

CHAPTER II

STUDENTS' NARRATIVE TEXT WRITING BY USING CLUSTERING TECHNIQUE

A. Clustering Technique

1. Definition of Clustering Technique

Clustering technique is one of the prewriting activities that can help man to generate the ideas. Clustering is a brainstorming activity that generates ideas, images and feelings around a topic or stimulus their word. Clustering produce an overview of a subject, suggests specific topics, and yield related details. Clustering is a brainstorming activity that generates ideas, images and feelings around a topic or stimulus their mind in word. Clustering technique is similar with brainstorming activity that it can be used to generate the ideas.

“In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches. You can then add more branches to the subject circle or to the related ideas as they occur to you. In Meyers, (2005: 6-7).” Clustering technique here used to stimulate the students to think and write or even discuss more.

According to Noel (2005: 6) clustering is a method of “mapping” your ideas as they come into your mind. It is similar to brainstorming, though it is much more visual. To cluster, put a word, phrase, or sentence in

a circle in the center of a blank page. Then, put every new idea that comes to you in a circle and show its relationship to a previous idea by drawing a line to another circle. The further you carry each branch or arm, the more detailed the information becomes.

On positively the situation of the classroom and to make the teaching learning process lively, the researcher would like to propose an alternative technique, that is the one which common known under the term “Clustering Technique”. Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. According to Langan (2001:17), clustering technique also known as *diagramming* or *mapping*, is another strategy that can be use to generate material for a paper. In other words, that clustering is effective technique in free writing because it seems to be a reflection of the way the design mind naturally works that is, it clusters for patterns meaningful to it all the time as it scans its universe.

Rico (2000: 38) says Clustering technique is the basic of natural writing, can be used to generate ideas for writing of any form : essays, poems, short stories, business reports, song lyrics, even novels. It means Clustering Technique can be used in developing students’ narrative writing achievement. Making a cluster diagram is the best way and very helpful for people who has brains that works best visually, a cluster diagram might be a user friendly (Grenville : 2001:11). Teaching writing clustering technique can motivate the students’ to write and to stimulus their ideas. Beside that,

this technique will help the students to organize their thinking before they develop in a paragraph.

Dawson and Essid (2009: 1) said that clustering is a type of prewriting that allows you to explore many ideas as soon as they occur to you. Like brainstorming or free associating, clustering allows you to begin without clear ideas. In the other hand Smalley and Ruetten, (2010: 10), clustering is making a visual map of the ideas. It frees students from following a strictly linear sequence: thus, that way allows thinking more creatively and makes new associations.

Clustering is a technique that gives access to patterns and associations of Design mind which provides essential two things: choice from which to formulate and develop thought, and focus meaningful enough to motivate you to write Rico (2000: 27). The another words that, clustering is effective technique in free writing because it seems to be a reflection of the way the design mind naturally works.

Based on the definition above, the researcher's summarizes that clustering is making a visual map or new associations that allows thinking more creatively and to begin without clear ideas. Clustering can be useful for any kind of writing. The researcher used it in the early stages of planning an essay in order to find sub-topic in a topic of to organized information.

2. Teaching Writing In Narrative Text Using Clustering Technique

Clustering is one of techniques in prewriting that is especially helpful for visual learners. It means that clustering is a technique that can help students' to narrow the subject especially for visual learners. From the statement previously stated that clustering is a strategy that can be used to generate materials for a paper. This technique is helpful for people who like to do their thinking in a visual way.

According to Annadale, K. et al (2013: 215), Clustering is a graphic organizer that helps students' focus on develop particular sub-topic of a piece of writing. It requires students to explore a sub-topic until all options have been exhausted, than to move on to another sub-topic. The following steps teaching writing using clustering technique as bellows:

- a) have students write the name of a piece of writing.using a word or phrase, in the middle of a page and draw a heavy circle around it.
- b) Provide time or the students to look at the word or phrase and write another associate word close to the centre circle.
- c) Encourage students to continue adding to associated word in a string leading out from the centre. They should to this until all options are exhausted.
- d) Students than look at the centre word again and produce another string of word related to a new sub-topic.
- e) Ask students to continue with their sub-topic strings until they have no more ideas.
- f) Prompt students to review their clustering of sub-topic ideas, then have them use the clustering to begin composing their text.

Based on the statement above, clustering is a good technique that can be used by the students' in teaching learning process, especially teaching writing in narrative text. In here the students' to write the topic in middle into the boxes, and the other word supporting in around. based on

the step in teaching above, clustering technique can help the students' to found an new ideas, gave a new styles of students' in their writing clustering technique. The researcher summarizes that clustering is making a visual map or new associations that allows thinking more creatively and to begin without clear ideas.

Clustering can be useful for any kind of writing. Researcher used it in the early stages of planning an essay in order to find subtopic in a topic of to organize information. It means that the steps in this activity can help the students' to start in writing activity from the new expectation words and develop in their writing in a circle, arrows, boxes form.

Based on the explanation above, Clustering is a technique that suitable for teaching writing in narrative text. As the keyword clustering is ones of technique of brainstorming. The students to write down phrase relevant of their interest topic.

3. Teaching Procedure of Narrative Text Using Clustering Technique

This procedure in teaching clustering is the teacher ask students to begins with ba key word or central idea placed in the center of a paper or whiteboard. Then students' write a some minute, to free association the topic given short phrases.

The followings teaching procedure using clustering technique. As cited in Styati (2010: 34) as states the teaching procedure of clustering technique are as bellows:

a. Pre-writing

The teacher write the theme on the whiteboard; the teacher introduce students to determined the topic first that would be described, then. draw a sample of cluster; the teacher give students some examples how to conduct clustering. And, give the example of narrative phrase based on cluster.

b. Whilst-Writing

The teachers ask the students to make a short paragraph of narrative by clustering by their own. The students individually choose a certain themes give by teacher. Then, students starts write to about the topic that gave by the teacher.

c. Post-Writing

The teacher ask the students if clustering technique helps them in writing text; The teacher gave students opportunity to ask about their difficulties in writing narrative text by clustering technique; after that, evaluate the students' writing products.

Based on the teaching procedure above. The reseaecher involve some stages of the teaching procedure in using clustering technique. The teaching procedure are as follows:

1) Pre-teaching activity

In this activities, the teacher prepared the classroom conditions, and teacher greets to the students, checked the students

attendance list, and lead and motivated the students to focus on learning process. Before starts, the teachers did prepares the material and media that had be used in the teaching and learning activities. They are powerpoint slide, whiteboard, pieces of paper, example of clustering technique, examples of narrative text.

2) Whilst-teaching activity

In this Whilst-teaching activities there are some steps must be followed by the researcher in teaching learning, they are as follows:

- a) The teacher show the example of text. Then, ask them to answered about what kinds of the text are presented by teacher.
- b) The teacher remind the students about what is the narrative text.
- c) The teacher show back the example of narrative text. While explain about the definition, purposes, and generic structure of the text.
- d) Then, teacher introduce the students about the clustering technique. include explain the definition and example of clustering technique
- e) Teacher show the powerpoint slide and led the students to discuss together about some examples of clustering technique.
- f) The teacher ask the students to write descriptive paragraph using clustering technique.

3) Post-teaching activity

- a) The teachers gave the students opportunity to ask the material that they have studied.

- b) The teacher give the feedback about teaching writing narrative text using clustering.
- c) The teacher asks the students to rewrite the revision of their narrative text using clustering as their homework.

4. Advantages And Disadvantages of Technique

This technique in teaching and learning process has advantages and disadvantages to implementation in the class. Hance the teacher has to be creative to use the techniques to make it successfully to implementation this technique in the class. In here,there each of the advantages and disadvantages of teaching learning process in writing of narrative text using clustering technique, (Maula 2010:9). Such as;

a. Advantages of Clustering Technique

1. It can motivated the students to write and to stimulus their ideas,
2. Students are also use to create patterns, make students to think more creative,
3. And clustering is an effective tool for the prewriting stage of the writing process.

based on the advantages above, clustering technique can help the students' to found their ideas, gave a new styles of students' in their writing clustering technique.

b. Disadvantages of Clusterig Technique

Clustering technique also gives disadvantages in writing learning process, because the students' only generate their ideas. According to

Sahin (2013: 522) mentions of clustering technique some disadvantages as follow:

1. There is rarely self-study. Group members create individual products and care about committed work.
2. Less importance is paid to social skills. Relationship between the individuals and small group skill are generally formed in the wrong way and there is rivalry.
3. The teacher rarely joins groups and observes, he/she, does not give importance to group and evaluate individual studies.
4. Configuration of required process is disregarded in the implementation period.
5. There is not enough individual responsibility to provide for sharing in group working.

Based on the statement above, clustering is a good technique that can be used by the students' especially in writing narrative text. The students' write the topic in middle, and supporting the words in around.

From the explanation above, clustering technique was given the advantages and disadvantages for the teacher and the students in teaching learning process. From the case above, it the researcher and the teacher in to manage the learning process to be effective and attractive technique in teaching learning process. So, this technique is useful and importance to the students', because the technique make naturally to come ideas, especially writing narrative text.

B. The Nature of Writing

1. Definition of Writing

Writing is activity of using language in written form. Writing is a process that follows researcher to explore the ideas by their mind. Writing is one language skill in English. Writing is a complex sociocognitive process involving the contraction of record messages on paper or on some other material. Writing is an essential skill that becomes complex skill to master for the learners because writing is a productive skill that deals with the way to generate and organize the ideas. Writing is one of the important skills to be mastered by the students'. They used it to communicate each other, as means of ideas and emotional expression.

On the other words, when they write their ideas and emotion creatively, they are communicating on paper in their very best way. In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Richards and Renandya (2002: 316), "Writing is the most difficult skill for second language learners to master". The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. Hoover (2008: 1) emphasizes that writing is vital component of comprehensive synergy of literacy. It is rather difficult for the students to generate the ideas to start writing and the teachers have not found the proper method in

teaching, narrative writing to encourage the students to write by exploring the ideas that they have.

According to Harmer (2004: 33) writing is frequently as preparation for some other activity, in particular when students' write sentence as a preamble to discussion activities. Writing allows us to share our communication in an activity. In Harmer (2004:31) that writing (as one of the four listening, speaking, reading, and writing) has always formed part of the syllabus in teaching of English. Writing encourages students' to focus on accurate language use and, because they think as they write.

Meyers (2005: 1) states that: "Writing is a way to produce language, which you do naturally when you speak. Writing isn't much different, except that you take more time to think about your subject, the person or people you'll be discussing it with, and the goal you hope to achieve in that discussion. And you also take more time to revise your work". Caroline (2003: 2) also stated that writing is "producing something in written form so that people can read, perform and use it. It means that in teaching writing the teacher reinforces students' to produce something in written form so that people can read of."

From definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

In creating a good writing, the researcher requires to make choices about the words that used and how the words put together produce good writing. From the ideas previously, the researcher conclude that writing is than a medium communication. It is a way of remembering and a way of thinking.

Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking question, and reading.

Based on the explanation above, it can be concluded that the steps in writing including some steps that need to be followed. These steps are important because it will direct the researcher to create a good writing. Those steps such exploring idea before decided what to be written. Then, doing prewriting such put what we think on the paper. Next is organizing the idea to be written. Than, writing the first paragraph and then revising the draf. The last we need to edit our writing, in addition, is doing proofreading. It's means that reading the paragraph more than once carefully.

2. The Aspects of Writing

Learning of writing is not easy as students think, so many thing that students need to know and learn well in writing. One of them is students need to know aspect of writing. According to McCaskill (2001:2) states that in writing skill there are some aspect that needed to be focussed in the

teaching process, they are: punctuation, appropriate of word selection, grammar and meaningful sentences.

Each aspects needs to be learnt by the learners in order master writing skill. Each item of aspect will be explained as follow:

a. Punctuation

Punctuation is a sign of reading. As Stated by McCaskill(2001:12)

Punctuation is placed in text to make meaning clear and to make reading easier. Punctuation is consider as important aspect of writing, because it will be influenced to the meaning of sentences itself.

b. Word selection

In learning writing, it's a good for learners when students have already know to choose an appropriate word in order to make sentences. However, McCaskill (2001:13) states that not all the words might be appropriate to use in all sentences. Maens that the the learners need to consider in orderto choose appropriate word choices in making sentences, because it will be usefull for the reader to understand the meaning of sentence which is written before.

For example of using appropriate word selection:

- I use tshirt
- I wear tshirt

The sentence of “I use tshirt” is gramatically. But it's not an appropriate word selection. Because the word of “use” is anappropriate word to use in that term.

c. Grammatical Rules

Grammar is an important rule of writing. As stated by McCaskill (2001:15), grammar in writing is important because in written language the grammar will show the researcher knowledge of English. Means that, doing writing the learners should consider in using grammar well. Because it can be visible by the readers to see the mistakes in students writing.

d. Meaningfull Sentence

According to Sebranck and Meyers (2005:33) state that meaning full sentence is a semantic point of view on the sentence whether the sentence understandable or not. The researcher should used meaningfull sence to make the writing will be understand by the reader and lose of misunderstanding in meaning.

For examples of meaningfull sentence:

- I eat banana
- The bird sing romantic song.

The sentence of “I eat an banana” is grammatical sentences and also it has meaningfull sentence. But the sentence of “The birds sing romantic song “ is grammatical sentence, but it not meaningfull sentence.

e. Organization

Organization in the writing refers to the way in which element of a text arraged to math its purpose. In this case the students should be

knows about the organization of narrative text, because it can make the reader know what is happened as long the researchers experienced.

Based on from the aspect of writing achievement, the students must be applying all of the aspects, because all the aspect give the big influence to writing. If the students can apply the all aspects by well. Their writing will be aesy to understand it but if the students can not apply the all of the aspects by well, their writing will be uneasy to understand by the reader.

The theory on the explanation above, there are five components that are very important in learning of writing, they are: Punctuation, Words selection, Grammar, Organization and Meaning Sentence. So, the researcher will put the five components above in instruments to make the teaching learning success by using Clustering Technique.

3. The Steps of Writing

In order to write, the students needs to know the proces or the steps in writing. The steps in here is learning how how to creating writing rather than the end product. Acording to Grenville (2001: 11) there are steps of writing they are geting idea, chosing idea, outlining, drafting, revising, and editing. The completelly explain as follows:

a. Getting Idea

Geting ideas is first step in writing process. There can be many surces in geting ideas, but the ideas will be useless if we do not shere in into written form. This allows the researcher's to brainstorm whatever

ideas they have in mind. All the ideas will complete each other. Here are some ways so get ideas for writing.

1. Brainstorming

Brainstorming is a way to generate a lot of ideas on a subject.

This prewriting technique involves creating a list. It might contain various individual thoughts or ideas that make sense in a particular order, and ideas that are linked together by associate with previous ideas (Starkey 2004: 3).

2. Clustering

Clustering is also prewriting technique. “The words are circle and then linked by lines to show discernible cluster (Richard and Renandya, 2002: 316)”. Clustering technique helps the students to overcome the difficulty in developing ideas to start the writing activity. From the general into specific words use a circles and line.

3. Listing

Listing is another prewriting technique which make a list of ideas from a keyword topic. In line, According to Annandale et al (2003: 211), “List is a technique that students’ can use for developing a list of topics to write of”. Through listing the researcher’s collect their ideas they have written to explain their topic. In addition, this technique is also use as a way to narrow the general topic to a smaller one with listing every words or phrase.

b. Choosing Idea

Then after the researcher get ideas they want to share, they have to be able to link them into a good order. This step is about having a look at all ideas and assessing them. This to start to discriminate between the ideas which can be used and ones that have some potential. To do that, one needs to remind herself or himself what she or he is writing to try to do.

c. Outlining

The next is outlining. An outline is a list of all ideas that are going to be the sentences. In order to make an outline, one needs to know basically what she or he is going to say or what the theme is. An outline is a working plan for a piece of writing, it is a structure of the ideas that are going to be written.

d. Drafting

Drafting is done after the process of getting ideas, choosing ideas and outlining. This is the moment to start writing. In drafting, the writer puts the ideas from the outline into a draft. The researcher has to consider some important aspects when drafting, such as: the opening sentence, writing style, sentence structure, diction, and choice of words.

e. Revising

This step is revising. The researcher may revise and need to rearrange the sentences. The students have to revise what they have

written in their activities. Revising does not mean fixing surface problem such as; grammar and spelling.

f. Editing

Then the last step is editing. Basically 'Editing' the means is reading throughly what has been written and correcting the mistake in the sentence. In the means the researcher making the sentence flow in a clear, easy to read and understand it. From the step about writing the teacher must be used all the step because all the step have role sector. If students not used all the steps, the writing will not good because all the steps is very important when the students to write narrative text.

Based on the theory above the researcher conclude that in writing someone can't make it directly into text. He or she must prepare the draft about what he or she will write, the draft is about the main idea and suporting ideas related to the writing the topic. As the conclusion in teaching writing, teacher should be able to teach writing process, step by step from the writing topic, flows in developing ideas and finally the students' can write a simple text.

Futhermore, Zemach and Islam (2005: 38), say that to improve writing, good writers follow there steps. First the researcher checks their works. Second they show their work to someone else. The last they make any necessary additions and changes. Those steps can be repeated several times.

4. The Components of Writing

On the teaching of writing, an components should be done to measure or to know the students' ability in writing especially in narrative text. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. According to Brown (2001: 357), the categories for components writing are:

a) Content

Content includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

b) Organization

Organization in the writing refers to the way in which element of a text are arraging to match its purpose. In this case student should be know about the organization of narrative text, because researcher's writing.

c) Grammar

Grammar is the rules in a language for changing the form or words and joining them into sentence. Make sure that the words and phrases you use cleary express your intend meaning. Language use is the ability to write correct and appropriate sentences.

d) Vocabulary

Vocabulary include the choice of words. A good vocabulary can help us say what we mean in writing it is also the same. if you

don't have a strong vocabulary, you may also find it difficult to choose the best word for a sentence when you're writing. If you have several synonyms (word with similar meaning) in your mind, you will be able to choose the best word. Try to avoid vague or unclear words when you write. These words do not give the reader a good sense of your meaning.

d) Mechanical

The ability to use correctly those conventions to the write language. The mechanical includes such as: spelling, punctuation, and capitalization. Writing is necessary area of literacy that supports comprehensions, critical and creative thinking across content areas, the students need a supportive environment to practice the habits and processes of successful researcher. Some of the components above can be utilized to support the effective teaching of writing achievement.

Moreover, the teachers need to consider appropriate in order to stimulate of students' to explore their ideas to help them in their writing process and make the students' understood the learning materials given by the teacher effectively. Based on the explanations on the statement above, the researcher focused to choose the components of writing are content, organization, grammar, vocabulary, and mechanic in conducting the researcher to improved the students' writing skill on narrative paragraph.

C. Narrative Text

1. Definition of Narrative Text

Narrative text is a text that earn by the students' at senior high school. Narrative text is one of kind of text which is mean that a text tells the readers about the event that happened in the past time. As states by Meyers (2005: 52) narrative text is a text that tell a story which is used to inform, entertain motivate, or to teach, the readers. In narrative text the learners can make writing narrative text based on their own experience before. One the most familiar text is narrative text.

Anderson and Anderson (Shofiyah 2015: 13) define narrative as piece of text which tells a story and in doing so, entertains or informs the readers and listeners. Narrative can be presented or told in the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story.

Meanwhile, Woodson (Syofiah, 2005:13), states narrating is when you tell a story and when you describe actual or fictional events which are arraged in chronological order or sequence. It can be said that sequencing the events in narration is one of important element because narration is concerned with time.

In addition, narrations deal with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution. Its mean that in narrative text, there are some problems developed or happened finally can be solved at the end of story.

A narrative is a text that tells a story and, in doing so, entertains the audience. Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends).

From the explanation above, the Researcher conclude that narrative text is a story occurred in past time which its social fiction is to amuse or entertain the readers. It is written with certain characteristics and its language features.

2. The Part of Narrative Text

The functional of Narrative text is drawing the plot. The easiest way to find out the difference between types an paragraphs in analyzing generic structure of narrative text. The built paragraph of narrative text there were main parts of generic structure.

According to Anderson and Anderson (Shofiyah, 2005: 14), states a narrative text consist of an Orientation in which the narrator tells the audience about 'who' is in story, 'when' the story is taking place and 'where' the action is happening, a complication that sets off a chain of events where the characters what will happen in the story, a sequence of events where the characters react to the complication, a resolution in which the characters solve the problem created in the complication and a coda that provides moral based on what has been learned.

Meanwhile, Siahaan and Shinoda (2008: 10) States Narrative “usually begins with Orientation, Complication, and Resolution”. The generic structure of narrative text to built an paragraph in detail as follows:

a. Orientation

Its about the opening paragraph were the characters of the story are introduced. In this part where the researcher introduces the participants and the setting “when (time), and where (place) of the story. Siahaan and Shinoda (2008: 10) states, “Narrative text usually begins with an Orientation, where the researcher introducing about the characters, time, and place of the story.

b. Complication

This a crisis arises. Complication is where the problems in the story developed. Its written by series of events which usually involves the main characters. Siahaan and Shinoda (2008 :10) defined that complication is where the problem in the story developed. These events will affect one or more characters.

c. Resolution

Resolution is apart where the crisis or problem is solved by the characters. According to Siahaan and Shinoda (2008), in resolution, the problem maybe resolved for the better or worse ending.

3. The Language Features of Narrative Text

- 1). Use verbal processes refer to the “Talking” (she said, he accused, they promised).
- 2). Use past tense
- 3). Use temporal conjunctions and time connectives to put events in the right order(for examples: then, soon, that, and before).
- 4). Focus and specific and usually individualized participants.
- 5). Use adjective and adverbs.

4. The Types of Narrative Text

There are many types of narrative text, they can be imaginary, factual or a combination of both like humor, mystery, romance, fantasy, action, adventure historical, value antic. In specific, the common types of narrative text which are studied in senior high school may include: fairy tales and fable Neo (2005: 8). It can be a combination of narrative text, within each of these different types. Here are some examples of the different types (or genre) of narrative text that studied in senior high school.

a) Fairy Tales

A fairy tales typically features such folkloric characters as fairies, goblin, troll, dwarves, and giant, and usually magic or enchantments. The examples of fairy tale in narrative text such as: Cinderella, Snow White, The Boy Who Cried Wolf etc.

b) Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. Fables are about animals that can talk and act like people, or plants or forces of nature like thunder or wind. The examples of fables in narrative text such as: the Crocodile, the Ants and the grasshopper, the smartest Parrot, and The Goose and The Golden Eggs etc. From the explanation above, the narrative text is to entertain the reader and the story there is a message and moral values to be studied.

c) Legend

A legend is a narrative of human action that are perceived both by teller and listener to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legends in narrative text such as Malin Kundang, Sangkuriang, the legend of Tangkuban, the story of Toba Lake, and anymore.

The following shows an example of narrative text and generic structure analysis, as below:

The Goose And The Golden Eggs

Orientation

Long time ago a remote village, in central China in was inhabited mainly with farmer and hunter. One day, a poor farmer lost his entire live stock to flood. He prayed hard to God for help or his family would die of starvation.

Resolution

Few a day later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship”. A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Complication

Strengely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs in side its stomach. Though he very much regretted for his foolishness, it’s already too late.

Creative English SMA Kelas x 2006

Picture .2.1.



Picture. 2.2.



Picture. 2.3

