analytic scoring is the best technique to serve classroom evaluation of learning.

⁴⁵Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras,2010), p.94.

The first step was deciding rating scale. Rating scale made teacher easier to give score to the students' work. Rating scale also can be used as guidance in scoring to decrease subjectivity from the corrector. The researcher used Analytic Scoring as the guidance in scoring students' writing.

Table 3.2
Analytic Scoring Scale⁴⁶

No.	Aspect	Score	Criteria
1.	Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
		26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
		21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic.
		16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
2.	Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.

⁴⁶Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2011), p.116.

		17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		13-10	FAIR TO POOR: non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
		9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate.
3.	Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
		17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured.
		13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
		9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
4.	Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
		21-18	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex

			constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
		17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions, meaning confused or obscured.
		10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5.	Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing,

			handwriting illegible, or not enough to evaluate.
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Then, combine all of score category to make an individual score. In this classroom action research, there were a pre-test and post-test, the mean formula will be used to find out the average of the students' score in every test. The formula as follow:

$$X = \frac{\sum X}{N}$$

Explanation:

X : the average of students' score

$\sum X$: the sum of scores

N : the number of the students.⁴⁷

After that, the researcher tried to get the class percentage which pass the minimum standard score (KKM), the researcher used the formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P : the class percentage

F : the number of students who passed KKM

N : the number of the students⁴⁸

⁴⁷Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2007), p. 264.

⁴⁸Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Press, 2008), p. 43.

3. Questionnaire

Data from questionnaire have been used by the researcher to find out the students' responses after being taught by using estafet writing with chained picture. In analyzing this data, the researcher categorized every question in questionnaire into two alternative responses, there were *Yes and No*. The following are score for every alternative response:

- 1) *Yes* is the answer when the students agree with the question in questionnaire. Score for this response is 1.
- 2) *No* is the answer when the students don't agree with the question in questionnaire. Score for this response is 0.

Then, to know the data of questionnaire, it used the formula as follows for each number of questions⁴⁹:

$$\text{Score} = \frac{\text{Number of students who selected "Yes"}}{\text{Total number of students}} \times 100\%$$

After that, to know the criteria of students' responses after being taught by using Estafet Writing with Chained Picture it can be classified into the category as follows:

Table 3.3
The Interpretation of Students' Questionnaire

Score	Criterion
81%-100%	Excellent
61%-80%	Good
41%-60%	Average
21%-40%	Fair

⁴⁹ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT. Remaja Rosdakarya, 2009), p.133.

0%-20%	Poor
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G. Indicator of Achievement

In this research, indicators of achievement are stated as below:

1. There is an improvement of students' mean score on writing narrative text.
2. The percentage students who achieve the minimum standard score (70) are equal to or higher than 80% of total students in the research.
3. There are students' positive responses in learning writing Narrative text.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

In conducting this Classroom Action Research the researcher got the data. There were some data which have been collected by the researcher; result of observation, test, and questionnaire.

The data from observation were taken during teaching and learning process since the preliminary research, cycle 1, and cycle 2. Based on those observations the research got the data about students' participation, enthusiasm, and teamwork in learning writing narrative text. Besides it, the researcher also got the data about the teacher's performance and presentation in teaching writing narrative text.

Test was given in three times; in the preliminary research, cycle 1, and cycle 2. The test result would give information about the improvement of students' writing skill on narrative text.

The questionnaire was given in the end of cycle 1. Data from questionnaire would be used by the researcher to identify the students' responses after being taught by using estafet writing with chained picture.

B. Data Analysis Per Cycle

1. Preliminary Research

The preliminary research was conducted on Wednesday, August 5th 2015, there are 39 students in the class. The aim of the preliminary research is to know the students' condition and the students' writing skill before taught by using estafet writing with chained picture.

In teaching process, the teacher did not use another technique to teach narrative text. The teacher still used conventional method. The teacher only explained definition, social purpose, generic structure, and language feature of narrative text orally. The teacher also did not use media in teaching narrative text. Whereas most of the students in X MIA 2 were not enthusiastic in listening teacher's explanation. Some of them made a noise in the classroom. When the teacher gave the exercise, they also were not doing the assignment with full of responsibility.

In the end of the lesson the teacher gave pre-test to the students. The purpose of the test was to measure the students' ability in writing narrative text before taught by using estafet writing with chained picture. The students were assigned to write a narrative text based on the topic that given by the teacher.

After got data from test, the researcher calculated the students' mean score and the students' percentage who achieve the minimum standard score. The calculation shows that the

students' mean score of preliminary test was 51,92. The highest score was 74 and the lowest score was 34. There were only 15.4% or six students who passed the minimum standard score (KKM).

The result of this test was not satisfying yet. The problems that faced in this meeting were the aspect of content like developing the topic and the concluding of sentence, language use aspect like the use of grammar especially in the tense, and the mechanic aspect like the use of capitalization and paragraphing. Then the researcher was aware that most of students in X MIA 2 still have difficulties in arranging a good narrative text. The researcher intended to use estafet writing with chained picture to the next activity to make students interest and enjoy the learning process so that their writing score would be better.

Before doing the first cycle, the researcher determined the indicators of achievement. Those indicators could be used as standard that would be reached in this Classroom Action Research (CAR). There are three indicators of achievement, they are; an improvement of students' mean score on writing narrative text, the percentage students who achieve the minimum standard score (70) are equal to or higher than 80% of total students in the research and there are students' positive responses in learning writing Narrative text.

2. Cycle 1

This activity was conducted on Wednesday, August 12th 2015 and Friday, August 14th 2015. Knowing the result of preliminary research, the teacher and the researcher then used estafet writing with chained picture in teaching writing narrative text in order to improve students' writing skill on narrative text.

a. Planning

In this phase, the researcher and the teacher made a planning for the action based on the problems faced by the students in writing narrative text. Before implementing it, the researcher prepared everything which would be used in teaching learning process, such as lesson planning, teaching material, slide, observation checklist, chained picture, questionnaire, and students' test.

b. Acting

This phase was accomplished on Wednesday, August 12th 2015 and Friday, August 14th 2015. It had been done during one week in one cycle which consisted of two meetings. The teacher implemented the teaching and learning process based on the lesson planning which had been made. Here they are the activities that done by the teacher at the first meeting and second meeting in the first cycle.

1) First Meeting

The first meeting in the cycle one was conducted on Wednesday, August 12th 2015. It was followed by 40 students. The teacher began the class by greeting, checked students' attendance, and explained the aim of the lesson. Then, the teacher showed an example of narrative text using slide. The teacher asked the students to read that text randomly. The teacher involved the students to identify the generic structure and language feature of the text. The teacher also gave chance to the students to ask some questions related to the material. After that, the teacher explained technique which would be used in learning narrative text. The teacher explained the rules of estafet writing technique, and then the teacher divided students in to six groups. Every group consists of 6-7 students. The teacher gave chained picture for each group. After that the students implemented the technique based on the teacher's instruction.. After all of the group members wrote their part, the teacher asked them to revise together. The teacher invited one group to share their work to whole of the class. Because the time was limit, it was only one group which can share their work. In the end of the lesson the teacher reviewed the material and explained the planning for the next meeting.

2) Second Meeting

The second meeting in cycle one was conducted on Friday, August 14th 2015. It was followed by 39 students. In this learning activity the teacher reviewed the last material. Then, the teacher gave writing test to the students. The students were assigned to write a narrative text based on chained picture which was given by the teacher individually. They had to write at least 150 words in 40 minutes. After the students finished the test, the teacher gave questionnaire to the students. The purpose of this questionnaire is to know the students' responses after being taught writing narrative text by using estafet writing with chained picture. In the end of the lesson the teacher involved the students to make a conclusion about the material.

c. Observing

In this phase, the researcher as an observer accomplished an observation phase during the teaching and learning process. It is about the teacher's activities and the students' activities which are found during the teaching and learning process by using observation checklist. It was used to find out to what extent the action result reached the objective.

The result of students' condition based on observation in cycle 1 was average, it was 60%. There was an improvement of students' enthusiasm and participation. They paid attention

to the lesson, although some students still felt difficult in asking and answering the questions. In this cycle, the students also learned to make a good teamwork. The students' teamwork also was good. They had a good responsibility in team and cared with their teammates.

Whereas the result of teacher's observation could be concluded that the teacher's condition in cycle 1 was good, it was 74%. The teacher's presentation and performance were good. The teacher also could use the technique and media effectively. In this cycle the teacher used slide and chained picture as media to teach writing narrative text and used estafet writing as technique to teach narrative text. Actually, the teacher was good but in some aspects the teacher was weak, such as giving less chance to the students to ask some questions, using not clear enough voice, and managing unwell the class.

d. Reflecting

The researcher and the teacher discussed about the conclusion of implementing the action. In this cycle, the students' mean score was 63,92. This analysis showed that the result of the first cycle was better than previous one. There was improvement in this cycle although it was step by step. And it showed that there were 17 students who passed the minimum standard score (KKM). It means there were under 80% students achieved the minimum standard score (KKM).

The result of observation showed that the students' condition was better than in the preliminary research but the students' enthusiasm still low. They still were not enthusiastic in listening teacher's explanation. It is caused the teacher did not use clear enough voice during teaching and learning process and the teacher could not manage the students in class well. The students also felt difficult in asking and giving their opinion about the material because the teacher did not give many chances to the students in giving and asking opinion about the material.

Based on the result of cycle 1, the researcher decided to continue the action to the next cycle. The researcher decided to conduct the next cycle and the teacher intended to give better explanation, good chained picture with some keywords, and theme to them.

3. Cycle 2

This activity was conducted on Wednesday, August 19th 2015 and Friday, August 21th 2015. Knowing the result of cycle 1, the teacher and the researcher did the next cycle in order to improve students' writing skill of narrative text.

a. Revised Planning

The planning phase of the second cycle was implemented into a lesson plan. In this case the researcher and the teacher modified the previous lesson plan into new lesson plan which had related with using estafet writing with chained

picture in teaching narrative text. There were some modifications which were accomplished, such as the use of different material and exercises. Besides it, the researcher also prepared observation checklist which consist of teacher's and students' activities in teaching and learning process. After that the researcher also prepared the test to know the improvement of students' writing skill on narrative text. In this test there were some keywords to make students easier to compose a narrative text.

b. Acting

This phase was accomplished during one week in one cycle which consisted of two meetings. The implementation of this cycle was done as same as in the first cycle, it is about pre-teaching, while teaching, and post-teaching, here they are the explanation:

1) First Meeting

The first meeting in the second cycle was conducted on Wednesday, August 19th 2015. It was followed by 40 students. The procedure of the teaching and learning process was as same as in the first cycle at first and second meeting. Firstly, the teacher showed an example of narrative text. Then, the teacher asked students to identify the generic structure and language feature of the text. After that, the teacher explained the material about

narrative text, but the explanation was only the simple explanation.

In the main activity, the teacher divided students into six groups. Every group consists of 6-7 students. The members of group were different from the members of group in the first cycle. The teacher gave chained picture for each group. In the chained picture there were some keywords. Those keywords could help the students to write a narrative text. After that, the students implemented the technique based on the teacher's instruction. After all of the group members wrote their part, the teacher asked them to revise together. The teacher invited some groups to share their work to whole of the class. In the end of the lesson the teacher reviewed the material and explained the planning for the next meeting.

2) Second Meeting

The second meeting in cycle two was conducted on Friday, August 21th 2015. It was followed by 40 students. This second meeting was as same as second meeting in the first cycle. In this learning activity the teacher reviewed the last material. Then, the teacher gave writing test to the students. The students were assigned to write a narrative text based on chained picture which was given by the teacher individually. The test which was given by the teacher was different from the first cycle. In this test, there

were some keywords which can help the students to write a narrative text. The students had to write at least 150 words in 40 minutes. In the end of the lesson the teacher involved the students to make a conclusion about the material.

c. Observing

In the cycle 2, generally the students' condition in learning process was better than previous cycle. The students' condition was good, it was 80%. In this cycle, the students were more enthusiastic in learning writing narrative text. They were active in doing the activities. Most of students also tried to asking some questions and giving opinion about the material.

Whereas the result of teacher's observation could be concluded that the teacher's condition in cycle 1 was excellent, it was 88%. There were some improvements of the teacher's presentation and improvement. The teacher also could apply the technique effectively.

d. Reflecting

After finishing each phase in cycle 2, the teacher and the researcher discussed the action of cycle 2. This phase was carried out after getting the score result of writing test. The students' writing skill on narrative text in the cycle 2 was better than cycle 1. Based on the students' score in the cycle 2, there was a good achievement that was achieved by the students. The students' mean score on writing narrative text

was 72.25. There were 33 students or 82.5% who achieved the minimum standard score (KKM).

The researcher and the teacher satisfied because of the students' score was good. Furthermore, the students could produce a good text and they were enthusiastic and enjoyed during teaching and learning process. In addition, the teacher also has used technique and media effectively. After knowing the result of cycle 2 and achieving the target research of where minimally 80% who passed the minimum standard score (KKM), so that the researcher and the teacher decided to stop this Classroom Action Research (CAR).

C. Final Data Analysis

1. Data from Observation

a. Students Observation Analysis

In conducting this Classroom Action Research (CAR) the researcher did the observation during the teaching and learning process. This observation has been conducted to gain the information about the students' activities in teaching and learning process. The observation has been done in three times; in the preliminary research, in cycle 1 and in cycle 2. The following are the result of students' observation:

Table. 4.1
The Result of Students Observation Checklist

No.	INDICATOR	Observation Result		
		Preliminary Research	Cycle 1	Cycle 2
1.	Students' Enthusiasm			
	a. Students are enthusiastic in listening teacher's explanation of Narrative text	3	3	5
	b. Students are enthusiastic in asking question about the material.	2	3	3
	c. Students are enthusiastic in giving opinion about the material.	1	2	4
2.	Students' Participation			
	a. Students are active in doing the assignment.	2	3	4
	b. Students have responsibility in a team.	-	4	4
	c. Students care their teammates.	-	3	4
Total		8	18	24
Percentage		40%	60%	80%

In the table above, it can be seen that there is an improvement of students' enthusiasm and participation in learning narrative text. In the preliminary research the students' condition was fair, it was only 40%. In the

preliminary research, the teacher did not give the assignment in group, so that the researcher did not include the criterion about students' teamwork in the observation checklist. The students' condition in cycle 1 was average, it was 60%. Generally, the students' enthusiasm and participation were better than in the preliminary research. In this cycle, the students also have been given assignment in group so that they can build their teamwork skill. In the cycle 2, the students' condition increased. The students' condition was good, it was 80%. It can be concluded that there is an improvement of students' enthusiasm and participation in learning writing narrative text after being taught by using estafet writing with chained picture.

b. Teacher's Observation Analysis

In this Classroom Action Research (CAR) the researcher also observed the teacher's activities during teaching and learning process. The observation has been conducted in three times; in the preliminary research, in cycle 1, and in cycle 2. Following are the result of the teacher's observation:

Table. 4.2
The Result of Teacher Observation Checklist

No	INDICATOR	Observation Result		
		Preliminary Research	Cycle 1	Cycle 2
1.	Presentation			
	a. Teacher's explanation is easy to be understood, explicit, and logic.	4	4	5
	b. Teacher gives students chance to ask some questions about the material.	3	3	4
	c. Teacher can answer the students' question about the material.	4	4	4
	d. Teacher can involve students to make a conclusion.	4	4	4
2.	Implementation of Technique			
	a. Teacher can apply the technique appropriate with lesson planning.	3	4	5
	b. Teacher can give explicit and easy to be understood instructions.	3	4	5
	c. Teacher can use the technique and media effectively.	2	4	5
3.	Performance			
	a. Teacher has clear voice during teaching and learning process.	3	3	4
	b. Teacher can manage students in class.	3	3	4
	c. Teacher gives fair and respect treatment for students.	3	4	4
Total		35	37	44
Percentage		70%	74%	88%

Generally, the teacher's condition from the preliminary research until cycle 2 was good. In the preliminary research the teacher's condition was good, it was

70%. In the cycle 1 the teacher's condition was good, it was 74%. In cycle 2 the teacher's condition improved to excellent criterion, it was 88%. It can be concluded that there is an improvement the teacher's condition in this Classroom Action Research (CAR).

2. Data from Test

To check the students' improvement on writing narrative text, the researcher evaluated them by giving a test in the last of every cycle. The pre-test had been given in the preliminary research. It was conducted on Wednesday, August 5th 2015, there are 39 students in the class. The students' mean score of writing narrative text in the preliminary research was 51,92. The highest score was 74 and the lowest score was 34. There were only 15.38% or six students who passed the minimum standard score (KKM).

The test of cycle 1 was conducted on Friday, August 14th 2015. There were 39 who followed this test, they did the test during 40 minutes. They had to write a narrative text which consist about 150 words. The mean score of students' test in cycle 1 was 63.92. There were seventeen (17) students who passed the minimum standard score (KKM) 70. The highest score was 79 and the lowest score was 46. It can be concluded that the students' achievement of writing narrative text improved from the pre-test. Therefore, the writer must continue to the next cycle because the students could not achieve yet the standard of the

Classroom Action Research (CAR) 80% of the minimum standard score (KKM) 70.

The test of cycle 2 was conducted on Friday, August 21th 2015. It was followed by 40 students. In this test, they had to write a narrative text based on the chained picture that given. There were also some keywords which could help the students in writing narrative text. The mean score of students' test in cycle 2 was 72.25. There were thirty three (33) students who passed the minimum standard score (KKM) 70. Based on the test result in cycle 2, the writer and the teacher stopped to the next cycle, because the students could achieve the standard of criteria action success was 80%. To prove this statement, the writer gave a table of students' test score in pre-cycle, cycle 1, and cycle 2 to compare the result of students' score.

Table 4.3

The Result of Students' Test

Students' Name	Students' Test Score		
	Pre-Cycle	Cycle 1	Cycle 2
S-01	50	69	55
S-02	50	65	72*
S-03	39	78*	76*
S-04	49	-	73*
S-05	-	48	75*
S-06	50	48	74*
S-07	45	57	65
S-08	50	52	60
S-09	70*	72*	80*
S-10	55	47	51
S-11	52	68	66
S-12	49	76*	77*

S-13	51	46	75*
S-14	48	70*	74*
S-15	52	53	70*
S-16	51	57	76*
S-17	62	61	76*
S-18	48	72*	74*
S-19	45	78*	60
S-20	74*	79*	81*
S-21	47	70*	71*
S-22	49	56	74*
S-23	72*	73*	74*
S-24	58	74*	75*
S-25	45	73*	49
S-26	46	64	72*
S-27	47	74*	78*
S-28	55	67	72*
S-29	34	61	77*
S-30	44	53	80*
S-31	61	62	83*
S-32	71*	75*	77*
S-33	51	74*	79*
S-34	53	61	70*
S-35	49	43	74*
S-36	53	53	74*
S-37	71*	71*	77*
S-38	70*	71*	76*
S-39	49	52	75*
S-40	49	70*	73*
Total Score	2064	2493	2890
Mean	51.92	63.92	72.25

**The students who passed the minimum standard score (KKM) 70.*

Based on the table above, it is showed there were six students who passed KKM in pre-cycle, seventeen in cycle 1, and thirty three in cycle 2. To analyze all data, the writer would

calculate the students' mean score and calculate the class percentage in every test.

In analyzing the data of test, the first step is to get the mean score of the test. It is calculated by using this formula:

(Pre-cycle)

$$X = \frac{\sum X}{N}$$

$$X = \frac{2064}{39}$$

$$X = 51.92$$

(Cycle 1)

$$X = \frac{\sum X}{N}$$

$$X = \frac{2493}{39}$$

$$X = 63.92$$

(Cycle 2)

$$X = \frac{\sum X}{N}$$

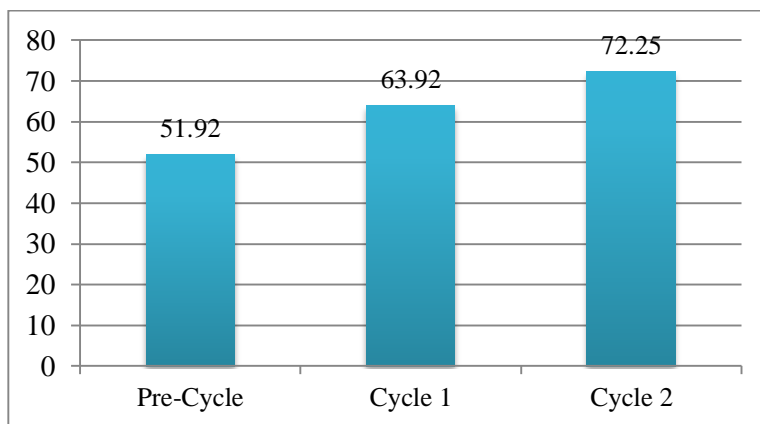
$$X = \frac{2890}{40}$$

$$X = 72.25$$

From the first calculation, it is showed the mean score of the test in pre-cycle was 51.92. The second calculation showed the mean score of the test in cycle 1 was 63.92. The third calculation showed the mean score of the test in cycle 2 was 72.25. It means that the indicator of achievement was reached because there was an improvement of students' writing score on narrative text. It could be seen from the chart below:

Figure 4.1

The Students' Mean Score



Next, the step to know the percentage of students' score who passed the minimum standard score (KKM) in every test, it used the formula as follow:

(Pre-cycle)

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{39} \times 100\%$$

$$P = 15.4\%$$

(Cycle 1)

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{17}{39} \times 100\%$$

$$P = 43.5\%$$

(Cycle 2)

$$P = \frac{F}{N} \times 100\%$$

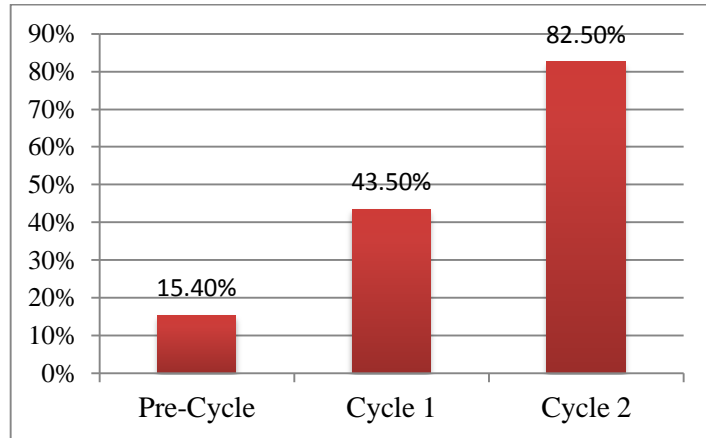
$$P = \frac{33}{40} \times 100\%$$

$$P = 82.5\%$$

From the calculation above, it is showed the students' percentage in preliminary research is 15.4%, the students' percentage in cycle 1 is 43.5%, and the students' percentage in cycle 2 is 82.5%. From the percentage of cycle 2, it can be concluded that the indicator of achievement was reached too. Because, there was more than 80% students passed the minimum standard score (KKM) 70. It could be seen from the chart below:

Figure 4.2

The Students' Percentage who Achieved KKM



3. Data from Questionnaire

The questionnaire was conducted to know about students' response after learning writing narrative text through estafet writing with chained picture. The questionnaire which has been used in this research was closed questionnaire. This questionnaire has ten questions. The questionnaire was given to the students on Friday, August 14th 2015. The following was the table of students' questionnaire result:

Table 4.4
The Result of Questionnaire

Number of Question	Total of Students	
	YES	NO
1	36	4
2	33	7
3	35	5
4	38	2
5	35	5
6	33	7
7	25	15
8	29	11
9	32	8
10	34	6

In analyzing the data from questionnaire, it used the formula as follows for each questions:

$$Score = \frac{\text{Number of students who selected "Yes"}}{\text{Total number of students}} \times 100\%$$

The following was the description of the result of questionnaire:

- a. The students like the English learning process using estafet writing with chained picture.

The result of first question showed that 90% the students answer “Yes” or 36 students like the English learning process using estafet writing with chained picture. Based on the interpretation of students’ questionnaire if the answer showed 90% it was excellent criterion.

- b. The students feel more enjoyed in learning English using estafet writing with chained picture.

The result showed that 82.5% the students answer “Yes” or 33 students more enjoyed in learning English using estafet writing with chained picture. Based on the interpretation of students’ questionnaire if the answer showed 82.5% it was excellent criterion.

- c. The students are enthusiastic learning narrative text using estafet writing with chained picture.

The result showed that 87.5% the students answer “Yes” or 35 students are enthusiastic in learning narrative text using estafet writing with chained picture. Based on the interpretation of students’ questionnaire if the answer showed 87.5% it was excellent criterion.

- d. The students want to be more active in learning narrative text using estafet writing with chained picture.

The result showed that 95% the students answer “Yes” or 38 students want to be more active in learning narrative text using estafet writing with chained picture. Based on the interpretation of students’ questionnaire if the answer showed 95% it was excellent criterion.

- e. Estafet writing with chained picture can help the students to make a good cooperation with their team in learning narrative text.

The result showed that 87.5% the students answer “Yes” or 35 students agree that estafet writing with chained picture can help them to make a good cooperation with their team in learning narrative text. Based on the interpretation of students’ questionnaire if the answer showed 87.5% it was excellent criterion.

- f. Estafet writing with chained picture can help the students to build their responsibility in team.

The result showed that 82.5% the students answer “Yes” or 33 students agree that estafet writing with chained picture can help them to build their responsibility in team. Based on the interpretation of students’ questionnaire if the answer showed 82.5% it was excellent criterion.

- g. Estafet writing with chained picture can help the students to comprehend the material about narrative text.

The result showed that 62.5% the students answer “Yes” or 25 students agree that estafet writing with chained picture can help them to comprehend the material about narrative text. Based on the interpretation of students’ questionnaire if the answer showed 62.5% it was good criterion.

- h. The students feel easier in writing narrative text after being taught by using estafet writing with chained picture.

The result showed that 72.5% the students answer “Yes” or 29 students feel easier writing narrative text after

being taught by using estafet writing with chained picture. Based on the interpretation of students' questionnaire if the answer showed 72.5% it was good criterion.

- i. The students can produce a better narrative text after being taught by using estafet writing with chained picture.

The result showed that 80% the students answer "Yes" or 32 students can produce a better narrative text after being taught by using estafet writing with chained picture. Based on the interpretation of students' questionnaire if the answer showed 80% it was good criterion.

- j. The students will be more active in English learning process.

The result showed that 85% the students answer "Yes" or 34 students will be more active in English learning process. Based on the interpretation of students' questionnaire if the answer showed 85% it was excellent criterion.

The writer can conclude that the students' response about estafet writing with chained picture was positive or 82.5% based on the result of questionnaire. According to the students estafet writing with chained picture made them enjoyed in learning narrative text and could build their responsibility and good cooperation in team. Besides it, the students could understand the material and produce a better narrative text after being taught by using estafet writing with chained picture. It can be concluded that the indicator of achievement was reached because there are some positive

responses from the students after being taught by using estafet writing with chained picture.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the analysis in the previous chapter, the conclusion can be drawn as follow:

1. The students' improvement of writing narrative text can be seen in the improvement of their achievements in test. The students' mean score in the pre-cycle is 51.92 or 15.4% students achieved the minimum standard score, the students' mean score in cycle 1 63.92 or 43.5% students achieved the minimum standard score (KKM) and the students' mean score in cycle 2 is 72.25 or 82.5% students achieved the minimum standard score (KKM). It showed that estafet writing with chained picture could improve students' writing skill on narrative text.
2. Related to the observation and questionnaire result showed that there were positive responses from the students after being taught by using estafet writing with chained picture. The positive responses are the students more enthusiastic in learning narrative text, and doing the assignment. The students also can build their responsibility and good cooperation in team. Beside it, the students can understand the material and produce a better narrative text.

This research has found out the improvement of students' ability in writing narrative text and the students' positive responses

after being taught by using estafet writing with chained picture at the 10th grade of MAN 1 Kudus in the academic year of 2015/2016.

B. Suggestions

In this study, the writer would like to offer some suggestions to improve the students' writing skill especially on narrative text in order to get the better result.

1. For English teachers

English teachers should be able to develop their technique to teach the students in order to make them interest in learning English especially writing skill. The use of technique and media in teaching and learning process can attract students' interest and motivation in teaching and learning process. The researcher suggests for English teachers to use estafet writing and chained picture as one of techniques and media in language classroom to teach writing skills in Narrative text or other genres.

2. For the students

Writing is important subject to be learnt. But, most of students have difficulties in producing written text. Therefore, students have to be serious and pay attention to the teacher's explanation in teaching and learning process. To improve writing skill, students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

3. For the next researchers

The writer hopes that the next researchers can use it as a reference to conduct their research on the same field. It is really possible that there will be another research design which uses Estafet Writing and Chained Picture as technique and media in teaching writing skill. For example, the next researcher can use experimental research as the research design to know the effectiveness of Estafet Writing or Chained Picture to teach Narrative text or the other genres.

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APPENDICES

Appendix 1

STUDENTS' NAME LIST

No.	NIS	NAME	GENDER
1.	6655	Ahmad Taqiyudin Hasywafa	MALE
2.	6657	Ainun Fitriana	FEMALE
3.	6659	Ainun Rohmah	FEMALE
4.	6671	Alfita Niamillah	FEMALE
5.	6681	Anggitasari Rudyana Putri	FEMALE
6.	6685	Anis Fitri Yani	FEMALE
7.	6687	Anisa Yuniar	FEMALE
8.	6727	Dona Dau Sukmawati	FEMALE
9.	6728	Dwi Ayu Setyawati	FEMALE
10.	6740	Ema Noorhana	FEMALE
11.	6743	Endang Sunariyatul Iklimah	FEMALE
12.	6746	Erfiana Mulyaningsih	FEMALE
13.	6747	Eri Febri Setiawan	MALE
14.	6753	Eva Syafa'atul Usna	FEMALE
15.	6763	Fatimah Qurrotu A'yun	FEMALE
16.	6768	Fita Nur Hidayah	FEMALE
17.	6799	Isti Mukaromah	FEMALE
18.	6801	Itsna Syarifa Rahma	FEMALE
19.	6824	Lisna Hidayah	FEMALE
20.	6827	Lutfiatus Sholihah	FEMALE
21.	6846	Mohammad Khoirul Umam	MALE
22.	6854	Muhammad Anja Ahul Alaiha K.	MALE
23.	6894	Naillah Deviana Putri	FEMALE
24.	6901	Nifa Juliantika	FEMALE

25.	6909	Noor Khamidah	FEMALE
26.	6928	Osila Fita	FEMALE
27.	6936	Rahma Nafissafira Indrayani	FEMALE
28.	6942	Rika Amelia Lestari	FEMALE
29.	6951	Risky Febrianti	FEMALE
30.	6952	Risma Putri Aulia	FEMALE
31.	6953	Riza Fahrurrochis	MALE
32.	6965	Santi Indriana	FEMALE
33.	6992	Sri Hidayati	FEMALE
34.	6995	Syahrul Azni	MALE
35.	6999	Tanzilia Satya	FEMALE
36.	7012	Ummi Latifaturrizqia	FEMALE
37.	7013	Uswatun Hasanah	FEMALE
38.	7020	Vina Dwi Lestari	FEMALE
39.	7022	Windi Auliya	FEMALE
40.	7034	Yusniarsih	FEMALE

Appendix 2

OBSERVATION CHECKLIST

Students Observation

No	INDICATOR	Students' Percentage					Score
		None (0%)	Few Students (≤25%)	Many students (26%- 50%)	Half of the class (51%- 75%)	Most of students (76%- 100%)	
		1	2	3	4	5	
1.	<p>Students' Enthusiasm</p> <p>a. Students are enthusiastic in listening teacher's explanation of Narrative text</p> <p>b. Students are enthusiastic in asking question about the material.</p> <p>c. Students are enthusiastic in giving opinion about the material.</p>						
2.	<p>Students' Participation</p> <p>a. Students are active in doing the assignment.</p> <p>b. Students have responsibility in a team.</p> <p>c. Students care their teammates.</p>						

OBSERVATION CHECKLIST

Teacher Observation

No	INDICATOR	Poor	Fair	Average	Good	Excellent	Score
		1	2	3	4	5	
1.	<p>Presentation</p> <p>a. Teacher's explanation is easy to be understood, explicit, and logic.</p> <p>b. Teacher gives students chance to ask some questions about the material.</p> <p>c. Teacher can answer the students' question about the material.</p> <p>d. Teacher can involve students to make a conclusion.</p>						
2.	<p>Implementation of Technique</p> <p>a. Teacher can apply the technique appropriate with lesson planning.</p> <p>b. Teacher can give explicit and easy to be understood instructions.</p> <p>c. Teacher can use the technique and media effectively.</p>						
3.	<p>Performance</p> <p>a. Teacher has clear voice during teaching and learning process.</p> <p>b. Teacher can manage students in class.</p> <p>c. Teacher gives fair and respect treatment for students.</p>						

**LESSON PLAN
(CYCLE 1)**

School : MAN 1 Kudus

Subject : English

Class / Semester: X MIA 2/ I

Material : Narrative Text

Skill Focus : Writing

Time Allocation : 3 x 45 minutes (2 meetings)

A. Core Competence

1. Comprehending and implementing their religion's value
2. Comprehending and implementing honest, discipline, responsibility, care (tolerance, cooperate), good manner, confidence behavior, to interaction effectively with the social environment and nature in society and its existence.
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity of the students about technology art, culture related to the phenomenon and real event.
4. Processing, presenting, and thinking on the concrete domain (using, analyzing, modifying, and making) and abstract domain (writing, reading, counting, drawing, and composing) appropriate to the lesson or other sources with the same theory.

B. Basic Competence and Indicator

- 1.1 Being grateful to God about the chance to learn English as medium in international communication language in the form of having enthusiasm in learning English.
 - 1.1.1 Showing the enthusiasm in learning English.
 - 1.1.2 Showing the seriousness in learning English.
- 2.3 Expressing responsibility, care, cooperation, and love of peace in doing functional communication.
 - 2.3.1 Expressing responsibility, care, cooperation, and love of peace in doing functional communication with friends and teacher.
- 3.9 Analyzing the social function, generic structure, and language feature of Narrative text, spoken and written in the form of short story based on the context.
 - 3.9.1 Analyzing the social function, generic structure, and language feature of written Narrative text in the form of short story.
- 4.11 Comprehending spoken and written Narrative text in the form of short story.
 - 4.11.1 Comprehending written Narrative text in the form of short story.
 - 4.11.2 Writing Narrative text based on the theme that given.

C. Learning Aim

First Meeting (2 x 45 minutes):

By the end of the lesson through scientific approach, students will have been able to:

1. Analyze the social function, generic structure, and language feature of written Narrative text in the form of short story.
2. Write a narrative text in the form of short story based on the theme that given (in group).

Second Meeting (1 x 45 minutes):

By the end of the lesson through scientific approach, students will have been able to:

1. Comprehend written Narrative text in the form of short story.
2. Write a narrative text in the form of short story based on the theme that given (individually).

D. Teaching Material

Narrative Text

1. Definition

A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

2. Social Purpose

- To tell a story about something or someone.
- To amuse or entertain the readers or listeners.

3. Generic Structure

- **Orientation** : sets the scene and introduces the participants of the story.
- **Complication** : tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- **Resolution** : provides solution to the problem either in happy ending or in sad ending.

4. Language Features

- Focus on specific and usually individually participant.
- Use of material (action) processes
- Use of relational and mental processes
- Use of temporal conjunctions and temporal circumstances.
- Use of past tense.

5. Example

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The little boy was happy and thanked the old woman. The little boy

continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

Source: *English on Target untuk SMA/MA kelas X*

E. Teaching Method

- Approach : Scientific Approach
- Method : Cooperative Learning
- Technique : Estafet Writing

F. Teaching Media

- Power Point Presentation
- Chained Picture
- Worksheet

G. Learning Activities

First Meeting (2x 45 minutes)

1) Pre- Activities

- Teacher greets the students, leads the students to pray together, and checks the students' attendance.
- Teacher explains learning aim of the lesson.

2) Main Activities

a. Observing

- Teacher gives example of written Narrative text.
- Students read the example of Narrative text that given by the teacher.
- Students identify the social purpose, generic structure, and language feature of Narrative text that given by the teacher.
- Teacher explains the teaching material about Narrative text.

b. Questioning

- Teacher motivates students to raise questions about Narrative text.

c. Experimenting

- Students are divided into some groups. Each group consists of 6-8 students.
- Students are given Chained Picture by the teacher.

- First students in every group write first paragraph based on the first picture. Continuously until all of the students write down their paragraphs.

d. Associating

- Students with their team revise their work together.
- Students identify the social purpose, generic structure, and language feature of their text.

e. Communicating

- Students share their work to whole of the class.
- Teacher checks the students' work.

3) Post- Activities

- Teacher reviews the material that has been taught.
- Teacher explains the students about planning for the next meeting.

Second Meeting (1 x 45 minutes)

1) Pre-Activities

- Teacher greets the students, leads the students to pray together, and checks the students' attendance.
- Teacher reviews material in the previous meeting.
- Teacher explains learning aim of the lesson.

2) Main Activities

- Teacher gives writing test to the students to measure the students' writing skill after being taught by using Estafet Writing with Chained Picture.

3) Post-Activities

- Teacher reviews the material that has been taught.
- Teacher explains the students about planning for the next meeting.
- Teacher motivates the students.

H. Sources

- Kementerian Pendidikan Republik Indonesia, 2014, *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*, Jakarta: Kemdikbud.
- Sarwoko, 2014, *English on Target untuk SMA/MA kelas X*, Jakarta: Erlangga.

I. Instruments of Assessment

1. Affective domain (It will be done by the teacher)
2. Cognitive domain (In the form of daily test and assignment)
3. Psychomotor domain (Using Analytic Scoring)

Kudus, 8th August 2015

Collaborator,

Researcher,

Moh. Umar, M.Pd

Zulfah Ariyani

LESSON PLAN
(CYCLE 2)

School : MAN 1 Kudus
Subject : English
Class / Semester : X MIA 2/ I
Material : Narrative Text
Skill Focus : Writing
Time Allocation : 3 x 45 minutes (2 meetings)

A. Core Competence

1. Comprehending and implementing their religion's value
2. Comprehending and implementing honest, discipline, responsibility, care (tolerance, cooperate), good manner, confidence behavior, to interaction effectively with the social environment and nature in society and its existence.
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity of the students about technology art, culture related to the phenomenon and real event.
4. Processing, presenting, and thinking on the concrete domain (using, analyzing, modifying, and making) and abstract domain (writing, reading, counting, drawing, and composing) appropriate to the lesson or other sources with the same theory.

B. Basic Competence and Indicator

1.2 Being grateful to God about the chance to learn English as medium in international communication language in the form of having enthusiasm in learning English.

1.2.1 Showing the enthusiasm in learning English.

1.2.2 Showing the seriousness in learning English.

2.3 Expressing responsibility, care, cooperation, and love of peace in doing functional communication.

2.3.1 Expressing responsibility, care, cooperation, and love of peace in doing functional communication with friends and teacher.

3.9 Analyzing the social function, generic structure, and language feature of Narrative text, spoken and written in the form of short story based on the context.

3.9.1 Analyzing the social function, generic structure, and language feature of written Narrative text in the form of short story.

4.11 Comprehending spoken and written Narrative text in the form of short story.

4.11.1 Comprehending written Narrative text in the form of short story.

4.11.2 Writing Narrative text based on the theme that given.

C. Learning Aim

First Meeting (2 x 45 minutes):

By the end of the lesson through scientific approach, students will have been able to:

1. Analyze the social function, generic structure, and language feature of written Narrative text in the form of short story.
2. Write a narrative text in the form of short story based on the theme that given (in group).

Second Meeting (1 x 45 minutes):

By the end of the lesson through scientific approach, students will have been able to:

1. Comprehend written Narrative text in the form of short story.
2. Write a narrative text in the form of short story based on the theme that given (individually).

D. Teaching Material

Narrative Text

1. Definition

A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

2. Social Purpose

- To tell a story about something or someone.
- To amuse or entertain the readers or listeners.

3. Generic Structure

- **Orientation** : sets the scene and introduces the participants of the story.
- **Complication** : tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- **Resolution** : provides solution to the problem either in happy ending or in sad ending.

4. Language Features

- Focus on specific and usually individually participant.
- Use of material (action) processes
- Use of relational and mental processes
- Use of temporal conjunctions and temporal circumstances.
- Use of past tense.

5. Example

JAKA TARUB AND SEVEN ANGELS

Once upon a time there was a widow who lived in the village of Dadapan. She had a son whose name was Jaka Tarub. Dadapan village was close to a wood so Jaka Tarub liked to go to the wood. He liked hunting for animals.

One day when he was in the wood he saw a beautiful rainbow and he saw seven angels went down through it. He came closer and searched for them. The seven angels were swimming and taking a bath in a lake. Jaka Tarub looked at them while hiding behind trees. When they had finished taking a bath, they flew through the rainbow to heaven.

The next day he saw the same thing again. This time Jaka Tarub had an idea. He searched for their dress and when he found them he took one of them. As they had finished swimming and taking a bath, they looked for their dress. One of them could not find her dress. Her friends had to come back to heaven so they left her. She was crying while staying in the water. Jaka Tarub approached her. The angel who had a name Nawang Wulan was so sad because she lose her dress so she can not fly and back to the heaven anymore.

Then Jaka Tarub went home to take her mother's dress and gave it to Nawang Wulan. He asked her to stay at her house with his mother. Not long after that Jaka Tarub married Nawang Wulan.

As an angel Nawang Wulan had spiritual power. She could cook rice with just a bar of rice and when it had done the bowl will be full of rice. But there was one condition. The bowl must not be opened before it has done. Jaka Tarub was very surprised with her wife's ability. He was very curious about it. So when Nawang Wulan was away he opened the bowl. Consequently Nawang's spiritual power disappeared. She had to cook as ordinary human being.

Several months later Nawang Wulan gave birth to a beautiful baby girl. Her name was Nawang Sih. The birth of Nawang Sih added happiness to Jaka Tarub and Nawang Wulan. one day when she took rice there she was very

surprised. Nawang Wulan found her angel dress. It was hidden there under piles of rice. She immediately wore it and talked to Jaka Tarub. She wanted to come back to the heaven.

Then Jaka Tarub built a tower behind his house. Every time Nawang Sih cried he would put her there. Nawang Wulan would come and take care of Nawang Sih.

Source: belajaringgris.net

E. Teaching Method

- Approach : Scientific Approach
- Method : Cooperative Learning
- Technique : Estafet Writing

F. Teaching Media

- Power Point Presentation
- Chained Picture
- Worksheet

G. Learning Activities

First Meeting (2x 45 minutes)

1) Pre- Activities

- Teacher greets the students, leads the students to pray together, and checks the students' attendance.
- Teacher explains learning aim of the lesson.

2) Main Activities

a. Observing

- Teacher gives example of written Narrative text.

- Students read the example of Narrative text that given by the teacher.
- Students identify the social purpose, generic structure, and language feature of Narrative text that given by the teacher.
- Teacher explains the teaching material about Narrative text.

b. Questioning

- Teacher motivates students to raise questions about Narrative text.

c. Experimenting

- Students are divided into some groups. Each group consists of 6-8 students.
- Students are given Chained Picture by the teacher.
- Students are given keywords for each picture.
- First students in every group write first paragraph based on the first picture. Continuously until all of the students write down their paragraphs.

d. Associating

- Students with their team revise their work together.
- Students identify the social purpose, generic structure, and language feature of their text.

e. Communicating

- Students share their work to whole of the class.
- Teacher checks the students' work.

3) Post- Activities

- Teacher reviews the material that has been taught.
- Teacher explains the students about planning for the next meeting.

Second Meeting (1 x 45 minutes)

1) Pre-Activities

- Teacher greets the students, leads the students to pray together, and checks the students' attendance.
- Teacher reviews material in the previous meeting.
- Teacher explains learning aim of the lesson.

2) Main Activities

- Teacher gives writing test to the students to measure the students' writing skill after being taught by using Estafet Writing with Chained Picture.

3) Post-Activities

- Teacher reviews the material that has been taught.
- Teacher explains the students about planning for the next meeting.
- Teacher motivates the students.

H. Sources

- Kementerian Pendidikan Republik Indonesia, 2014, *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*, Jakarta: Kemdikbud.
- Sarwoko, 2014, *English on Target untuk SMA/MA kelas X*, Jakarta: Erlangga.

I. Instruments of Assessment

1. Affective domain (It will be done by the teacher)
2. Cognitive domain (In the form of daily test and assignment)
3. Psychomotor domain (Using Analytic Scoring)

Kudus, 18th August 2015

Collaborator,

Researcher,

Moh. Umar, M.Pd

Zulfah Ariyani

Appendix 5

Preliminary Test

Instructions:

1. Choose one of stories below!
 - a. Sangkuriang
 - b. Timun Mas
 - c. Cinderella
2. Write a Narrative text based on the story that you choose!
3. You have to write Narrative text at least 150 words!
4. You have to write at least 3 paragraphs! (Consist of orientation, complication, and resolution)
5. The duration of writing is 40 minutes.

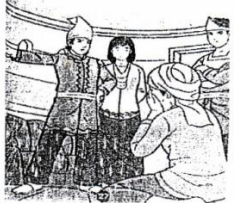
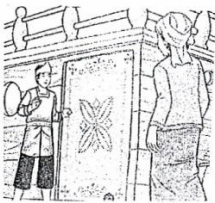
~GOOD LUCK~

WRITING TEST
(CYCLE 1)

Instructions:

1. Look at the chained picture below carefully!
2. Write a story based on the chained picture below (Malin Kundang)!
3. You have to write Narrative text at least 150 words!
4. You have to write at least 3 paragraphs! (Consist of orientation, complication, and resolution)
5. The duration of writing is 40 minutes.

~GOOD LUCK~



WRITING TEST
(CYCLE 2)

Instructions:

1. Look at the chained picture below carefully!
2. Write a story based on the chained picture below (Timun Emas)!
3. You have to write Narrative text at least 150 words!
4. You have to write at least 3 paragraphs! (Consist of orientation, complication, and resolution)
5. The duration of writing is 40 minutes.

~GOOD LUCK~



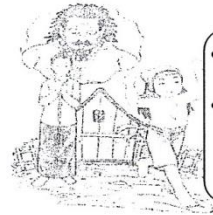
- Mbok Rondho lived by herself.
- She wanted to have a child.



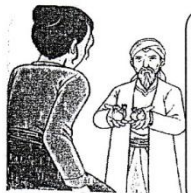
- A giant heard her praying.
- The giant gave her cucumber seeds.



- She planted the cucumber seeds
- There was a baby girl inside the cucumber.



- Timun Emas grew up.
- Mbok Rondho remembered her promise to the giant.



- Mbok Rondho asked a help to the hermit to protect Timun Emas.
- The hermit gave four little bags.



- Timun Emas used four little bags from the hermit to save herself from the giant.



- Timun Emas could bear down the giant
- Timun Emas lived happily ever after with her mother

Appendix 8

STUDENTS' SCORE
(PRELIMINARY RESEARCH)

Class/Semester : X MIA 2/ I

Theme : Sangkuriang, Timun Emas, and Cinderella

Date : Wednesday, August 5th 2015

No.	Name	Item Analysis					Score
		C	O	V	L	M	
1	S-01	16	11	9	11	3	50
2	S-02	17	10	10	10	3	50
3	S-03	14	7	8	7	3	39
4	S-04	17	9	9	10	4	49
5	S-05						0
6	S-06	17	11	9	10	3	50
7	S-07	14	8	9	11	3	45
8	S-08	15	10	10	11	4	50
9	S-09	21	15	13	17	4	70
10	S-10	17	15	9	11	3	55
11	S-11	17	9	11	11	4	52
12	S-12	17	9	9	10	4	49
13	S-13	16	11	9	11	4	51
14	S-14	17	9	9	10	3	48
15	S-15	17	12	9	11	3	52
16	S-16	16	11	9	11	4	51
17	S-17	22	14	10	12	4	62
18	S-18	16	8	10	10	4	48
19	S-19	13	8	9	11	4	45
20	S-20	23	16	14	17	4	74
21	S-21	17	10	8	10	2	47
22	S-22	16	10	9	11	3	49
23	S-23	22	15	14	17	4	72
24	S-24	23	15	7	9	4	58
25	S-25	13	8	9	11	4	45
26	S-26	17	10	9	8	2	46
27	S-27	16	8	9	11	3	47

28	S-28	18	10	9	14	4	55
29	S-29	13	7	7	5	2	34
30	S-30	16	9	8	9	2	44
31	S-31	21	14	10	12	4	61
32	S-32	22	15	13	17	4	71
33	S-33	17	11	9	11	3	51
34	S-34	18	12	10	10	3	53
35	S-35	16	9	10	11	3	49
36	S-36	17	12	10	11	3	53
37	S-37	23	15	13	17	3	71
38	S-38	25	14	10	17	4	70
39	S-39	17	10	9	10	3	49
40	S-40	13	9	12	12	3	49
Total Score							2064
Mean							51.92

Appendix 9

STUDENTS' SCORE

(CYCLE 1)

Class/Semester : X MIA 2/ I

Theme : Malin Kundang

Date : Friday, August 14th 2015

No.	Name	Item Analysis					Score
		C	O	V	L	M	
1	S-01	20	16	13	17	3	69
2	S-02	21	15	11	15	3	65
3	S-03	25	17	16	17	3	78
4	S-04						0
5	S-05	17	10	10	7	4	48
6	S-06	16	10	10	10	2	48
7	S-07	18	14	12	10	3	57
8	S-08	20	10	9	11	2	52
9	S-09	22	16	14	16	4	72
10	S-10	15	10	9	11	2	47
11	S-11	22	14	13	17	2	68
12	S-12	24	16	13	19	4	76
13	S-13	15	9	7	12	3	46
14	S-14	22	15	14	16	3	70
15	S-15	15	13	10	13	2	53
16	S-16	19	14	10	11	3	57
17	S-17	20	13	10	15	3	61
18	S-18	24	15	13	17	3	72
19	S-19	25	16	15	18	4	78
20	S-20	25	17	15	18	4	79
21	S-21	23	16	13	15	3	70
22	S-22	17	13	11	12	3	56
23	S-23	23	15	15	17	3	73
24	S-24	24	17	12	17	4	74
25	S-25	24	17	13	16	3	73
26	S-26	21	15	13	13	2	64
27	S-27	23	16	14	17	4	74

28	S-28	21	15	11	17	3	67
29	S-29	17	14	12	15	3	61
30	S-30	16	13	11	11	2	53
31	S-31	22	14	9	17	3	65
32	S-32	25	15	15	16	4	75
33	S-33	23	17	12	18	4	74
34	S-34	18	13	12	15	3	61
35	S-35	14	9	9	7	4	43
36	S-36	16	12	11	12	2	53
37	S-37	22	15	13	18	3	71
38	S-38	23	14	12	19	3	71
39	S-39	16	12	9	13	2	52
40	S-40	23	17	10	17	3	70
Total Score							2496
Mean							63.92

Appendix 10

STUDENTS' SCORE
(CYCLE 2)

Class/Semester : X MIA 2/ I

Theme : Timun Emas

Date : Friday, August 21th 2015

No.	Name	Item Analysis					Score
		C	O	V	L	M	
1	S-01	16	13	10	13	3	55
2	S-02	21	16	15	17	3	72
3	S-03	24	16	15	18	3	76
4	S-04	22	15	15	17	4	73
5	S-05	23	16	15	18	3	75
6	S-06	23	17	14	16	4	74
7	S-07	19	15	13	14	4	65
8	S-08	20	13	10	14	3	60
9	S-09	26	17	15	18	4	80
10	S-10	15	11	10	12	3	51
11	S-11	20	15	12	16	3	66
12	S-12	24	17	14	18	4	77
13	S-13	23	16	15	17	4	75
14	S-14	22	15	16	18	3	74
15	S-15	22	14	14	16	4	70
16	S-16	23	17	15	17	4	76
17	S-17	25	16	14	17	4	76
18	S-18	24	14	14	18	4	74
19	S-19	15	13	13	16	3	60
20	S-20	26	16	16	19	4	81
21	S-21	22	15	14	16	4	71
22	S-22	25	15	15	17	2	74
23	S-23	21	17	15	17	4	74
24	S-24	23	15	14	19	4	75
25	S-25	15	10	11	10	3	49
26	S-26	21	16	15	18	2	72
27	S-27	24	15	16	19	4	78

28	S-28	21	15	15	17	4	72
29	S-29	24	18	15	17	3	77
30	S-30	25	17	17	18	3	80
31	S-31	26	18	16	19	4	83
32	S-32	25	17	14	18	3	77
33	S-33	24	17	16	18	4	79
34	S-34	21	14	14	18	3	70
35	S-35	22	16	15	17	4	74
36	S-36	24	16	14	17	3	74
37	S-37	23	16	15	19	4	77
38	S-38	25	15	15	18	3	76
39	S-39	22	17	15	17	4	75
40	S-40	23	15	14	17	4	73
Total Score							2890
Mean							72.25

Appendix 11

KUESIONER UNTUK SISWA

Nama :
 Kelas :
 No. Absen :

Petunjuk Pengisian Kuesioner:

1. Bacalah pertanyaan-pertanyaan di bawah ini dengan cermat dan teliti.
2. Pilihlah jawaban yang paling sesuai menurut Anda dengan memberikan tanda *checklist* (✓) pada kolom yang tersedia.
3. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda.

No.	PERTANYAAN	JAWABAN	
		YA	TIDAK
1.	Apakah Anda menyukai pembelajaran Bahasa Inggris dengan menggunakan teknik <i>Estafet Writing with Chained Picture</i> ?		
2.	Apakah Anda merasa suasana pembelajaran Bahasa Inggris lebih menyenangkan dengan menggunakan teknik <i>Estafet Writing with Chained Picture</i> ?		
3.	Apakah Anda merasa semangat mempelajari Narrative text melalui teknik <i>Estafet Writing with Chained Picture</i> ?		
4.	Apakah Anda merasa ingin selalu berperan aktif dalam pembelajaran Narrative text dengan		

	menggunakan teknik <i>Estafet Writing with Chained Picture</i> ?		
5.	Apakah Anda merasa pembelajaran Narrative text dengan teknik <i>Estafet Writing with Chained Picture</i> membuat Anda dapat bekerja sama dalam kelompok?		
6.	Apakah Anda merasa pembelajaran Narrative text dengan teknik <i>Estafet Writing with Chained Picture</i> membuat Anda memiliki sikap tanggung jawab dalam kelompok?		
7.	Apakah Anda merasa lebih mudah memahami materi Narrative text melalui teknik <i>Estafet Writing with Chained Picture</i> ?		
8.	Apakah Anda merasa bahwa menulis itu mudah setelah belajar menulis Narrative text dengan menggunakan teknik <i>Estafet Writing with Chained Picture</i> ?		
9.	Apakah Anda merasa dapat menulis Narrative text lebih baik setelah belajar dengan menggunakan teknik <i>Estafet Writing with Chained Picture</i> ?		
10.	Apakah Anda akan selalu berperan aktif dalam pelajaran bahasa Inggris di kelas?		

TERIMA KASIH

Appendix 12

TEACHING AND LEARNING PROCESS





Appendix 13

THE RESEARCH SCHEDULE

Teacher : Moh. Umar, M.Pd

Researcher : Zulfah Ariyani

Class : X MIA 2 of MAN 1 Kudus

No.	Activities	Date
1.	Preliminary visit (meet the administration officer) to ask whether the school possibly become the setting of research or not by describing the researcher's intention.	Tuesday, July 28 th 2015
2.	Meet the headmaster to ask permission to do research by giving the permission letter.	Thursday, July 30 th 2015
3.	Meet the English teacher to make research framework.	Monday, August 3 rd 2015
4.	Doing preliminary research	Tuesday-Thursday August 4 th -6 th 2015
5.	Doing cycle 1	Wednesday, August 12 th 2015
6.	Giving test in cycle 1 and questionnaire	Friday, August 14 th 2015
7.	Doing cycle 2	Wednesday, August 19 th 2015
8.	Giving test in cycle 2	Friday, August 21 th 2015

Nama : Fatimah Qurrotu A'yun
Kls : X MIA - 2.

No. 52
Date:

Timun Emas

One upon a time, in a small village lived an old woman who named Mbok Rondho. She very wanted to have a child. So one day, she met Buto Ijo to ask a child.

Buto Ijo gave her golden cucumber. He said if the cucumber seed was planted it will grow to be a bing.

Mbok Rondho planted the cucumber in front of the house. In the next day she found a bing cucumber. And when she opened cucumber that there was a beautiful baby.

Timun mas grew to be a lady - she was 10 years old. One day her mom said. Timun mas you must go. Buto Ijo want to take you! bring this terasi and go quickly.

In the next day. Timun mas went to the jungle. Oh yeah. she didn't forget to bring terasi ... to conquer Buto. Timun mas was very scared and suddenly Buto Ijo sank in a muddy lake. Finally buto Ijo died there.

~ The End ~

C = 17 L = 11

O = 12 M = 3

V = 9

ma : Riza Fahrur . R
as : x MIA 2

C = 21

L = 12

O = 14

M = 4

P = 10

SANGKURIANG

(61)

Once upon a time, there was a kingdom in priangan land. lived a Contented family. they actually were a father in sort of dog, his name is tumang. a mother that was known as dayang sumbi, and a toddler that was known as sangkuriang.

In the future, dayang sumbi asked her son to firmly go hunting with his pretty dog, tumang. Once hunting all day long, sangkuriang began desperate and worried as a result of he hunted no deer. then he thought to firmly shot his own dog. then he took the dog liver and carried home.

Soon dayang sumbi found out that it was actually not deer liver other than tumangs, his own dog. thus, she was terribly angry and hit sangkuriang head. for the reason that incident, sangkuriang got wounded and scar then solid far away from their home.

Years go by, sangkuriang had travel many places and finally arrived with a village. he met a beautiful lady and felt in love along with her. when they actually were discussing their wedding plans, the lady looked for the wound in sangkuriang head. It matched to firmly her sons wound who had left several years earlier. soon she realized that she felt in love along with her own son.

She couldnt marry him other then how to convey it. then, she found the means. she required a lake but a boat for celebrating their wedding day. sangkuriang had to help make them in one night. he built a lake. by having dawn simply moment away and also the boat was virtually complete. dayang sumbi had to prevent it. then, she lit along the eastern horizon with flashes of lightweight. it created the cock crowed to produce a new day. sangkuriang failed to firmly marry her. she was terribly angry and kicked the boat. it felt over and have become the mountain of tangkuban perahu bandung.

Nama : ISTI MUKAROMAH.

Kelas : X MIA -2.

62

Cinderella.

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sister. The step mother and sister were concaided and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house. Such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sister on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear. On day, the two step sister reci ived an invitation to the ball. that the king son was going to give at the palace, they were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sister to crying Cinderella "well" said the godmother "you" been such a cheerful hard working. uncom- plaining girl that I am going to see that you dogoto the ball. magically the Fairy god mother charged a pumpkin into a fine coach and mice into a coachman and two footmen. Her god mother tapped Cinderella raged dress with her wand. and it became a beautiful ball gown. Thy she gave her a pair of pretty glass slippers. Now "Cinderella" she said: "you" must leave before midnight. Then away she drove in her beautiful gala with the king son suddenly the clock began to strike twelve. she ran to wood the door as quickly as she could. in her hurry one of her glass slipper was left behind. 3. A few days latter the king son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sister tried on the slipper but it was too small for them. no matter how they squeezed their toes into it. in the end the king page let Cinderella try on the slipper. she stuck out her food and the page slipped the slipper on it fitted perfectly. finally she was driven to the palace. the king son was overjoyed to see her again.

C = 22

O = 14

V = 10

L = 12

M = 4

Nama : Noor Khamsiah.

Kl2 : X MIAZ

MALIN KUNDANG

73

Once upon a time, there were mother and her young son, namely Malin Kundang. Lived in difficult life. They hanged life with something given by the nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normally. They ate food whatever there was, they wore clothes whatever there was. They were very poor.

One day, Malin Kundang asked for permission to his mother to work. He want to change their life. "Mother, let me go to get work, so we can live in better life. I will come back soon." Said Malin Kundang. "Of course, My dear. My God bless you!" answered his mother. want

motivation Malin Kundang went away to try his luck in a big ship. His poor life motivated to be a good employee. He was very diligent and made his career increased as fast as possible. Until he became a rich man. The merchant or a big ship interested in him and wanted him to marry his daughter. Malin Kundang a greed because she was very beautiful.

After Malin Kundang married, one day, his wife invited him to see his mother land. Malin agreed with her. Their ship anchored near the harbor of West Sumatra. Everybody heard their coming. The dweller told about it. "Malin come back! Malin come back! He is a rich man now!" they shouted.

Malin Kundang's mother came to the harbor and found Malin Kundang with his wife. "Malin ~~is~~ welcome to you village!" said his mother. Malin Kundang ashamed to his wife when he saw his mother in a bad clothes. He always said to his wife that he was a son of rich man.

"I am your mother, Malin. You don't remember me, do you?" said his mother more. "Go away! I have no mother like you!" shouted Malin Kundang. Malin Kundang's mother was very sad. She was ~~at~~ believe and un-believe that the man on the ship is his son. She said to go to make sure about it. God if he is not my son, for give me that I have felt he is my son. but if he is my son, you are the justest king.

In a short time, the sky became dark, the thunder rumbled. At night then after the last thundering sound. After everything in normal condition, there was a big stone of Malin Kundang his ship.

C = 24 L = 16
O = 17 M = 3
U = 13

MALIN KUNDANG.

girl
61

once upon a time, there was a young ^{girl} lived in west Sumatra named Malin Kundang. He lived with a poor fisherman family. His father went to sea to make a living for his family and he never came back to home. People made an issue about his father death. This issue made his mother anxious every day. Several months later, his mother chose to forget about his father. She realized that she had to work hard. she did a lot of works all day and night. Unfortunately, she still didn't get enough money for her family.

Malin couldn't stand with his mother suffering. He decided to go sailing and made money. He wanted to become a rich man so he could help his mother. At first, his mother didn't come back like his father did. At the last malin got his mother allowance to go. Several years later, he became a rich sailor. He had many ships and crews. He was married with a beautiful girl and had three children.

one day, he had a business in an island which is his home town. in this island he met an old lady. she hugged malin very tightly. However, malin we scolded and pushed her. He realized that old woman is his mother. But, he was afraid if his wife and children knew about his mother. so, he told the old lady to go away. He said his mother was from a rich family. Noticing about his son bad attitude, she was sad and angry. she prayed and said that malin had to change into stone. Malin Kundang even scolded her more.

After finishing his business, he went sailing back with his wife and children. on the sea, the sky instantly overcast. Heavy lightning and crashed. Malin Kundang swayed to the shore. The magic happened. He turned into stone ^{know} lised her mother wish. It was know as malin Kundang stone by people of west Sumatra.

C = 20

O = 13

U = 10

L = 15

M = 3

RIZA FAHRUR R.

MALIN KUNDANG

65

Once upon a time, there was a poor family consisting of a mother and her six children. They were named Malin Kundang. Because his father had left, the mother had to work hard to support their family.

Malin is a smart kid but naughty. When she was growing up, Malin felt sorry for his mother who had always worked hard to live it. Malin then asked for permission to go abroad looking for a job in the big city.

"Mom, I want to go to town. I want to work to be able to help my mother," begged Malin. "Do not leave the mother alone, boy. Mom just got you here." said the mother, refusing. "Let me go, ma'am, I'm sorry to see the mother continue to work until now," says Malin. "Well, son, but remember do not forget the mother and the village when you succeed there." said the mother fearfully.

Malin next day went to the big city with the use of a boat. After several years of hard work, he succeeded in town rankuannya. Malin is now a rich man who even has a lot of merchant ships. And Malin was already married to a beautiful woman there. News about Malin who became rich until the one to her mother. The mother was very happy to hear it. He was always waiting at the beach every day, hoping the son of the ~~the~~ puppet's eyes back and lifted her degrees. But Malin never came.

One day Istri Malin, Malin asked about the mother and wanted to meet her. Malin could not resist the desire of the beloved wife. Malin prepare the ^{which} journey towards the village using a private boat pretty big. Malin finally came to the village and his wife and his children hearing arrival Malin, the mother felt very happy. He even ran to the beach to immediately see his beloved son home.

"What is it you Malin, my son? This is your mother, you remember" asked the mother. Malin Kundang, my son, why did you go so long without sending word? she said, hugging Malin Kundang. His wife, who was surprised at the fact that the old lady, smelly, filthy who hugged her husband, saying: so the old woman, smelly, filthy this is your mother Malin.

Because of shame, Malin Kundang immediately release her mother's arms and pushing it down. I do not know you poor old woman says Malin. Basic old woman did not know themselves, any just claiming to be my mother. Malin snapped up. Hearing the words of such a biological child, the mother feels sad and angry. He did not expect, very dear child turns into a rebellious child.

Oh my God the power, if he was really my son, I beg you to give him and the fish was doom him into stone. Prayer of the mother's wrath. Not long after the wind and thunder rumbled hit and destroy the ~~the~~ ship Malin Kundang. After wards, Malin Kundang rigid body and then be fused ~~with~~ with coral stone.

C = 22 L = 17
O = 19 M = 3
U = 9

Timun Mas

M. Khoirul Umam

A long time ago, lived an old woman named Mbok Rondho, she lived by herself because her husband, so one day, she met Buto Ijo to ask youngster. Buto Ijo gave her cucumber seed. He said if the cucumber seed was planted it will develop to be a big cucumber. What's more in the huge cucumber there was a beautiful child. Buto Ijo said once more "I need to take her when she is 16 years ^{old} of age!"

Mbok Rondho permitted, she planted the seed before her home. In the following day she discovered a big cucumber in her yard, and when she opened that cucumber there was a beautiful infant named Timun Mas. Mbok Rondho was holding the infant and sang "I adore you, you cherish me. We are glad family, with an incredible huge embrace, and a kiss from me to you and won't you say you adore me too...?"

Timun Mas developed to be a beautiful woman. She was 17 years of age. One day her mother said "Timun Mas, you must go. Buto Ijo need take you! Bring this terasi and go rapidly!"

Timun Mas was exceptionally stunned, "what happened mother? I don't have the foggiest (decide) please let me know..." Mbok Rondho clarified her meeting with Buto Ijo. Timun Mas said "alright mother, don't stress! I will go rapidly!"

In the following day, Timun Mas ^{went} to will derrees. Gracious definitely, she remembered to bring terasi... to conquer... Buto Ijo!! in the wilderness. Buto Ijo looked her "Timun Mas, Timun Mas! where are you?" Timun Mas was extremely terrified. So when Buto Ijo discovered her, she tossed her terasi. Also abruptly Buto Ijo sang in a sloppy lake. At long last Buto Ijo passed on there.

Finally, Timun Mas returned to her home and lived bliss with her mother

$$\begin{aligned} C &= 22 & L &= 16 \\ O &= 15 & M &= 4 \\ U &= 14 \end{aligned}$$

ISTI MUKAR-OMAH

TIMUN EMAS

1. Mbok rondho lived by herself, because her husband ^{was dead} death, and she ⁷⁶ does'n have a child. Every day, Mbok rondho Prayer For god. In other that have her child, she wanted to have a child.
2. one day, a giant heard her praying. The giant gave her cucumber seeds. The giant said from the cucumber shall the baby, and when the baby was 17 years old then the giant will take it back for eating.
3. she planted the cucumber seeds, ^{there} they was a baby girl in side the cucumber. Mbok rondho very surprised and pleased, then she raised the baby and gave ^{her} she the name Timun emas.
4. a few years later, timun emas grew up, timun emas grown so beautiful girl. Mbok rondho ^{was} is very a afraid of losing timun emas, so she sought help from someone, so she went to hermit.
5. Mbok rondho asked a help to the hermit to protect timun emas. the hermit gave four little bags, the hermit said, that in the bag there is a child bamboo, needles and said it all to kill the giant, then Mbok rondho ^{gave} give the bag on a timun emas, mbok rondho say that timun emas throwing stuff in the bag at the time she persued giant.
6. finally, the true giant persue timun emas, ran from the persuit of his timun emas used four little bag from the hermit to save him self.

From the giant.

Then he took out the contents of the bag and she threw a small bamboo grows a dense forest, but giant still managed to qualiti, Then timun emas tossed the needle and into the mud but giant still qualiti. Then timun emas tossed sea salt and water be' finally giant submerged in the water.

7. Timun emas could bear down the giant finally, timun emas to her mother and ~~hugged~~ ^{were} they are happy. because no one both ers them again. Timun emas lived happy ever after with her mother.

C = 25 L = 17
D = 16 M = 9
U = 14

LIZA FAHRUR R.

TIMUN EMAS

C = 26
O = 18
U = 16

L = 19
M = 4

83

Long time ago, there was an old woman named Mbok Rondho. She lived by herself because her husband had long passed away and she had no children. Every day, she prayed so God would give her child. One night, when she was praying, a giant passed by her house and heard her pray. "I can give you a child on one condition," the giant said to Mbok Rondho, "you must give the child back to me when it is six years old." Mbok Rondho was so happy, she did not think about the risk of losing the child later and agreed to take the giant's offer. The giant then gave her a bunch of cucumber seeds. Plant it around your house. The giant then left without saying anything else. In the morning, Mbok Rondho planted the seeds. The seeds grew within more days, and blossomed plentifully. Not long after that, a big golden cucumber grew from plants. Carefully, Mbok Rondho picked the golden cucumber and carried it home. With caution and care, she sliced the cucumber. She was very surprised to see a beautiful baby girl inside the cucumber. She then named the baby Timun Emas.

Years passed by and Timun Emas has grown to become a lovely and beautiful little girl. She was also smart and kind. Mbok Rondho loved her very much. But she kept thinking about the time the giant would take Timun Emas away from her. One night, Mbok Rondho had a dream. In order to save Timun Emas from the giant, she had to meet the holy man who lived in Mount Gundul. The next morning, Mbok Rondho took leave of Timun Emas to go to Mount Gundul. The holy man then gave her four little bags, each one containing cucumber seeds, needles, salt, and shrimp paste. Timun Emas can use these to protect herself, said the holy man to Mbok Rondho.

A few days later, the giant came to see Mbok Rondho about her promise. Mbok Rondho where is Timun Emas? shouted the giant. "My daughter, take these bags with you. It can save you from the giant. Now, run through the back door," said Mbok Rondho. But the giant saw Timun Emas running to the woods. The giant was happy. Starved and enraged, he rushed toward Timun Emas. Mbok Rondho tried to stop him, but the giant was unstoppable. The giant was getting closer and closer, so Timun Emas opened the first bag she got from Mbok Rondho. Inside the bag were cucumber seeds. She threw the seeds, and instantly they grew into large cucumber fields. But the giant ate them all, giving him more strength. As the giant was getting close, Timun Emas took the second bag with needles inside and spilled the content behind her. The needles turned into scratches and bled. "Aaargh, I get you, Timun Emas," shouted the giant as he tried to get himself out from the bamboo field. He made it and still chasing Timun Emas.

Timun Emas then reached the third bag and spilled the salt inside. The ground which the salt touched turned into a deep sea. The giant almost drowned and had to swim to cross the sea. After some time, he managed to get out from the water. Timun Emas saw the giant coming, so she reached for the last bag, she took the shrimp paste and threw it. The shrimp paste became a big swamp of boiling mud. The giant was trapped in the middle of the swamp. The mud slowly but surely drowned him. Helpless, he raised his hands and feet.



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Nomor : In.06.3/J4/PP.00.9/6545/2014
Lamp : -
Hal : **Penunjukan Pembimbing Skripsi**

Semarang, 4 Desember 2014

Kepada Yth:

1. Dr. H. Abdul Wahib, M.Ag
2. Lulut Widyaningrum, M.Pd

Di tempat

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Zulfah Ariyani
NIM : 113411092
Judul : The Use of Estafet Writing with Chained Picture to Improve Students' Writing Skill on Narrative Text (A Classroom Action Research at the 10th Grade of MAN 01 Kudus in the Academic Year of 2014/2015)

dan menunjuk saudara:

1. Dr. H. Abdul Wahib, M.Ag sebagai pembimbing bidang metodologi
2. Lulut Widyaningrum, M.Pd sebagai pembimbing bidang materi

Demikian atas kerja sama yang diberikan kami ucapkan terima kasih.

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Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

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NIM : 113411092

Judul Skripsi : The Use of Estafet Writing with Chain Picture to Improve Students' Writing Skill on Narrative Text

Alamat : Ds. Ngembal Rejo Rt 06 Rw IV Kec. Bae Kab. Kudus

Pembimbing :1. Dr. H. Abdul Wahib, M.Ag.

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Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu mohon di ijinakan melaksanakan riset selama 1 bulan, mulai tanggal 10 Agustus 2015 sampai dengan tanggal 9 September 2015.

Demikian atas perhatian dan kerjasama Bapak/Ibu disampaikan terima kasih.

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Waktu Pelaksanaan : 10 Agustus s.d. 22 Agustus 2015
Tempat : MAN 1 Kudus

Demikian surat keterangan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

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