

ABSTRACT

The success or failure of the teaching process depends on several elements, including the media employed by the teacher. This research intends to discover the process of using picture series in teaching writing narrative text and students' responses to it. This study uses a qualitative method with a case study involving tenth-grade participants at MAN 1 Subang. The participants were chosen based on purposeful sampling. The data of responses were gathered from observation, questionnaires, and interviews. The observation is to discover the process of using picture series in writing narrative text. Meanwhile, the questionnaires and interviews determine the students' responses to using picture series in writing narrative text.

The research findings show that first, the process of using picture series in writing narrative text is carried out with writing teaching procedures divided into three stages: pre-teaching, while-teaching, and post-teaching. The procedures are implemented well by the teacher. Second, regarding students' responses to using picture series for writing narrative text, this finding shows that picture series positively affect writing lessons based on the results of questionnaires and interviews. It is proven that learning using picture series in English lessons helps find an idea and make students happy.

In conclusion, learning to write narrative text using picture series positively impacts the students' writing. The proven results of the student questionnaire and interview show that students feel the benefits of using picture series because learning to write narrative text using picture series is easier than not using picture series. Then, students get another benefit that can help them find ideas, inspiration, and some vocabulary to write a narrative text. This research recommends that teachers implement the picture series in learning English because it can positively affect the students' writing.

Keywords: Teaching Writing, Narrative Text, Picture Series