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THE COMPARATIVE STUDY OF THE APPLICATION OF PICTURE SERIES AND GRAPHIC ORGANIZER ON IMPROVING WRITING SKILL AT THE FIRST GRADE STUDENTS OF *SMAN 1 JATITUJUH, KABUPATEN MAJALENGKA*

A THESIS

Submitted To The English Education Department Of *Tarbiyah* Faculty
Of *Syekh Nurjati* State Institute for Islamic Studies in Partial Scholar Degree in English
Department



Written by

Ida Rosida

Reg numb. 58430576

**THE ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH*
FACULTY OF *SYEKH NURJATI* STATE INSTITUTE FOR
ISLAMIC STUDIES**

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ABSTRACT

“THE COMPARATIVE STUDY OF THE APPLICATION OF PICTURE SERIES AND GRAPHIC ORGANIZER ON IMPROVING WRITING SKILL AT FIRST GRADE STUDENTS OF SMAN 1 JATITUJUH, KABUPATEN MAJALENGKA”

Based on the writer experience when PPL at *SMP Veteran kota Cirebon*, October 17th 2011 until November 25th 2011. The students have difficulties and have low interest on writing English. actually writing is one of the important aspect of English learning. It interest the writer to research the problem to compare which one that more effective to invite student interest and improve student writing skill between the application of picture series and graphic organizer.

According to Magnesen research from Texas University, visual learning modality gives 40% information to students memory, it higher than just read or listen. Both picture series and graphic organizer are kinds of visual learning media. Learning media is a toll that able to help the teaching learning process and the function is to clear the learning material so the learning objectives are achieved well and perfectly

This research use quantitative research where to collect the data, the writer use test to measure students improvement on writing, and observation to know students learning process, and use t-test to analyze the data. it use the first grade of SMAN 1 Jatitujuh as the population and class X-3 with 28 students as the sample of the research.

The result data analyzing of comparison between application picture series and graphic organizer, show that students' improvement on writing skill use picture series is higher than use graphic organizer. It based on the research finding that show the score of application of picture series is 91.21 and the score of application of graphic organizer is 72.14 with the score of t-test is 12.8, it is higher than t_{table} 1.701.

The application of picture series is more effective on improving students writing skill. Picture series can be used to overcome the students problem to conduct and organize their idea as the outline on improving their writing skill. Pictures as a stimulus for language experience activities in the classroom were developed specifically for teaching young students not only for practice the writing but also for speaking.



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PREFACE

Bismillahirrahmanirrahim.

Alhamdulillahirabbil 'alamin. In the name of Allah the Most Gracious, the Most Merciful. All praises and thankfulness are given to Allah lord of all creatures and universe. Many invocation and safety always be given to the prophet Mohammad (Peace be upon Him), his companions, his families, and his followers up to the end of the world.

With the blessing of Allah the Almighty. A number of wonderful people have worked hard and support the writer is finally able to finish writing this thesis under the title “The Comparative Study of Application Picture Series and Graphic Organizer on Improving Writing Skill at First Grade Students of *SMAN 1 Jatitujuh, Kabupaten Majalengka*”. This thesis is presented to The English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies in Partial Fulfillment of the Requirement of Islamic Scholar Degree in English Education Department.

Grateful acknowledgement are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

1. Prof. DR. H. Maksum Mukhtar, M.A, the Rector of *Syekh Nurjati* State Institute for Islamic Studies.
2. DR. Hj. Huriyah Saleh, M. Pd, Chairwoman of English Education Department of *IAIN Syekh Nurjati Cirebon* and as the first supervisor.
3. Dra. Hj. Amroh Umaemah , as the second supervisor who has given valuable guidance, motivation, suggestion, and helps the writer during the process of writing this thesis.



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4. Drs. Asep Kurniawan M.Ag as the first examiner who has given valuable guidance, suggestion to revise the thesis.
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6. Pamujo Effa Kusdianang, S.Pd, as the teacher of SMAN 1 Jatitujuh who has given me valuable inspiration and motivation.
7. My beloved parents, brothers and sisters who always give me spirit that never ends.
8. All of friends who always give their support and motivation in finishing the thesis.

The writer trust that this thesis is still so many lacks found and far from being perfect because to make a good thesis will consume much time. Therefore, the writer with the great pleasure would receive the guidance, suggestion, and constructive critic from the readers.

At the last, the writer hopes that this thesis would be useful and valuable for the readers and particularly for the writer and for English Education Department of *sSyekh Nurjati* State Institute for Islamic Studies.

Cirebon, July 2nd, 2012

Writer

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CHAPTER I

INTRODUCTION

A. The Background of Problem

Based on the writer experience when PPL at *SMP Veteran kota Cirebon*, October 17th 2011 until November 25th 2011. The find that students have difficulties and have low interest on writing English. They difficult to obtain their ideas about what they will write on, how to express them in a sequence sentences, how to organize them chronologically and coherently.

Suitable learning media can help the student to overcome their problem on writing learning. Kustandi and Sutjipto (2011: 9) stated that learning media is a toll that able to help the teaching learning process and the function is to clear the learning material so the learning objectives are achieved well and perfectly.

Writing is one of the best ways of practicing English. It provides the students creativities production without the time pressure as if speaking. It allows the students to create new experiments with complicated language structure that they would probably avoid when speaking. In the fact, students are writing more every day. They often write simple thing on their diary, short message service and of course on their social network. But they ever ignore to write in long sentences and structurally. They stated it's too difficult for them.

One of the difficulties of writing for students is the students are difficult to organize or conduct the idea. The students stuck on some ideas and stopped there,



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or their writing out off the topic so that their writing are not coherent. Writing can be easier for them when they able to design their writing well. The other students are afraid to write because they avoid making grammatical mistakes or cannot find the right words.

Through learning English Writing skill, the students not only practice to conduct the ideas of writing, but they also practice their grammar abilities and help them to memorize vocabulary. To make it easier the students need the appropriate learning media to stimulate their great intuition on writing.

It needs more creativities efforts from the English teachers to manage or organize teaching-learning process. It is not a simple thing to make the student interest to follow the learning process well. Sometime students surrenders to face English, they afraid to make some mistakes such as incorrect to mention some words, create grammatical errors, even lose the vocabularies and ideas when they present or writing something.

Both picture series and graphic organizer are two kinds of visual learning media. The students have more whole brain experience. Picture series is a set of pictures that every part of the picture describes a part of the stories. It helps student to connect the idea of story on the prewriting process. Visual learning media helps the teacher to interest and increase students' attention. Picture series using on improving students writing skill, it should be like the students create their own comic.



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Graphic organizer are teaching and learning tools; when they're integrated into classroom experiences, students are better able to understand new material. Creating a strong visual picture, graphic organizers support students by enabling them to literally see connections and relationships between facts, information, and terms. Graphic organizer has many forms, but here idea web is the kind of graphic organizer that will be implicate in this research. Idea web allows learners to organize information in a visual format. Unlike a standard linear outline, the idea web makes the connections among ideas and details more evident.

Picture series or graphic organizer itself can be used for individual or in group work assignment. Either picture series or graphic organizers are visual learning media that can help the student to conduct the idea and chronological event of their writing. In this paper, the writer makes an effort to compare that the application of picture series and graphic organizer to improve the students writing skill. This research will be applied to the first grade students of *SMAN 1 Jatitujuh*. This thing is becoming the reason for the writer to give the title of the thesis namely, "*The Comparative Study of the Application of Picture Series and Graphic Organizer on Improving Writing Skill at The First Grade Students of SMAN 1 Jatitujuh, Kabupaten Majalengka*"

B. The Identification of Problem

The identification of the problem in writing this thesis is as follows:



1. The Field of the Research

The field of the research in writing this thesis is writing. The two strategies namely, Picture Series and Graphic Organizer will be used in carrying out learning process in the class.

2. The Kinds of the Problem

The research in writing this thesis is quantitative research. It means that data having been obtained was then presented by numbers and then, interpreted by using statistical analysis. Learning English, as a matter of fact, is not an easy thing and takes a long time. This thing is supposed to be their difficulties in the process of teaching and learning English. The kinds of learning English difficulties are grammar, pronunciation, and vocabulary, differences between spoken and written English.

The difficulties of grammar are tenses, modal verb, auxiliaries, idiomatic usage, and articles. The difficulties of vocabularies are, phrasal verbs, preposition, size of lexicon, word derivation, and collocation. The difficulties of pronunciation, and differences between spoken and written English, probably the biggest difficulty for non-native speakers since English spelling does not follow the alphabetic principle consistently.

3. The Main Problem of Research



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The main problem of research is the student's learning difficulties in writing composition. The learning strategy that will be used in learning process in the class namely picture series and graphic organizer.

C. The Limitation of Problem

In this research, writer focused to compare the application of two learning media. It limited only the visual learning media, namely picture series as the X1 variable and graphic organizers as the X2 variable. Here the writer use the narrative text to apply the research because narrative need more imagination and wide story to write. The research applied in senior high school, it limited at the first grade of *SMAN 1 Jatitujuh*. The class that used to apply the research is X-3.

D. The Questions of the Research

1. How is the students' improvement writing skill with the application of picture series?
2. How is the students' improvement writing skill with the application of graphic organizer?
3. Is there a positive and significant comparison of application of picture series and graphic organizer on improving writing skill?

E. The Aims of the Research



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1. To know the students improvement writing skill with the application of picture series?
2. To know the students improvement writing skill with the application of graphic organizer?
3. To know a positive and significant comparison of application of picture series and graphic organizer on improving writing skill?

F. The Use of the Research

The research hoped to be able to compare the students writing skill improvement with the application of picture series and graphic organizer.

G. The Hypothesis of Research

The hypothesis of the research in writing this thesis that “There is a positive and significant comparison of the application of picture series and graphic organizer on improving writing skill”

H. The Frame of Thinking

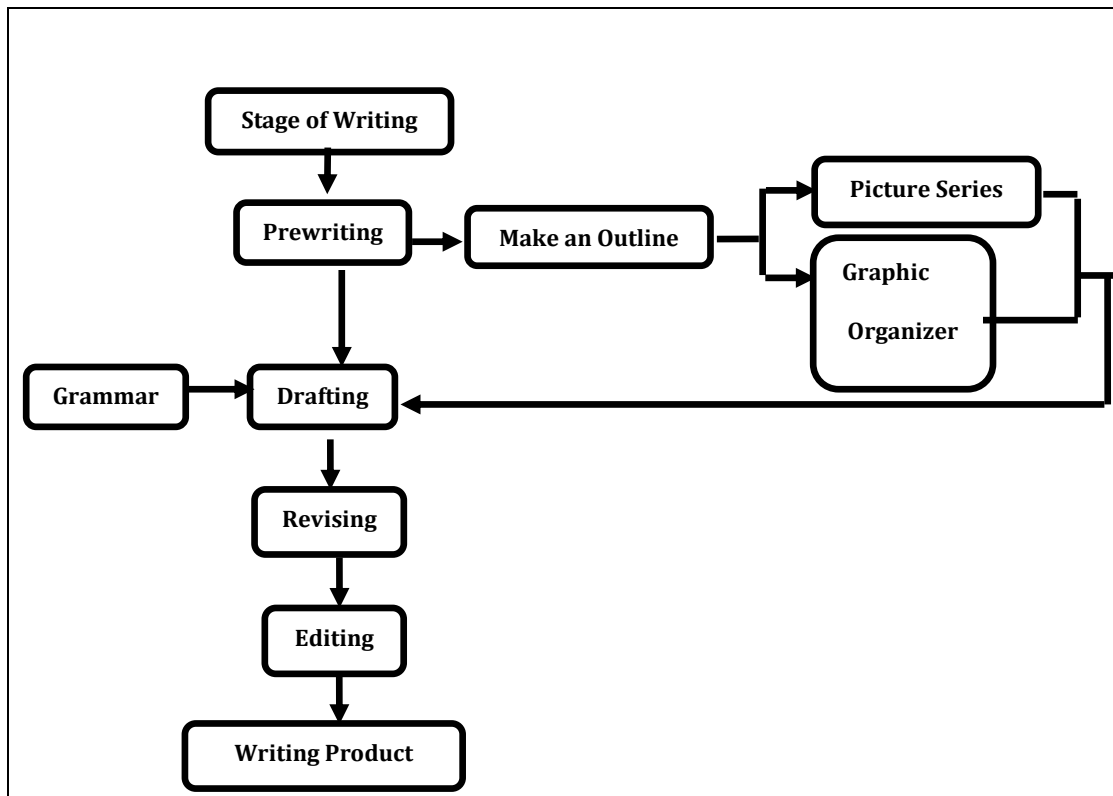
The abstract system which is language can also be realized as writing, and although speech as writing has much in common they are not to be equated much in common. Writing is a relatively recent development in human societies.



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Writing as one of the four skills (listening, speaking, reading, and writing) has always formed part of the syllabus in teaching English. Student should be enjoying the writing learning activity when the present of teaching writing did not give more pressure for them.

Effective learning media is hoped as one of the ways to overcome the learning difficulties. Visual learning media can be used to this case such as picture series and graphic organizer (diagram, chart, KWL, Idea Web, Fish bond, concept map). The main purpose of the use of picture series and graphic organizer is to make the student easier to conduct or organize their idea.





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Figure 1.1 Writing stage chart

There are four stages to make a good writing. The first is prewriting stage; it is the process to prepare the writing, conducting the ideas through make an outline. The research applies two visual learning media to help the students make the outline are picture series and graphic organizers. The second stage is drafting, here the students start to write their writing. Besides good outline there is good grammatical mastery that influence the students writing product. The third stage is revising to recheck the writing. The last stage is editing, here the writing rewrite to result the good writing product.



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