INCREASING STUDENTS' NARRATIVE PARAGRAPH WRITING ABILITY THROUGH THE USE OF PICTURE SEQUENCE

Aisyah Sunarwan
Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro
Email: aisyahsunarwan@gmail.com

Abstract: The aim of teaching foreign language is defined in terms of four skills, listening, speaking, reading and writing. Writing as one of the four skill is often ignored, this may be do to a number of factors, such as time consuming of correcting, low motivation, limited time to study writing and lack of teaching technique used. The objective of the study is to investigate whether the use of picture sequence increase the students' narrative paragraph writing ability especially in making good content, organization (form), using right vocabulary, correct grammar and mechanic in a paragraph at the Eighth Grade of State Junior High School 3 Batanghari. In this research, the researcher and collaborator did classroom action research which is portrayed as a cyclical spiral process involving steps of planning, acting, observing and reflecting. The research was conducted through collaborative with an English teacher of State Junior High School 3 Batanghari. In this research, students did pre-test before having treatment and after that they should do the post-test cycle 1 and cycle 2. From the analysis in pre-test and post-test cycle 1, there was an increasing from the students result score. It is proved from their score 53,14 became 5,9. At the first cycle, we found the students' problem was in grammar, such as capitalization and simple pat tense. In vocabulary, they couldn't perform their writing in correct English vocabulary. While in mechanic, students tended to write the punctuation marks exaggeratedly which actually no need at all. In the second cycle, few students still had some problems in grammar in mechanic, but most of them had improved their writing ability, it was proved from their result score from post-test cycle 1 5,9 became 70 at post-test cycle 2. It means that the use of picture sequence can increase the students' narrative paragraph writing ability.

Keywords: Narrative paragraph, writing, picture sequence

INTRODUCTION

In our country, English is the first foreign language that is taught as a compulsory subject that should be learnt by all students from Elementary school until university. Language is a unique human in heritage that plays the important role in human's life, such as in thinking, communicating ideas, and negotiating with the others, (Siahaan,2008: 1). Language plays as important role in human's activities, because communicating without language is impossible and everything is explained through the use of different languages based on the need in order to be understood.

There are four skills in English, they are listening, speaking, reading, and writing. The statement clearly shows that the purpose of teaching English is to enable the students to master the four skills.

Siahaan, (2008: 221), Students who are taught with a strategy are more highly motivated than those who are not and can be lead to a more effective learning. It means that teacher should teach the students creatively so that the students interest in teacher's way of teaching, they will not be bored because English is fun and interesting.

In the school the teacher doesn't teach English separately because all of the aspects must be taught to the students. So that the teacher need more time to teach those skills, for example, teacher need a lot of time to teach writing because writing can't be taught in a meeting, it needs more time to explain, give some exercises and need more time of correcting the students result.

However, practically all of the four skills are rarely taught in a proper balance. For example, writing, one of the four skills is often ignored if it is compared to other skills. This may be due to a number of factors, such as time consuming of correcting, low motivation in teaching writing, limited time to study writing and lack of teaching technique used. These factors make the English teachers mostly neglect to teach writing.

The researcher chooses this topic because she wants to prove that the use of pictures can increase the students'ability in writing narrative paragraph, because the students will not only be interested in writing narrative paragraph using pictures but also they can develop their imagination using pictures.

In this research, the researcher did the classroom action research and hopefully the problems in the class can be solved or minimized. There are some problems and some taught that caused the problems:

1. Most of the students find difficulties in developing the idea in their paragraph.
2. The students have problems in building sentences with appropriate grammar and vocabulary. It is probably because the teacher seldom gives a modeling before giving a task.
3. The students are passive. In other words during the teaching learning process, the students seldom ask the question, give comment or opinion and answer question.

Based on the identification above, the focus of the problem of the research is formulated as follows: "Can the use of picture sequence increase the students' narrative paragraph writing ability at the eighth grade of State Junior High School 3 Batanghari?"

The objective of the study is to investigate whether the use of picture sequence increase the students' narrative paragraph writing ability especially in making good content, organization (form), using right vocabulary, correct grammar and mechanic in a paragraph.

The concept of writing
Pardiono (2006), writing is one of competence linguistic form expressed in written beside oral. When considering how people write, we need to consider the similarities and differences between writing and speaking, both in terms of their forms and in the processes that writers and speakers go through produce the way spontaneous speech and written text are constructed shows significant differences both in

terms of organization and the language used, Harmer (2004: 6-7). Paul, (2003: 6) states when students can express themselves in writing using new target patterns, they are clearly ready to move forward to the next stage of learning.

In short, writing is an activity of using language in written text consisting of a sentence or clause or even only a phrase to express thoughts to the reader in a written form so that it will be easily understood by the reader.

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly. In order to attain the purpose, the writer should be able to communicate her ideas or thought into the written language clearly so it can be understood by the reader.

In conclusion, writing is very important to develop the student's ability
in English because; writing is one of the main parts in English.

Paragraph

A paragraph is a group of related sentences that develops one main idea, Oshima (1990: 3). A paragraph can be short as one sentence or as long as ten sentences. The number of sentences is unimportant; however the paragraph should be as long enough to develop the main idea clearly.

Bram states that paragraph is a group of sentences which contain relevant information about one main or central idea. It is important for the topic sentence to have a clear central idea, this idea functions to control the contents of the paragraph. Basically, Bram (1995: 13), a paragraph consists of three parts, they are introduction, body and conclusion.

The paragraph may be classified as the following: (1) Topic sentence, (2) Supporting Sentences, (3) Concluding Sentence.

The Components of Writing

Writing is a process of communication which uses a conventional graphics system to the readers. Furthermore, the form of communication use written language as words, sentences, punctuations, and good structure. So that, the readers can understand the information easily. According to Harris there are five general components in writing, they are:
1. Content: the substance of writing ideas express (unity)
2. Organization (form) : the contents or ideas organization, it is not coherence, it is unified or not.
3. Vocabulary: the section of words that suitable with the content.
4. Grammar: the employment of grammatical forms and syntactical pattern.
5. Mechanic: the use of graphic conventions of language. Haris, (1969: 68-69)
   Those are the components used
in scoring the students result of writing.

Narrative Paragraph

Many people like to write narrative paragraph in which they relate an experience they have had. Narrative paragraph enable the writer to tell a story or an incident. Every time someone tells another person about something that happened or

occurred, he or she is telling a narrative or a story.

Narration is a story, tells an incident or experience sequence in time. Narration is a story. To write an effective paragraph, the author must be creative yet concise. A well written narrative paragraph will appeal to readers because the authors thorough knowledge of the subject and ability to communicate effectively, (http:/www.ehow.com/). It tells a story that illustrates the truth of the argument.

A narrative text functions to entertain the readers or listeners. Here are the main parts of a narrative text:

Orientation : It tells about setting in time, place or characters.

Complication (s): This part tells about problem(s) to be solved by characters.

Resolution : It describes the solution to the complication(s) and it gives a suitable ending to the story, Mukarto, (2004: 21)

It can be concluded that, narrative paragraph is a paragraph telling about the action or event. It moves in time and is organized in chronological order.

Picture Sequence
Picture sequence is a series of photographs dealing with one subject, it may tell a story, present an event, describe a scene, reveal a person, or show how to most successful picture sequences create several visual images that contain emphasis and action,
(http://www.pub.com). A picture sequence is a group of loosely related photographs that provide is a complete unite that has been planned, researched, and supported by written text and captions, ((http://www.pub.com).

The statements above indicate that picture can be used as an aid in teaching learning English to motivate student in learning.

Research Methodology
The research applied classroom action research because the researcher
wanted to know whether the use of picture can increase the students' ability in writing narrative paragraph.

Action research is accuracy towards the study activity as an action which is appeared and happened together in a class, Arikunto dkk, (2007: 3). Michael J Wallace, (1998: 257), states that action research is method of professional self-development which involves the systematic collection and analysis of data related to practice.

Action research is portrayed as a cyclical spiral process involving steps of planning, acting, observing and reflecting. It is normal for a project to go through two or more cycles in an interactive process, the improvement of research can be seen from a series of cycles, each incorporating lessons from previous cycles.

The figure of action-reflection cycles are shown as follows:
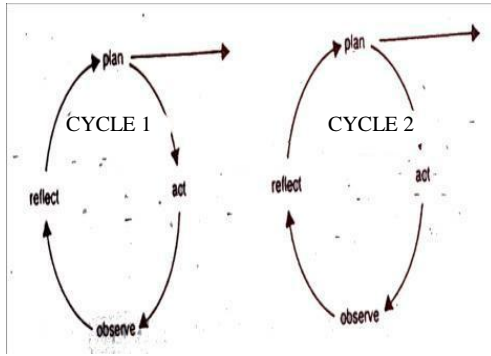
Source: Research Design of Jean Mc Niff & Witehead, McNiff, (2002: 41)

The research was done through collaborative with an English teacher of State Junior High School 3 Batanghari. Action hypothesis which is submitted in this research is "By applying the use of picture sequence in writing narrative paragraph ability so the process and learning result of writing at VIIIA students of state junior high school 3 Batanghari will increase".

Description and Role of the Researcher

This research was done at the ninth year of State Junior High School 3 Batanghari, the location is in Bumiharjo 39 polos Batanghari East Lampung.

The subject of the classroom action research was thirty five students class VIIIA. The researchers chose this class because most of the students found difficulties in developing the idea in their idea, the students had problems in building sentences with appropriate grammar and vocabulary, and the students were passive.

The classroom action research was done based on the problems in teaching narrative paragraph writing. The researchers wanted to know the ability of the students in making the narrative paragraph by giving the writing test and questionnaire.

In this stage, the researcher was as observer that observed the condition in the class during learning process and noted the important things occurred in the class.

In data collection method, the researcher used the techniques of Writing Test, Questionnaire, Collaborative Approach, Observation, and Interview.

Data Recording and Analysis Procedure

After collecting the data, the next step was data analysis. Although the data had been collected completely and if the researcher didn't analyze it so that the data would not have the scientific value that could be used for knowledge development. The data analysis was a simple process of data into the easy form to be read and interpreted.

In this research, the researcher used inductive reasoning. According to Francis Bacon in Donald Ary, (1979: 6) he said that "in Bacon's system observations were made particular events in a class, and then on the basis of the observed events, inferences were made about the whole class.

In order to see whether picture sequence can be used to increase the students' ability in writing narrative paragraph, the writer focused the evaluation in learning process and the product.

Description of Findings

This research was conducted in 2 (two) cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each meeting in these cycles took 2 x 40

minutes. The material of the classroom action research was writing a good narrative paragraph through picture sequence. The teacher also prepared observation format) and questionnaire for the students. This was done to know the students' participation (learning process).

The Results of the Research

Pre-test Result

Table 1. Students' Score at Pre-test

No	NAME	Co	Or	Vc	Gr	M	Total
1	AA	10	15	10	5	10	50
2	AF	10	10	10	10	10	50
3	AY	10	15	15	10	10	60
4	AW	10	15	5	5	10	50
5	AS	15	10	5	5	10	45
6	AM	15	10	10	5	10	50
7	AH	15	10	15	10	15	65
8	AP	15	15	10	10	10	60
9	AV	10	15	10	5	10	50
10	DK	15	15	10	5	5	50
11	DH	10	10	10	10	5	45
12	DP	15	10	10	5	10	50
13	DG	10	15	15	5	10	55
14	DJ	15	10	10	5	10	50
15	EP	10	15	10	10	5	50
16	EV	15	10	10	5	15	55
17	ED	10	15	10	5	10	50
18	FS	10	10	10	5	10	45
19	FR	15	5	10	10	10	50
20	HY	15	10	15	5	5	50
21	IR	10	10	10	5	10	45
22	IC	10	10	15	5	15	55
23	IM	15	15	10	10	10	60
24	JW	15	10	5	15	15	60
25	JP	15	10	10	5	15	55
26	NK	15	10	15	5	10	55
27	PJ	15	10	15	10	10	60
28	RT	10	15	10	10	10	55
29	RP	10	15	10	5	15	55
30	RS	15	10	15	10	15	65
31	SF	10	10	15	5	10	50
32	SR	15	10	10	10	5	50
33	YK	15	15	10	10	15	65
34	YG	10	10	10	10	10	50
35	EM	15	10	10	5	10	50
	Total						1860
	Average						53.14

The highest score : 65
The lowest score : 45
The number of students who got
60 or more : 8

Note:
Co : Content
Or : Organization
Vc : Vocabulary
Gr : Grammar
M : Mechanic

Table 2. The Frequency of Students' Scores at Pre-test

No	Score	Frequency	Percentage
1	90-100	-	-
2	80 – 89	-	-
3	70 – 79	-	-
4	60 – 69	8	22.8 5%
5	50 – 59	23	65.71 %
6	40 – 49	4	11,42%
	Total	35	100%

[Students Participation: 100%

Students' writing score could be seen in Table 2. Table 2 shows that there was no student who gained 90 – 100, 80 – 89 and 70-79. There were 8 students (22,85%) gained score 60-69, 23 students (65,71%) gained score 50 – 59, then there were 4 students (11,42%) gained score 40-49. Therefore, there were eight students who gained score 60. We can also see that the students could not achieve the target (80% students could not gain 60).

In pre-test, the researcher found that the students' problem was in grammar, such as capitalization, simple past tense, and article.

While in vocabulary, it was clearly seen that they were lack of vocabulary knowledge, so that they could not perform their writing in

correct English vocabulary. In mechanic, which deal on punctuation and spelling, the students tended to write the punctuation marks exaggeratedly which actually no need at all.

Therefore, the researcher did the cycle for reducing students' weakness in the previous cycle.

Table 3. Students' Scores in Each Component of Writing at Pre-test

Scoring criteria	Component of Writing				
	Co (%)	Or (%)	Vc(%)	Gr (%)	M (%)
20	-	-	-	-	-
15	19 (54.28)	13 (37.14)	9 (25.71)	1 (92.86)	8 (22.85)
10	16 (47.71)	21 (60)	23 (65.71)	14 (40.00)	22 (62.85)
5	-	1 (92.86)	3 (8.57)	20 (57.14)	5 (14.28)
0	-	-	-	-	-

Co Content Or:Organization
Vc:Vocabulary Gr: Grammar
M:Mechanic

It can be seen from the table that there were 16 students (47,71%) who gained score 10 and 19 students (54,28%) who gained score 15. In organization component score, no students gained score 0 (zero) and also 20 . Besides 1 student (92,86) got score 5, 21 students (60,00%) who gained score 10 and 13 students (37,14%) gained score 15.

In vocabulary component score, there were 9 students (25,71%) who gained score 15 and there were 23 students (65,71%) gained score 10 and 3 students (8,57%) gained score 5. While I grammar component, there were 20 students (57,14%) gained score 5 because and there were 14 students (40,00%) gained score 10 and there was only 1 student (92,86%) who gained score 15.

The last is mechanic, there were 8 students (22,85%) who wrote 75% punctuation, spelling, and capitalization correctly so they gained 15 score in mechanic, there were 22 students (62,85%) gained 10 score in mechanic, and there were 5 students (14,28%) who gained score 5.

Learning Product (The Students Ability) at Cycle 1

The following table is the result of students' score of post-test cycle 1. It was gained by asking students to write a narrative parragraph related to the topic given.

Table 4. Students' Scores at Post-test Cycle 1

Scoring criteria	Component of Writing				
	Co (%)	Or (%)	Vc(%)	Gr (%)	M (%)
20	-	-	-	-	-
15	19 (72,41)	16 (27,59)	16 (27,59)	3 (8,57)	14 (40.00)
10	16 (27.59)	19 (72.41)	72.41)	25 (71.42)	21 (60.00)
5	-	-	-	7 (20.00)	-
0	-	-	-	-	-

No	Score	Frequency	Percentage
1	90- 100	-	-
2	80 – 89	-	-
3	70 – 79	3	8,57 %
4	60 – 69	18	51,42 %
5	50 – 59	14	40.00 %
6	40 – 49	-	-
7	30 – 39	-	-
	Total	35	100%

Students Participation: 100%

Students' writing score could be

seen in Table 5. Table 5 shows that there was no student who gained 90 – 100 and 80 – 89. There were 3 students (8,57%) gained score 70-79,

18 students (51,42%) gained score 60 – 69, 14 students (40,00%) gained score 50-59. Therefore, there were 21 students gained score 60 or more.

Based on the result, all of the students said that they were involved in teaching–learning process, but we could see from the result on Table 1 that the students could not achieve the target (80% students could not gain 60).

Table 6. Students' Scores in Each Component of Writing at Cycle 1

No	NAME	Score Cycle I					
		Co	Or	Vc	Gr	M	Total
1	AA	15	15	10	10	10	60
2	AF	10	10	15	10	15	60
3	AY	10	15	15	10	10	60
4	AW	10	15	15	10	10	60
5	AS	15	10	10	5	10	50
6	AM	15	15	10	10	15	65
7	AH	15	10	15	10	15	65
8	AP	15	15	10	10	10	60
9	AV	10	15	15	5	10	55
10	DK	15	10	10	5	15	55
11	DH	10	10	10	10	10	50
12	DP	15	10	15	10	10	60
13	DG	10	15	15	5	15	60
14	DJ	15	15	10	10	15	65
15	EP	10	15	10	10	10	55

The highest score : 70
The lowest score : 50
correctly so they gained 15 and there were 21 students (60,00%) gained 10 score in mechanic.

Action and Learning Product at Cycle 2

The processat cycle 2 was focused on the first cycle weakness, the researcher found that the students' problem was in grammar, such as capitalization and simple past tense. While in terms of vocabulary, it was clearly seen that they were lack of vocabulary knowledge. In term of mechanic, which deals with punctuation and spelling, the students tended to write the cle 2 punctuation marks exaggeratedly which actually no need at all.

Table 7. Students' Scores at Post-test Cycle 2

No	NAME	Score Cycle 2					
		Co	Or	Vc	Gr	M	Total
1	AA	15	20	15	10	15	75
2	AF	15	15	15	10	15	70
3	AY	20	15	15	10	10	70
4	AW	10	15	15	10	15	65
5	AS	15	15	15	10	10	65
6	AM	20	15	10	15	15	75
7	AH	15	15	20	10	15	75
8	AP	15	20	15	10	20	80
9	AV	10	15	15	10	10	60
10	DO	15	20	10	10	15	70
11	DH	10	15	15	10	15	65
12	DP	15	20	15	10	15	75
13	DG	10	15	15	15	15	70
14	DJ	15	15	15	10	15	70
15	EP	10	15	10	10	10	55
16	EV	20	15	15	10	15	75
17	ED	20	15	10	10	10	65
18	FS	10	20	15	15	15	75
19	FR	20	15	10	10	20	75
20	HY	15	10	15	10	10	60
21	IR	15	10	15	10	15	65
22	IC	10	15	10	10	15	60
23	IM	15	15	20	10	10	70
24	JW	20	20	15	15	15	85
25	JP	15	20	10	15	20	80
26	NK	15	20	15	10	20	80
27	PJ	20	10	15	10	15	70
28	RT	15	15	15	10	15	70
29	RP	20	15	10	15	15	75
30	RS	15	10	15	10	15	65
31	SF	15	15	15	10	10	65
32	SR	15	20	15	10	10	70
33	YK	15	15	15	10	15	70
34	YG	10	20	10	10	10	65
35	EM	15	10	15	10	20	70
	Total						2450
	Average						70

Table 8. The Frequency of Students' Scores at Cycle 2

No	Score	Frequency	Percentage
1	9- 100	-	-
2	80 – 89	4	11,42%
3	70 – 79	19	54,28%
4	60 – 69	11	31,42 %
5	50 – 59	1	2,85%
6	40 – 49	-	-
7	30 – 39	-	-
	Total	35	100%

Students' Participation : 100%

The students' result had achieved the target that was 80% students gained minimum score 60. At the second cycle, 1 student (2,85%) gained score under 60. In other words, 34 students (97,14%) gained score 60 or more than 60. The students' result in each component also had been improved. It can be seen on Table 9 below:

Table 9. Students Scores in Each Component of Writing at Cycle 2

	Component of Writing				
	Co (%)	Or (%)	Vc(%)	Gr (%)	M (%)
20	8 (22,85)	10(10, 34)	2 (5.71)	-	5 (14.28)
15	19 (54,28)	20 (55,18)	24 (68,57)	6 (17,1 4)	20 (57,14)
10	8 (22,85)	5 (34,48)	9 (25,71)	29 (82,8 5)	10 (28,57)
5	-	-	-	-	-
0	-	-	-	-	-

Co : Content
Or : Organization
Vc : Vocabulary Gr:
Grammar
M : Mechanic

The data on Table 9 shows that there were 8 students (22,85) who gained score 10 (ten) in content, 8 students (22,85) gained score 20, and there were 19 students (54,28%) score 15.In organization component, there were 10 students (10,34%) gained score 20, 20 students (55,18%) who gained score 15, and 5 students (34,48%) gained score 10

In vocabulary component score, there were 2 students (5,71%) got score 20, 24 students (68,57%) gained score 15 and 9 students (25,71%) gained score 10.

Beside that, students's score in grammar shows that there was no student gained 20, 6 students (17,14%) who gained 15, 29 students (82,85%) gained score 10, and no one gained score 5 (five) and 0 (zero).

The last is mechanic, there were 5 students (14,28%) gained score 20 in mechanic, 20 students (57,14%) gained score 15 gained score 10, and there was no student gained score 5.

Score already fulfilled the target the teacher focused on students' learning weakness in grammar, vocabulary, and mechanic. Some students had developed the paragraph by using minimum number of words asked by the teacher. Teacher gave limitation to the use of words in students' paragraph. The students had achieved the target because they could improve their paragraph by doing self-assessment.

From the explanation above, it can be said that a picture sequence can be used to be a media can increase the students' narrative paragraph writing ability. A picture sequence consists of several pictures in which content of the pictures has complex meanings, the information and the message are given completely and have different

perception depending on the students' thought and their imagination to produce the word and sentences related to the picture. So they could gain good score in writing narrative paragraph.

INTERPRETATIONS
Action and Learning Result in Cycle 1
In this research pre-test and post-test had done individually. From the analysis done by the teacher, the students' result in pre-test found that most students had difficulties in grammar such as capitalization and simple past tense, vocabulary and mechanic. They were confused when they wrote a paragraph because teacher only gave a little explanation.

To overcome these problems, the teacher gave more explanation about the problems in pre-test and gave enough examples about writing narrative paragraph. Teacher also divided a picture for each student, so they could imagine and made a paragraph based on the picture given.

They should make a paragraph about "snake and a man" in pre-test individually and based on the experience they had. paragraph, they could improve their writing ability. It can be seen from their score 53,14 in the pre-test became 70 in the post-test. It means that the students could achieve the target, the target is 80% students gained score 60.

Action and Learning Result in Cycle 2
From the increasing of pre-test to the post-test cycle 1, we know

that the use of picture can increase the students' ability in writing narrative paragraph. But because the result of students' score couldn't achieve the target, teacher decided to give a test to the students using the same way in cycle 1 but with different picture. Because the students had understood about making a narrative

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