

## **Chapter II**

### **Picture Series as Teaching Media**

This chapter presents several theories that are relevant to this research. In details, this chapter will explain about teaching writing, teaching media, picture series and narrative text.

#### **2.1 Teaching Writing**

According to Feez and Joyce (1998:1), writing is the craft of creating written text. Text are whole pieces of writing which hang together as complete product. Everyone can learn this craft they are equipped with the right tools. Feez and Joyce (1998:vii) also states that written English is not the same with spoken English and cannot just be written as it spoken. They need to write different type of texts to achieve different purposes. Different texts are structured in different ways. Vocabulary and grammatical structures help to make the writing fit the different subject area.

According to Byrne (1988:5), writing is learned through a process of instruction: we have to master the written form of the language and to learn certain structures which are important for effective communication in can be understood by a reader who is not present and perhaps by a reader who is not known to us. Writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purposes in teaching it.

Based upon brochures from Brown University and the University of Missouri, what makes writing so important?

- Writing is the primary basis upon which your work, your learning, and your intellect will be judged—in college, in the workplace, and in the community.
- Writing expresses who you are as a person.
- Writing is portable and permanent. It makes your thinking visible.
- Writing helps you move easily among facts, inferences, and opinions without getting confused—and without confusing your reader.
- Writing promotes your ability to pose worthwhile questions.
- Writing fosters your ability to explain a complex position to readers, and to yourself.
- Writing helps others give you feedback.
- Writing helps you refine your ideas when you give others feedback.
- Writing requires that you anticipate your readers' needs. Your ability to do so demonstrates your intellectual flexibility and maturity.
- Writing ideas down preserves them so that you can reflect upon them later.
- Writing out your ideas permits you to evaluate the adequacy of your argument.
- Writing stimulates you to extend a line of thought beyond your first

impressions or gut responses.

- Writing helps you understand how truth is established in a given discipline.
- Writing equips you with the communication and thinking skills you need to participate effectively in democracy.
- Writing is an essential job skill.

According to Raimes (1983:3), writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that have been teaching our students. Second, when our students write, they also have a chance adventurous with the language, to go beyond what they have just learned to say, to take a risk. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

According to Byrne (1988:6), writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purposes in teaching it. In the early stage of a course oriented towards oral proficiency, writing serves a variety of pedagogical purposes:

- (a) The introduction and practice of some form of writing enables us to provide for different learning styles and need. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is

likely to be an aid retention, if only because they feel more at ease and relaxed.

- (b) Written work serves to provide the learners with some tangible evidence that they are making progress in language. It is not likely to be true index of their attainment, but once again it satisfied psychological need.
- (c) Exposure the foreign language through more than one medium, especially if skill are properly integrated, appears to be more effective than relying on single medium alone. Even at an elementary level there are many opportunities for activities that effectively integrate skills.
- (d) Writing provides variety in classroom activities, serving break from oral work (and is therefore a quitter and more relaxed time for both student and teacher!). At the same time, it increase the amount of language contact through work that can be set out of class.
- (e) Writing is often needed for formal and informal testing. Although in general oral ability should be measure through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, the use some written test, in some cases, of course a written test may be even be appropriate.

According to Byrne (1988:27), there are the form of guidelines for writing program:

- (a) Teach the learner how to write.

- (b) Provide adequate and relevant experience of written language
- (c) Show the learners how the written language functions as a system of communication
- (d) Teach the learners how to write text.
- (e) Teach the learners how to write different kinds of texts.
- (f) Makes writing tasks realistic and relevant
- (g) Integrate writing with others skills.
- (h) Use a variety of technique and practice formats
- (i) Provide appropriate support
- (j) Be sympathetic!

Byrne (1988:32) also states that there are some following goals are suggested:

- (a) Writing activities should satisfy immediate needs by providing the learners which opportunities for handling, through the medium of writing , language which they learned orally
- (b) Writing activities should also forward-looking by beginning to familiarize the learners with partners of language typical of the written medium: in particular, some of devices needed for linking and sequencing sentences.
- (c) Writing activities should also give the learners opportunities to communicate through writing and, equally important, simply to enjoy writing.

Byrne (1988:5) states that writing is learned through a process of instruction: we have to master the written form of the language and to learn certain structure which are less in speech, or perhaps not used at all, but which are important for effective

communication in writing. We also have to learn how to organize our ideas in such way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

According to Raimes (1983:12), choosing classroom technique is the day-to-day business of every writing teacher. Any decision we make –such as whether to provide students with a first sentence or not, or whether to mark all errors or only a selected few- is a decision about a teaching technique. Examining them with some basic questions in mind will help us sort out which ones suits our class, our student level, and the approach that underlies our own curriculum and our own teaching. These questions can be a help to you in making your daily decision of what to do in the next class.

Question 1: How can writing help my students learn their second language better?

Question 2: How can I find enough topics?

Question 3: How can I help to make the subject matter meaningful?

Question 4: Who will read what my students write?

Question 5: How are the students going to work together in the classroom?

Question 6: How much time should I give my students for writing?

Question 7: What do I do about errors?

## 2.2 Writing Strategic

According to Zemach and Rumisek (2003:3), there are six steps of writing process. It is stated that when we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing.

Table 2.1  
Pre writing

Step one: Choose a topic. Before you write, your teacher gives you specific assignment or some ideas of what to write about. If not, choose your topic yourself.

Step two: Gather ideas. When you have a topic, think about what you will write about topic

Step three: Organize. Decide which of ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which about to talk last.

Table 2.2  
Drafting

Step four: Write. Write your paragraph or essay from start to finish. Use your notes about ideas and organization.

Table 2.3  
Reviewing and revising

Step five: Review structure and content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any necessary information. Ask a classmate to exchange texts with you. Your classmate reads your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing helps you to improve your own. You may want to go on step six now and revise the structure and content of your text before you proofread.

Table 2.4  
Rewriting

Step six:

Revise structure and content. Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organization so that your text is more logical. Together, step five and six can be called editing.

Proofread: Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.

Make final correction: Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make.



## 2.3 Types of Writing

According to Feez and Joyce (1998:1), writing is the craft of written text.

Texts are whole pieces of writing which hang together as complete product. People use writing to do many things: record events, instruct, explain, describe, entertain, respond, persuade. There are many kind of texts:

1. Recount text

Purpose: to tells us about particular incident which was a turning point in his life.

2. Report text

Purpose: to give information about something.

3. Narrative text

Purposes: to tell story which

- Are about a person or a group of people overcoming problem
- Show how people react to experiences
- Explore social and cultural values
- Entertain an audience

4. Personal response text

Purposes: to show how you, as in individual, respond to literature or art.

5. Review

Purposes: to assess the value of a work of literature or art.

6. Procedure text

Purposes: to show how something is done.

7. Procedural recount text

Purpose: to record procedure

8. Consequential explanation

Purpose: to explain reasons or consequences.

9. Descriptive report

Purposes: to identify a set of features of some object or phenomenon and describe each of these features in turn.

10. Exposition

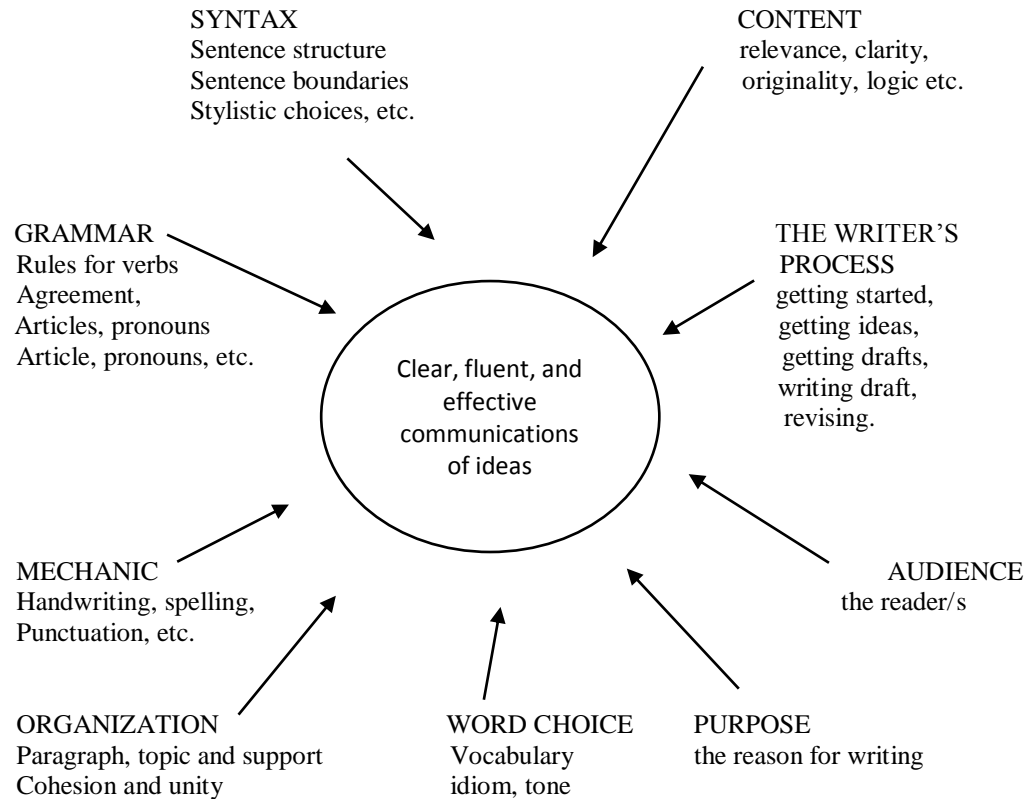
Purpose: to argue for a particular point of view.

## **2.4 Writing Assessment**

Alderson and Bachman (2002:108) explain that second key component of a writing assessment: procedures for scoring the written product. The scoring procedures are critical because the score is ultimately what will be used in making decisions and interferences about writers. One of the first decision to be made in scoring might be applied literature composition there are three main types of rating scale: primary trait scale, holistic scale, and analytic scale.

To fulfill the good assessment, the teacher should teach the good process of writing to the student, so the students become good writers. According to Raimes (1983:6), the following diagram shows what writers have to deal with as they produces a piece of writing:

## Producing a Piece of Writing



Based on the ESL composition Profile, there many criteria that students as writers should master such as cohesive, coherence, thesis, paragraphing etc. Here are some definition according to some experts. Zemach (2003:11) states that paragraph is a group of sentences about a single topic. A paragraph has three basic parts: The topic sentence, the supporting sentence and the concluding sentence.

Another expert, Ginn (1970:96) states that a good way to organize paragraph is to state the main idea in the first sentence of the paragraph.

According to the dictionary, cohesive is the adjective, coherence is the noun. Zemach (2003:82) states that coherence is related to unity. Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph.

There are another definition of cohesion, according to Zainurrahman (2013:129)

*Kohesi adalah keterikatan dan ketergantungan elemen-elemen dalam tulisan, baik secara gramatikal maupun secara leksikal. Kohesi gramatikal berkenaan dengan stuktur ketatabahasa dalam teks, maka kohesi leksikal lebih kepada hubungan yang sifatnya leksikal, seperti bentuk kata seperti kata benda, kata kerja, ata sifat dan kata keterangan (Cohesion is an attachment and depency of writing elements, either grammatically or lexically. Grammatical cohesion regarding to grammatical structure of the text while the lexical cohesion is more to the form of words such as noun, verb, adjective and adverb)*

Alderson and Bachman (2002:112) states that a well-known example of a holistic scoring in ESL is the scale used for the TOEFL Writing Test, formerly known as the Test of Written English (TWE). Holistic scoring rubrics can be design to focus readers' attention on certain aspect of writing, depending on what is deemed most essential in the context, and thus can provide important information about those aspects in efficient manner.

Alderson and Bachman (2002:114) explain that in analytic scoring script are rated on several aspects of writing or criteria rather that given a single score. One of the best known and most widely used analytic scale in ESL was created by Jacobs *et al.* In the Jacobs *et al.* scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanic. The five aspects are

differentially weighted to emphasize first content (30 points), and next language used (25 points), with organization and vocabulary weighed equally (20 points) and mechanic receiving very little emphasis (5 points).

During research, the writer will use the analytic scale as a reference for writing assessment. These followings are the form of writing assessment that adapted from Jacob *et al* scale profile. The Jacob *et al* scale will be used as the guidelines for assessing writing during the research. The writer will make a form of rubric writing evaluation based on the Jacob *et al* scale.

Table 2.5  
Scoring Rubric for Writing Evaluation (adapted from Alderson and Batchman, 2002:116)

Aspect	Score	Level	Criteria
Content	30-27	Excellent to very good	<ul style="list-style-type: none"> <li>• Knowledgeable</li> <li>• Substantive</li> <li>• Thorough, development of thesis</li> <li>• Relevant to assign topic.</li> </ul>
	26-22	Good to average	<ul style="list-style-type: none"> <li>• Some knowledge of subject</li> <li>• Adequate range</li> <li>• limited development of thesis</li> <li>• Mostly relevant to topic, but lack detail.</li> </ul>
	21-17	Fair to poor	<ul style="list-style-type: none"> <li>• Limited knowledge of subject,</li> <li>• Little substance</li> <li>• Inadequate development topic.</li> </ul>

	16-13	Very poor	<ul style="list-style-type: none"> <li>• Does not show communicative</li> <li>• No organization, or not enough to evaluate.</li> </ul>
Organization	20-18	Excellent to very good	<ul style="list-style-type: none"> <li>• Fluent expression,</li> <li>• Ideas clearly stated/supported</li> <li>• Succinct</li> <li>• Well-organized,</li> <li>• Logical sequencing</li> <li>• Cohesive</li> </ul>
	17-14	Good to average	<ul style="list-style-type: none"> <li>• Somewhat choppy</li> <li>• Loosely organized but main ideas stand out</li> <li>• Limited support</li> <li>• Logical but incomplete sequencing.</li> </ul>
	13-10	Fair to poor	<ul style="list-style-type: none"> <li>• Non-fluent,</li> <li>• Ideas confused or disconnected,</li> <li>• Lacks logical sequencing and development.</li> </ul>
	9-7	Very poor	<ul style="list-style-type: none"> <li>• Does not communicate,</li> <li>• No organization, or not enough to evaluate.</li> </ul>
Vocabulary	20-18	Excellent to very good	<ul style="list-style-type: none"> <li>• Sophisticated range</li> <li>• Effective word/idiom choice and usage</li> <li>• Word from mastery</li> <li>• Appropriate register</li> </ul>
	17-14	Good to average	<ul style="list-style-type: none"> <li>• Adequate range</li> <li>• Occasional errors of words/idiom form, choice,</li> </ul>

			usage <i>but meaning not obscured</i> .
	13-10	Fair to poor	<ul style="list-style-type: none"> <li>Limited range</li> <li>Frequent errors of word/idiom form</li> <li>Choice</li> <li>Usage, <i>but meaning confused or obscured</i>.</li> </ul>
	9-7	Very poor	<ul style="list-style-type: none"> <li>Essentially translation,</li> <li>Little knowledge of English vocabulary, idioms, word form</li> <li>Not enough to evaluate</li> </ul>
Language use	25-22	Excellent to very good	<ul style="list-style-type: none"> <li>Effective complex constructions</li> <li>Few errors of agreement, tense, number, word order/ function, article, pronouns, prepositions.</li> </ul>
	21-18	Good to average	<ul style="list-style-type: none"> <li>Effective but simple constructions,</li> <li>Minor problems in complex constructions</li> <li>Several errors agreement, tense, number, word order/ function, article, pronouns, prepositions.</li> </ul>
	17-11	Fair to poor	<ul style="list-style-type: none"> <li>Major problems in simple/complex constructions,</li> <li>frequent errors of negation, agreement, tense, number, word order/ function, article, pronouns, prepositions and/or fragments, run-ons, deletions,</li> </ul>

			<ul style="list-style-type: none"> <li>• <i>Meaning confused or obscured</i></li> </ul>
	10-5	Very poor	<ul style="list-style-type: none"> <li>• Virtually no mastery of sentence construction rules</li> <li>• Dominated by errors,</li> <li>• Does not communicate, or not enough to evaluate.</li> </ul>
Mechanics	5	Excellent to very good	<ul style="list-style-type: none"> <li>• Demonstrate mastery of conventions,</li> <li>• Few errors of spelling, punctuation, capitalization, paragraphing.</li> </ul>
	4	Good to average	<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization, paragraphing,</li> <li>• <i>but meaning obscured</i></li> </ul>
	3	Fair to poor	<ul style="list-style-type: none"> <li>• Frequent errors of spelling, punctuation, capitalization, paragraphing,</li> <li>• Poor handwriting,</li> <li>• <i>Meaning confused or obscured.</i></li> </ul>
	2	Very poor	<ul style="list-style-type: none"> <li>• No mastery of conventions</li> <li>• Dominated by errors of spelling, punctuation, capitalization, paragraphing,</li> <li>• Handwriting illegible, OR not enough to evaluate.</li> </ul>



## 2.5 The Media for Teaching Writing

Daryanto (2011:4) states that “*Media pembelajaran merupakan sarana pelantara dalam proses pembelajaran. Dalam proses pembelajaran, media memiliki fungsi sebagai pembawa informasi dari sumber (guru) menuju penerima (siswa)*” (Learning media is a means of intermediaries in the learning process. In the learning process, the media has function as carries of information from the sourcer (the teacher) to the receiver (students). According to Gerlach and Elly (States in Daryanto, 2011:17), *Media dikelompokkan berdasarkan ciri fisiknya terdiri dari delapan kelompok, meliputi benda sebenarnya, presentasi verbal, presentasi grafis, gambar diam, gambar bergerak, rekaman suara, pengajaran terprogram, dan simulasi.*(Media grouped by physical characteristics consist of eight groups, including the actual objects, verbal presentations, presentation graphics, still pictures, moving pictures, sound recordings, programmed instruction, and simulation).

According to Byrne (1988:79), visual material offers an attractive and simulating framework for writing practice, especially some form picture sequences is used, and for this reason no doubt the learners generally respond favorably to tasks which relate to some kind of visual text. Visual material is divided into two main categories:

- (a) Pictorial: this category includes single picture and picture sequences.
- (b) Plans, maps, diagrams: diagrams include material such as graphs and charts (i.e. they contain figures and perhaps a few items, such as headings, in words.

Byrne (1988:91) also gives explanation that there are other useful visual materials for writing activities:

(a) *Ads*: These must be occupy a special place for a number of reasons;

- There is a wide variety of them
- They are widely (and freely)
- Students respond to them

(b) *Programmes*: For examples, for cinemas, theatres, festivals, TV and radio. These can be used for planning activities which involve making notes or writing short repots, or for writing letters (e.g. suggesting the program for a day out).

Some other activities are suggested below. The first three involve the use of small picture cue cards (usually showing a single object such as a piece of furniture, an item of clothing, an animal, etc.)

(a) *Picture linking*

The student, working in groups, are given (or allowed to choose from a large number) three to four picture, around which they have to make up a story. The objects should not have any obvious connection, so the students are encouraged to be imaginative- and even absurd.

(b) *Lost and found*

Each students is given two cards (e.g. a dog and a pair of shoes) and uses one of these to write a notice about something he has lost and the other to write a notice about something he has found. These cards are then distributed and the notices read out. The students respond by saying “that’s mine!” or I’ve got it!’

*(c) Desert Island message*

After the students have played the Desert Island Game (that is, when they imagine they are marooned on an island and have to decide how they will use (3) objects such as hammer, clock, mirror), they can be asked to write a message to put into a bottle and throw into the sea. They also can be asked to write their diary for part of the time they are on island.

*(d) How much you can remember?*

Each group of students is given a picture, which they look at for about a minute. They then turn the picture over and, working individually, write down as many things as they can remember about the picture. They then use these notes to work together to build up a complete description of the picture (orally or in writing), which they compare with the actual picture.

*(e) Who is it?*

Each group is given a picture of a famous person (place) and has to write a precise description of it. The descriptions are then passed round the other groups, who try to identify the people (places).

*(f) Life story*

Each group is given a picture of a face (not anyone known) and has to make up the life story of the person (e.g. who (he) is; what (he) does for a living; things that happened to (him)). The students should of course aim to be as imaginative as possible.

*(g) Cartoon*

The students work in pairs or groups to write captions or speech bubbles for cartoons or other suitable pictures.

*(h) Jigsaws stories*

Give each group a cut up picture compositions sequences, so that each student or pair of students in the group has one picture. Each student or pair then writes down what the picture shows. The students then put away their pictures and use their note to try to work out what the complete sequence is about by exchanging information.

*(i) Ads*

Give each group of students a picture showing, for example, a car or a hotel and ask them to write an exaggerated advertisement for it.

*(j) Postcards*

Give each student a postcard (made by pasting a picture cut from a magazine or travel brochure onto a piece of card) and ask them to send a message to someone else in the class (this may include you!). They may do this as themselves or in the role of famous person (e.g. singer, actor, politician...)

## **2.6 Picture Series as a Teaching Media**

Some experts use the term of *picture series* as *sequences of picture* in their own book. In this chapter the writer will use term of *picture series* instead of using term of *sequences of picture* for the statement of all experts in the explanation of theoretical foundation about picture.

Yunus (1981:49) states that a picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Raimes (1983:36) states that pairs of pictures or picture series provide for a variety of guided and free writing exercises. Picture series, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. A set of parallel pictures that show a similar scene or tell a similar story- provides material that offers guidance on vocabulary, sentence structure, and organizations yet lets the students write about new subject matter.

Based on the explanation of the expert, the writer concluded that picture series is a set of pictures which is presented in sequence to be used as a guidance in writing exercise.

According to Calhoun (1999:25), the concept of using pictures as a stimulus for language experiences activities in the classroom was developed specifically for teaching young students to read and write. The connections between the children Languages and the items and actions in the picture support the transition from oral (listened to and spoken) language to written (read and written) language. Students witness the transformation from oral to written expression.

According to Raimes (1983:27), everybody likes to look at pictures, their use in classroom provides a stimulating focus for student's attention. Picture bring the outside world into the classroom in vividly concrete way. So picture is a valuable resources as it provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks and a focus of interest for students.

Wright (1989:4) states that pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Wright also stated that one of the most useful developments in language teaching methodology in recent years has been in the organization of students in the class room. The gain lies in the degree of interaction between students and the consequent sense of purpose in using language. Picture can play a key role in motivating students, contextualizing the language they are using, giving them a reference an in helping to discipline the activity.

According to Wright (1989:22), speaking and writing are both productive skill and pictures can often be used in similar ways to promote them. Picture also can motivate student want to pay attention and want to take part. Picture can be used to motivate the learner and to remind him or her what to say. A more demanding activity is when the student tries to remember a number of lines of text and is prompted by a series of pictures.

### **2.6.1 Types of Picture Series**

According to Wright (1989:186), the sources of the picture are comic and cartoon strips. They are heavily illustrated. They are picture series which are closely related to a narrative text.

Because the cartoon strips and comic can help student in arranging sentences into a form of text, the writer will use this kind of picture to be a media for student in writing narrative text during the research.

Wright (1989:201) states that Cartoon strips and instruction strips of picture are potentially useful. Experience will show the teacher which strips are the most useful. The strips can be kept as they are and used to contextualize a story or description of a process. First of all the teacher can ask question to help the students grasp the meaning of the strip. Intermediate and advanced students can discuss the technique of the people and setting and the relationship between the drawing and the words.

Wright (1989:70) also states that the well-established way of promoting storytelling, descriptive writing or writing about processes is to give the students a picture strip sequences. The picture strips devised specially for language teaching are usually very boring. Alternative sources are cartoon strips or photo strips.

According to Calhoun (1999:79), the larger the picture the better (24"x30" is great). As you pin or tape the picture to the background paper, ensure the paper extends about three feet beyond the picture on all sides. I still make mistakes in not allowing myself enough good writing space when students generate more words than I anticipate. White or light-color paper makes an easy-to-read background.

## **2.7 The Procedures of Using Picture Series as Media in Teaching Writing**

According to wright (1989:201), Cartoon strips and instruction strips of pictures are potentially useful. The strips can be kept as they are and used to contextualize a story or description of process. First of all the teacher can ask questions to help the students grasp the meaning of the strips. Intermediate and advanced students can discuss the technique of the cartoonist in his or her representation of the people and setting and the relationship between the drawing and the words.

Wright (1989:69) states that there are some activities by using picture series;

1. *Jumble sentence*

Individual or pair work jumble sentences are given to the students. The write them out in the correct order, guided by picture series.

2. *Relevant sentences*

Individual or pair work. The students are given picture series and several sentences. The students choose the sentences they think are relevant and base story or description on them.

3. *Change some words*

Individual or pair work. A text, picture series and a number of alternative words for some of those in the text are given to the students. They write out the text with their choice of words, guided by reference to the picture.

4. *Picture guided story*

Individual or pair work. Picture series or picture symbols is given and the students write the story without any other assistance.



Based on the theories above, during the research, the writer will use two of those activities as alternative in teaching writing narrative text. These activities will become procedures that supporting the student's worksheet. Those activities that the writer choose are *picture guided story* and *change some word* activities.

## 2.8 Narrative Text

In this chapter, the theoretical foundations of picture series include the definition of narrative text and the language components of narrative. Narrative is one kind story. According to Wright (1995:5) that the experience of the story encourages responses through speaking and writing. Zainurrahman (2013:37) stated that *Naratif mungkin merupakan genre yang paling mudah dikenal dan memiliki banyak ragam sesuai dengan fungsi sosialnya* (Narrative perhaps a genre that most easily recognized and has a wide variety of appropriate social function)

According to Feez and Joyce (1998:24), narrative act as a form of entertainment and as a way of exploring issues in our society. They have developed a familiar pattern for constructing narratives. Feez and Joyce (1998:24) also stated that the five stages of a narrative are orientation, complication, evaluation, resolution, and coda.

Orientation which:

- introduces the characters and tells the reader something about them.
- tells the reader when, where, who, what and why
- gives a hint about the problems which the characters will encounter.

Complication which is where the reader discovers the problem and something happens that the characters do not expect.

Evaluation which:

- is usually attached to the complication or woven into it
- is where the storyteller comments on the events and in this way gives significance to them
- makes the reader care about what happens to the characters
- slows the action down and creates suspense which makes the reader want to find out what happens next.

Resolution which is where the problem is solved. Coda which rounds off the story with a short comment about future lives of the characters. Many fairy tales have a coda such as *And they lived happily after*. All narratives must have an orientation and a complication with an evaluation and a resolution. The complication is the center of the narrative. It is the reason why the story is told. Storytellers only sometime give their narratives a coda. At other times they leave the reader to work out the coda for themselves.

### **2.8.1 The Language Components of Narratives**

According to Feez and Joyce (1998:28), narratives tells about the actions of the character or their reactions to events. When narratives are describing the actions of characters, their actions are shown through action verbs in the past tense. The action verbs usually occur in the complication and resolution stage of a narratives because

this is where all the action take place. Narratives are about events in the past and the storyteller must be able to use a number of different past tenses to represent things that happened in the past.

We use this tenses in the narrative for events which were completed in the past. Most many simple past tense verbs end in – *ed*.

(a) Past perfect tense or past in the past

We use this tense for events which were completed before the main events of the story. We form this tense in this way: *had*+ past tense form of the main verb.

(b) Past continuous tense or present in the past

This tense tells about events which happened at the same time in the past. We form this tense in this way: *was/were*+ (verb + *ing* ending).

Feez and Joyce (1998:30) explain that events in narrative occur in particular order. The story teller has to decide what order to put the events in and this order must make sense to the reader. Some storytellers simply write events in a time sequence or in chronological order.