EFL STUDENTS' EXPERIENCE OF PICTURE SERIES COLLABORATIVE NARRATIVE WRITING: HIGHLIGHTING INDONESIAN VOCATIONAL HIGH SCHOOL STUDENTS' VOICE

Fasikha Al-Izhar[1], Chubbi Millatina Rokhuma[2]
[1, 2]UIN KH. Abdurrahman Wahid Pekalongan
Email: fasikhaalizhar338@gmail.com

ABSTRACT

The objective of this research is to find out information about students' experience of collaborative narrative writing in an Indonesian vocational high school. This study employed descriptive research design. The participants of the research are five tenth grade students of a vocational high school in Central Java, Indonesia chosen randomly. The data were collected through semi-structured interviews, so the researcher used an interview guide as the instrument of the data collection. In analyzing the data, the researcher employed thematic analysis by Brown and Clarke (2006). The result of this study is categorized into two heading themes namely 1) positive experiences in picture series and collaborative writing as well as 2) negative experiences in picture series and collaborative writing. The findings provide implications for pedagogical practice, and materials development.

Keywords: *picture series; collaborative writing; narrative text; English learning; experiences*

Introduction

Narrative text is one of the materials in the English vocational high school curriculum in Indonesia. Writing narrative text is very beneficial for increasing students' vocabulary and writing ability. Furthermore, Sarwani (2015) pointed out that narrative text builds a moral value for students. However, students have difficulties composing their own narrative story. The idea is available, but students are still confused about how to write their idea in English with correct grammar and correct arrangement.

Hasibuan (2020) states that the basic difficulties in writing are difficulties in building content, language use, vocabulary, and organization. Additionally, in narrative text students must follow the structure of a narrative, including orientation, series of events, complication, and resolution.

This problem was confirmed by the researchers' observations. It was found that vocational high school students still had difficulties in writing an English text. Mostly, the students find difficulties in expressing an idea, writing a sentence with appropriate grammar and vocabulary, as well as organization, and so forth. As stated by Hasibuan (2020) that lack of vocabularies and lack of grammar understanding are students' problems in learning Narrative text. Furthermore, the lack of students' motivation in writing an English text is one of the causes. They have a mindset that writing an English text is very difficult, so most of the students look not enthusiastic and confused when they listen to the teachers' explanation.

Concerning those complexities, English teachers must use appropriate approaches for increasing students' ability in writing narrative text. There are various approaches for teachers in writing classes. In an assessment of the literature on teaching writing to adult literacy learners, Kelly et al., (2004) stated that Collaborative Writing Activity (CWA) was recognized as one of the teaching strategies which are potential for increasing writing ability. Newest, collaborative learning uses picture series as great media.

The use of collaborative learning is prevalent in educational institutions to increase

work in group skills and the acquisition of comprehensive knowledge (Kirschner & Erkens, 2013; Nokes-Malach et al., 2015). In collaborative activity, students work in small groups or member pairs to create the result of the lesson. This can take various activities, such as having interaction for processing perspectives, expressing the ideas to group members, generating the ideas, and evaluating the ideas.

The newest, collaborative learning using picture series is great media. The picture can be awesome amazing media that can help the teacher to give an illustration in the learning process. The benefits of using picture series confirmed by Yusnita et al., (2012) show that it can help the learners in improving writing skills. Moreover, picture series are also good visual media to help students to write easily, because the picture will help students to visualize the ideas. It is supported by Setyowati, (2015) who stated that picture series is one approach which helps students to find their idea in making a story. By using picture series, students can easily make their paragraphs coherent and cohesive.

Hence, picture series collaborative learning offers potential benefits for EFL, especially for producing a good narrative text. By learning collaboratively, the teacher can optimize individual and group participation. There are relevant studies that discuss the role and effectiveness of collaborative writing and picture series. The previous study conducted by Latifah & Ulfa (2020) investigated that collaborative writing gives an impact higher scores in writing recount text. Other studies on picture series conducted by Susanti et al., (2019) reported that it is useful for students to think and imagine the story based on the picture series.

Furthermore, from the survey conducted by researchers, it was found that some teachers at senior high school level have used collaborative writing in the learning process. Some students showed an enthusiastic attitude when using picture series in the writing process. This factor encouraged the researcher to design the study about picture series collaborative narrative writing. From previous studies conducted by the researchers, the studies just focused on the types, roles, and effectiveness of collaborative writing. However, the previous research did not evaluate collaborative writing activity according to students' perspective. Therefore, the present study discusses the other aspect of students' experience while picture series collaborative narrative activity, especially in vocational high school. The result of this study will explore students' voices about picture series collaborative narrative writing. It is crucial to be explored because the teacher will have some views for evaluating the collaborative narrative writing that has been conducted in the learning process.

Method

This study is a qualitative approach. Qualitative research used to explore, understand, and report the detailed information for concluding human problems or social issues Creswell (2012). This study discusses participants' stories and investigates students' perception of picture series collaborative narrative writing. Therefore, this study uses narrative inquiry. Researchers will connect with related theories after the data were collected. Narrative inquiry is a research methodology for investigating and understanding experiences (Clandinin, 2006).

The researcher used a semi-structured interview as a data collection technique. There were list of questions regarding their experience about picture series collaborative narrative activity. Those questions are asked to analyze and get the detailed information in each student. The researcher used Indonesian language in the interview to avoid misunderstanding and misinterpretation.

To analyze the data, the researcher uses thematic analysis. It aims to identify specific current themes Braun & Clarke, (2006) with the following steps; familiarizing with the data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, producing the report. In the first step, the researcher became familiar with the entirety of the interview data. Next, the researcher differentiated the data with code by researchers' perspective and research questions. After that, the researcher collated several codes that related to the topic into an initial specific theme. Here, the researcher ensured that the data supported the themes and it made sense. After the researcher has a final list of themes, the next step is defining and naming themes. In the final step, the researcher wrote up the analysis of the data.

Findings and Discussion

The researcher identified the students' data related to their experience in producing narrative text using picture series collaborative after analyzing the data from the interview. The researcher established two potential themes heading to students' experience during the use of picture series collaborative narrative writing. These are positive experiences and negative experiences.

Positive Experience

The positive experience was indicated

from students' achievement during picture series collaborative narrative writing. In the picture series, students said this media helped to increase their motivation to learn English. They also felt satisfied because the picture series helped in writing English paragraphs. Besides, collaborative activity improves a positive learning environment. Not only that, they experienced that collaborative writing helped to solve writing problems in each student. Furthermore, collaborative writing created good interpersonal relationship among students and improved English skills.

Picture series increase students' motivation

One of the benefits in using picture series in writing narrative text is that it can help increase student's motivation during the class. Regarding this, students told the researchers that they had positive experiences about their learning motivation after using picture series in writing narrative text. It can be seen in the data:

"Kegiatan ini dapat meningkatkan motivasi saya untuk menulis karena mempermudah untuk menceritakan berdasarkan gambar dan saya lebih suka jika ada gambarnya."
(Students A, Interview, 10th January 2023)

"Menurut saya dapat meningkatkan motivasi belajar Bahasa Inggris karena dengan menggunakan media picture series menjadikan siswa lebih tertarik melihat gambar yang berwarna dan mudah memahami materi dari guru."
(Students E, Interview, 10th January 2023)

Picture series help in writing English paragraphs

Other benefit of picture series is that it can help students in writing English paragraphs. Concerning this, a student told the researcher that he was very helped during the activity of writing narrative text using picture series. He said that the picture series helped to construct the theme and imagine the events related to the story. It can be seen in data.

"Menurut saya penggunaan picture series mempermudah dalam mendeskripsikan atau menulis suatu cerita."
(Student E, Interview, 10th January 2023)

Further, the student feels the use of picture series can help her in writing an introduction of narrative text. The data interview can be seen as follow:

"Saya kesulitan saat menulis bagian introduction, tetapi picture series memberikan saya pengalaman yang lebih mudah untuk merangkai kata dari pada ketika kita tidak menggunakannya, kita butuh kreativitas untuk berpikir apa yang harus kita tulis."
(Student D, Interview, Author's Translation, 10th October 2022). In other interview, student B also said the similar thing that the picture series helps her to construct the idea in the introduction part. The data interview can be seen as follow:

"Kita sangat terbantu untuk Menyusun ide pada bagian introduction dan tidak menghabiskan banyak waktu untuk berpikir bagaimana memulai membuat cerita."
(Student B, Interview, 10th January 2023)

Collaborative writing facilitates to engage classroom environment

In this current study, students told the researcher that by writing collaboratively, each student plays an active role in writing narrative text. It can be seen in data:

"Menurut saya penggunaan collaborative writing dapat merubah suasana belajar menjadi lebih menarik karena sambil belajar kita juga sambil diskusi dan mencari ide bersama."
(Student C, Interview, 10th January 2022)

Then, the other sentences of another student can be viewed in data:

"Menurut saya, collaborative writing memungkinkan kita untuk membagikan ide dengan anggota lainnya dibandingkan menulis sendiri, saya sangat jenuh."
(Student E, Interview, 10th January 2022)

It was also supported by student A, as follows:

"Iya betul. kita dapat bekerjasama untuk berdiskusi, jadi semua anggota mempunyai peran aktif dalam proses pembelajaran sehingga lebih menarik dan mengasyikan."
(Student A, Interview, 10th January 2023)

Collaborative writing helps to solve students' problem

The other benefit of collaborative learning is solving the problem. It was revealed from student D's statements, as follows:

"Collaborative writing dapat membantu dalam penyelesaian masalah belajar dikarenakan saya dapat bertukar ide dari masing-masing anggota membuat tugas menjadi lebih ringan dan cepat selesai."
(Student D, Interview, 10th January 2023)

Additionally, most students also said that collaborative writing helps them to construct ideas and reduce grammatical errors in writing narrative text. It can be seen from the students' statement, as follows:

"Saya punya ide tapi saya bingung bagaimana cara untuk mengembangkan ide tersebut jadi saya dapat bertanya kepada tim saya untuk berdiskusi sesuai gambar yang ada."
(Student C, Interview, Author's Translation, 10th January 2023)

The same thing was also expressed by student E, as follows:

"Menurut saya, penggunaan collaborative writing dapat membantu menyelesaikan masalah ketika saya mendapatkan kesulitan dalam menyusun grammar, saya dapat bertanya dengan teman satu kelompok saya."
(StudentE, Interview, Author's Translation, 10th January 2023)

Collaborative writing enhances the positive interpersonal relationship

Based on the interview result, most students consider that the use of collaborative writing creates positive relations among the students. It can be demonstrated in the data:

"Collaborative dapat meningkatan hubungan yang baik antar siswa karena kita akan terus berinteraksi, berfikir bersama, berdiskusi, dan bekerjasama secara intensif dalam merangkai setiap paragraf menjadi cerita."
(Student A, Interview, 10th January 2023)

Another perception, based on the data, it was revealed from student B's statement as the follow:

"Betul, karena collaborative writing mendorong aktivitas yang positif seperti diskusi bersama, mengambil keputusan bersama dan menyelesaikan masalah, dampaknya mereka akan lebih mudah untuk membuat kerangka ceritanya."
(Student B, Interview, 10th January 2023)

Collaborative writing improves language performance

Next, collaborative writing can also give the chance for students to improve language performance. It can be seen from students' statement as follows:

"Meningkatkan kemampuan saya menulis cerita menggunakan Bahasa Inggris."
(Student A, Interview, 10th January 2023)

Besides, this activity improves language performance in every side. They uttered;

"Collaborative meningkatkan kemampuan kosakata dan penggunaan verb 1 dan verb 2."
(Student C, Interview, Author's Translation, 10th January 2023). This statement is supported by student E. She said: *"Iya, sangat membantu dalam meningkatkan kemampuan Bahasa Inggris khususnya dalam bidang penguasaan kosakata dan pronounciation-Nya."* (Student E, Interview, Author's Translation, 10th January 2023)

Negative Experiences

On the other hand, researchers found some students were dissatisfied during using picture series and collaborative writing. They had limited time to write narrative text using picture series. Additionally, they said collaboration writing caused a lack of social skills and wasted many times. They also underlined that collaboration caused an underestimate. Besides,

students were confused when the picture was difficult to view.

Picture series collaborative waste time

Almost all students consider that picture series collaborative narrative writing takes a lot of time. It can be seen from student statement, as follows:

"Saya butuh waktu tambahan untuk menerjemahkan, mungkin waktunya akan pas jika kita lebih jago dalam Bahasa Inggris. Sangat ribet dari menerjemahkan kemudian menulis lagi cerita tersebut."
(Student A, Interview, 10th January 2023)

It was alsosupported by student B. She said:

"Menurut saya tidak cukup karena untuk merangkai ceritanya saja akan lama dan masih membutuhkan waktu untuk menerjemahkan."
(Student B, Interview, 10th January 2023)

It can be seen from student C's statement, as follow:

"Kita menghabiskan banyak waktu untuk memilih kelompok, menentukan judul dan peristiwa. Lumayan susah juga karena sehari-hari kita tidak menggunakan Bahasa Inggris."
(Student C, Interview, Author's Translation, 10th January 2023)

Collaborative causes lack of social skill

When working collaboratively, students felt that it was not effective if only a few members worked. It can be seen from students' statement, as follows:

"Kebanyakan mereka menjadi acuh tak acuh dengan tugas dan mengandalkan teman mereka untuk mengerjakan."
(Student C, Interview, 10th January 2023)

It is lined with students' statement, as follows:

"Bekerja kelompok kurang efektif jika ada salah satu anggota kelompok acuh tak acuh sehingga berdampak buruk terhadap kelompok tersebut. Collaborative writing juga menyebabkan siswa kurang percaya diri dalam menyampaikan pendapat".
(Student D, Interview, 10th January 2023)

It is also supported by student E, she said:

"Menurut saya bekerja kelompok tidak efektif, karena tidak semua anak berkontribusi dalam penulisan. Ada siswa yang tidak peduli tentang pendapat temannya atau tidak memberikan pendapatnya sama sekali."
(Student E, Interview, Author's Translation, 10th January 2023)

Collaborative causes underestimate

The interview result showed that competence status was found to be another obstacle to effective collaborative learning. It can be seen from the students' statements as follows:

"Jika ada perbedaan pendapat akan menyebabkan siswa yang paling mendominasi merasa dirinya paling benar."
(Student B, Interview, 10th January 2023)
The above statement is supported by student C. She said:
"Siswa yang merasa dirinya lebih pintar kadang meremehkan teman yang lain, misal saat saya memberikan pendapat tapi mereka malah tidak mau mendengarkan pendapat saya dan mengabaikannya."
(Student C, Interview, 10th January 2023)
The other student also expressed similar thing, as the follow;
"Iya, karena siswa yang mempunyai ide kurang bagus atau penulisan yang kurang bagus akan dianggap remeh oleh teman sekelompoknya."
(Student E, Interview, 10th January 2023)

Some pictures were difficult to view
Students felt dissatisfied because the picture could not be interpreted clearly. It can be demonstrated in the data.
"Beberapa gambar sedikit sulit untuk diartikan dan dilihat karena beberapa adegan yang kurang familiar."
(Student C, Interview, 10th January 2023)
Student D also expressed the similar thing. She said:
"Ada beberapa gambar yang langsung bisa dipahami dan beberapa gambar yang membutuhkan waktu untuk mengartikan dan mengamati adegan yang terdapat di gambar."
(Student D, Interview, 10th January 2023)

Discussion
Positive Experience
Picture series increase students' motivation
One of the benefits in using picture series in writing is that it can help increasing students' motivation. The empirical data has shown that picture series can increase learning motivation to write narrative text. It can be seen in *"mempermudah untuk menceritakan berdasarkan gambar dan saya lebih suka jika ada gambar nya."* This is in line with the study of Faya (2020) who stated that picture series are more alluring than writing without any colorful pictures.

Besides, student E told the researcher that picture series increase their motivation for understanding the material. It can be seen from student E's utterance *"picture series menjadikan siswa lebih tertarik melihat gambar yang berwarna dan mudah memahami materi dari guru."* In line with this, Faya (2020) also examined that the use of picture series media in learning process could increase students motivation and support them about material that was explained by the teacher. It is because the use of pictures can also avoid monotone situation that can make students bored (Satriani, 2021). The above data have revealed that the use of picture series can attract students' attention and make them more motivated in writing narrative text. It is also supported by Pratiwi (2016) stated that to gap learners' attention, the teacher can use picture series. From the researchers' interview, the student said that picture series increases her motivation because it is fun. The above statement shows that the use of picture series makes them enjoy in joining the class. This is in line with Faya (2020) stating that the picture series could make the teaching and learning activity fun. By enjoying the learning process, the students could get, do the teacher's instruction well, and create good narrative texts.

Picture series help in writing English paragraphs
Other benefit of picture series is that it can help students in writing English paragraphs. The empirical data showed that the student is satisfied because picture series can help him in writing. It can be seen from the phrase *"makes it simpler to describe or write about events."* In this context, the student believes that the picture series supports him to arrange the event by seeing the picture.

Furthermore, the empirical data also showed that the use of picture series can help her in writing an introduction paragraph of narrative text. It was because the phrase *"kita butuh kreativitas untuk berpikir apa yang harus kita tulis"* indicated that without picture series, the student found difficult to think the introduction part. It means if there was a picture series, the students perceive simplicity to arrange the beginning of the story. It can be known in the phrase *"tetapi picture series memberikan saya pengalaman yang lebih mudah untuk merangkai kata."* Other interview result also indicates that the picture series is effective in finding the ideas in the introduction. It can be viewed in the phrase *"Kita sangat terbantu untuk menyusun ide pada bagian introduction."* It is linier with Marble (2012) who stated that students can build details, concepts, or story sequences with the picture. The representation of events arranged virtually in chronological order can help the students to find clues which make them find idea to arrange their sentences (Erniwati et al., 2022). As explained by Mayasari (2014), students can develop and arrange their ideas more effectively by employing picture series. Overall, it can be said that the use of picture series is very helpful to students in writing narrative text (Gutiérrez et al., 2015; Linggarni, 2021).

Those data indicate that their perspectives are positive regarding making introductions

through picture series. The three of them stated that picture series help to arrange the beginning of the story.

Collaborative writing facilitates to engage classroom environment

According to Zhang (2018), collaborative writing in a second language classroom facilitates students to engage an interactive classroom environment. The interview data showed that student C totally agreed about the implementation of collaborative writing. It can be seen in the sentence *"collaborative writing dapat merubah suasana belajar menjadi lebih menarik."* It can also be seen from Student A's utterance *"Kita dapat bekerjasama untuk berdiskusi, jadi semua anggota mempunyai peran aktif dalam proses pembelajaran."* As pointed out by McDonough et al., (2015), collaborative writing gives benefits for interactive engagement between learners, shared decision-making, and shared responsibility for finishing the task.

Other interview data also indicates that students will be motivated when writing narrative text collaboratively. Writing narrative text collaboratively gives opportunities to share ideas and share knowledge with each other (Widodo, 2013). By doing so, there is no passive students at class because each of them has their own job in the group. In short, collaborative writing encourage students' active participation during the class.

Collaborative helps to solve students' problem

The other benefit of collaborative learning is solving the problem. The interview results showed most of the students consider that collaborative writing solves their learning problems. It showed that students get it easily after the collaborative narrative writing implementation. As mentioned by Sukirman (2016), collaborative writing strategies enable students to solve their learning problems in complex writing. It implies that students will collaborate to find solutions to every issue that arises in a group.

Additionally, most students also said that collaborative writing helps them to construct ideas and reduce grammatical errors in writing narrative text. It reveals that collaborative writing makes them professional in writing. Their creativity is used to build ideas to compose their story. Besides, student can share the learning problem with the other one so student learns a lot new thing. After fixing the problem in writing, the result is better. It is lined with Stroch (2002) stated that students who participated in collaborative writing activities produced ideas more effectively, enjoyed the activities, and improved their

vocabulary and accuracy compared to other students who worked alone. In other word, the performance of the students who wrote in groups was higher than those who wrote alone (Ferdiansyah, 2018)

Collaborative enhances the positive interpersonal relationship

Based on the interview result, most students consider that the use of collaborative writing creates positive relations among the students. The empirical data showed that there are positive activities during writing an English narrative text. She said that she felt closer to her friends. As explained by Sukirman (2016), collaborative technique will reduce the loneliness in writing. Student A also told the researcher that she can contribute positively with her team. It can be seen in the phrase *"kita akan terus berinteraksi, berfikir bersama, berdiskusi, dan bekerjasama secara intensif dalam merangkai setiap paragraf menjadi cerita."* This is in line with the study of Vorobel & Kim (2017) who stated that collaborative writing can involve a variety of social and interaction norms, including setting writing objectives, sharing differential knowledge, and participating in a group.

Another perception based on the data was revealed from student B's statement. Student B's sentences indicated that collaboration increases positive relations among the members in the group. It was signed by the phrase *"collaborative writing mendorong aktivitas yang positif seperti diskusi bersama, mengambil keputusan bersama dan menyelesaikan masalah."* It deals with Vorobel & Kim (2017). They said that collaboration can improve the members of group writing discussion's interpersonal relationship. Additionally, 95% of all teachers believe that relationship skills help students and enhance their capacity for cooperation and resolution, their belief that relationship skills are socially meaningful (Cooper, 2017)

Collaborative writing improves language performance

Next, collaborative writing can also give the chance for students to improve language performance. In this condition, the students told the researcher that they felt more helped with this activity. Statement from student A shows that sharing discussion activities can enhance English writing ability because they take part in sharing and listening from their friends. This is in line with the study of Dobao & Blum (2013) which states that collaborative writing gives more opportunities to take part in the learning process.

Besides, this activity improves language performance in every side. The data from student

C and E can be concluded that collaborative writing narrative text was suitable in each side. In one side, the students got their improvement on vocabulary knowledge because they jointly discussed to determine appropriate vocabulary in each sentence. While discussing, they remembered the vocabularies which they encountered a lot and use it to write a narrative story. Besides, they got better in the grammar as well, especially in differentiating between simple present tense and simple past tense. They frequently can build their meaningful understanding about the use of appropriate tenses in sentences one to another. Further, when listening to other friends to read the sentences, they could increase their ability to pronounce in English as well. It is appropriate with the study from Rezeki & Rahmani (2021). They said that collaborative writing helps them improve their writing talents while also boosting their other skills in English.

Negative Experiences
Picture series collaborative waste time

Almost all students consider that picture series collaborative narrative writing takes a lot of time. The narrative showed the students' dissatisfaction because the teacher gave them limited time to write narrative text. It is lined with previous research from experts. Faya (2020) in his research said that learners had difficulty because of the limited time of writing discussion activity. This study is in accordance with students' A experience *"Saya butuh waktu tambahan untuk menerjemahkan,"* and *"Menurut saya tidak cukup karena untuk merangkai ceritanya saja akan lama,"* in students' B experience. It means that when given a writing task, students frequently feel overwhelmed.

It was also supported by student C stating the similar thing. Student C's sentence indicated that working in a group was a challenge. They must elaborate to put ideas together into great sentences and stories. This is in line with Destriana (2018) in her research stating that collaborative learning wastes time explaining the material, working in groups, and setting the goal. Moreover, the student stated that English is a second language, so it was a little hard and it takes a lot of time to write narrative text.

Collaborative causes lack of social skill

When working collaboratively, students felt that it was not effective if only a few members worked. Based on student C's statement, collaborative writing might not be successful because there are one or two passive learners in the group. They frequently rely on active learners to complete the task. It is in accordance with student C's statement in her phrase *"Kebanyakan*

mereka menjadi acuh tak acuh dengan tugas dan mengandalkan teman mereka untuk mengerjakan." There are various cases why students become passive in group or writing discussions. According to Ajmi & Ali (2014) in their study, some learners could feel hesitant to start a conversation or believe that their thought will be rejected. It is lined with student D and E's statement. It shows that students strongly agreed that collaborative writing causes the lack of social skills. Some students are unable to contribute fully to the assigned tasks because of the lack of interpersonal and team work skills (Shimazoe & Aldrich, 2010). It is in accordance with students' statements above who believe that collaboration causes the lack of communication skills and teamwork skills.

Collaborative causes underestimate

The interview result showed that competence status was found to be another obstacle to effective collaborative learning. It can be seen from the student B and C's statements. According to them, high-contributing members did not pay attention to others' opinions, and rejected others' opinions without justification. The result is the other members felt disappointed and less responsible for their own work. Finally, individual learning and group performance were both hampered by these inappropriate behaviors.

Based on students' reports, high-status students will be active and dominate in collaborative writing. It can be concluded that high-status students frequently disregard the efforts of lower-status students Bunderson & Reagans (2011). Meanwhile, low-status students were to be passive and less confident with their thoughts because of high-students' feelings.

Some pictures were difficult to view

Students felt dissatisfied because the picture could not be interpreted clearly. The narratives from student C and D showed that the students find it difficult to understand what the picture means because some pictures had little sizes and bad resolution. It made the students couldn't see clearly. It is relevant with students' phrase *"Beberapa gambar sedikit sulit untuk diartikan dan dilihat karena beberapa adegan yang kurang familiar."* This condition is in accordance with study from Faya (2020), he said that students struggled since some pictures were difficult to see. Besides, the students lose discussion time if the picture can't be seen clearly. It can be seen in the phrase *"beberapa gambar yang membutuhkan waktu untuk mengartikan dan mengamati adegan yang terdapat di gambar."* Consequently, when the picture is not clear enough to see, it caused misinterpretation of the

students in writing their stories.

Conclusion

Based on the explanation in the previous chapter, it is found that picture series collaborative narrative writing gives a lot of experience for students. Based on the explanation in the previous chapter, it is found that picture series collaborative narrative writing gives a lot of experience for students. The use of picture series collaborative narrative writing helps them in writing English stories. While working collaboratively, they will increase soft skills. It causes positive interpersonal relationships among the students. They are also interested and motivated in writing narrative text by using picture series. Hence, students improve their English language performance.

However, picture series collaborative narrative writing still has weakness. Almost of students agreed that collaborative writing caused the lack of social skills while some of students rely with active learners. Furthermore, they got obstacle in translating the bad resolution picture so they need lot of time. Working collaboratively also caused underestimate when high-status students dominate in group discussion. This activity also caused much time to discuss, write, and combine the ideas. The finding of this research is supposed to be able to be a consideration in pedagogical practice, especially for teachers who will use this media for teaching narrative text as well as material development, especially for those who will create and develop an English text book containing narrative text.

References

Ajmi, A., & Ali, I. (2014). Collaborative Writing in Group Assignments in a EFL/ESL Classroom. *English Linguistics Research*, *3*, 1–17.

Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Research in Psychology*, *3*(2), 77–101.

Bunderson, S. J., & Reagans, E. R. (2011). Power, status, and learning in organizations. *Organization Science*, *22*(5), 1181–1194.

Clandinin, D. J. (2006). Narrative Inquiry: A Methodology for Studying Lived Experience. *Research Studies in Music Education*, *27*, 44–54. https://doi.org/http://doi.org/10.1177/1321103X060270010301

Cooper, L. (2017). *Social Emotional Learning: The Impacts of an Implemented Plan at a Private Christian School in the Urban Setting*. Dordt College.

Creswell, J. . (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th Ed)*. Pearson.

Destriana, F. A. (2018). *Students;' Perceptions Towards Collaborative Learning Strategy in Faculty of Language and Arts - UKSW*. Universitas Kristen Satya Wacana.

Dobao, F., & Blum, A. (2013). Collaborative Writing in Pairs and Small Groups: Learners' Attitude and Perception. *System*, *41*.

Erniwati, E., Mertosono, S. R., Rofiqoh, R., & Gente, R. A. (2022). Picture Series in Teaching Writing Skills: A Literature Review. *Premise: Journal of English Education*, *11*(3), 679. https://doi.org/10.24127/pj.v11i3.5848

Faya, A. F. Al. (2020). Students' Perception of the Implementation Picture Series in Writing Classroom. *Journal of Intensive Studies on Language, Literature, Art, and Culture*, *4*(2).

Ferdiansyah, S. (2018). Collaborative narrative writing: A digital photography task in an Indonesian Islamic secondary school. *Indonesian Journal of Applied Linguistics*, *8*(2), 303–315. https://doi.org/10.17509/ijal.v8i2.13277

Gutiérrez, K. G. C., Puello, M. N., & Galvis, L. A. P. (2015). Using pictures series technique to enhance narrative writing among ninth grade students at institución educativa simón araujo. *English Language Teaching*, *8*(5), 45–71. https://doi.org/10.5539/elt.v8n5p45

Hasibuan, Z. Z. (2020). Students' Problem in Translating Narrative Text in IAIN Lhokseumawe. *JETAL: Journal of English Teaching & Applied Linguistic*, *1*(2), 45–53. https://doi.org/10.36655/jetal.v1i2.177

Kelly, S., Soundranayagam, L., & Grief, S. (2004). *Teaching and Learing Writing: A review of research and practice*. NRDC.

Kirschner, P., & Erkens, G. (2013). Toward a framework for CSCL research. *Educational Psychologist*, *48*(1), 1–8.

Latifah, U., & Ulfa, S. M. (2020). The Effectiveness of Using Collaborative Writing Strategy for Writing Ability of Senior High School Students. *SELL Journal*, *5*(1), 1–18.

Linggarni, I. F. (2021). Picture Series Revealed Students' Ability In Writing Narrative Text To The Junior High School Students. *Proceedings of The ICECRS*, *9*(5), 2021. https://doi.org/10.21070/icecrs2021888

Marble, S. (2012). *How Do Wordless Picture Books Help Develop Writing For All Students?* Fisher Digital Publication.

Mayasari, E, A. (2014). *Using Picture Series to Improve the Writing Ability of the Eighth Grade Students at SMP Negeri 2 Wonosari in the Academic Year of 2013/2014*. Yogyakarta State University.

McDonough, K., Crawford, W., & DeVleeschauwer, J. (2015). *Thai EFL learners' interaction during collaborative writing tasks and its relationship to text quality. In M. Sato & S. Ballinger (Eds.), Peer interaction and second language learning: Pedagogical potential and research agenda*. John Benjamins.

Nokes-Malach, T. J., Richey, J. E., & Gadgil, S. (2015). When is it better to learn together? Insights from research on learning. *Educational*

Psychology Review, *27*(4), 645–656.

Pratiwi, D. (2016). Improving The Tenth Grade Students' Writing Skill By Using Picture Series. *Journal of English Language and Education*, *2*(1), 11–17.

Rezeki, Y. S., & Rahmani, F. E. (2021). The Implementation of Collaborative Writing Technique to Improve Students' Writing Performance and Soft Skills. *Voices of English Education Language Education Society*, *5*(2), 81–94.

Sarwani, A. (2015). Narrative Text Sebagai Sumber Belajar Mata Pelajaran Bahasa Inggris Untuk Menumbuhkan Nilai Moral Peserta Didik. *LINGUA: Journal of Language, Literature and Teaching*, *12*(2), 243–254. https://doi.org/10.30957/lingua.v12i2.40

Satriani, W. (2021). *The Effectiveness of Using Picture Series in Teaching Writing Narrative Text To the First Year Students at MAN 1 Makassar*. Universitas Islam Negeri Alauddin Makassar.

Setyowati, E. (2015). *The Effect of Using Picture Series Toward Students' Ability in Writing Narrative Text at SMA N 4 Tanjung Jabung Timur*.

Shimazoe, J., & Aldrich, H. (2010). Group work can be gratifying: Understanding & overcoming resistance to cooperative learning. *College Teaching*, *58*, 52–57. https://doi.org/10.1080/87567550903418594

Stroch, N. (2002). Collaborative Writing: Product, Process, and Students' Reflections. *Journal of Second Language Writing*, *14*, 153–157.

Sukirman. (2016). Using Collaborative Writing in Teaching Writing. *Journal of The Assosiation for Arabic and English*, *2*(1).

Susanti, Y., Sutapa, G., & Wardah. (2019). *Improving Students' Writing Narrative Text by Using Picture Series in Power Point Presentation*.

Vorobel, O., & Kim, D. (2017). Adolescent ELLs' collaborative writing practices in face-to-face and online contexts: From perceptions to action. *System*, *65*, 78–89. https://doi.org/10.1016/j.system.2017.01.008

Widodo, H. . (2013). Implementating Collaborative Process Based Writing in the EFL Collage Classroom. *Research Papers in Language Teaching and Learning*, *1*(1), 198–206.

Yusnita, E., Sada, C., & Novita, D. (2012). Improving Students Recount Text Writing By Using Picture Series. *Jurnal Pendidikan Dan Pembelajaran Untan*, *2*(4).

Zhang, M. (2018). Collaborative Writing in the EFL Classroom: The Effects of L1 and L2 Use. *Elsevier*, *76*, 1–12.