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THE INFLUENCE OF USING A PICTURE SERIES ON STUDENTS' WRITING COMPETENCE IN MAKING NARRATIVE TEXT AT TENTH GRADE STUDENTS OF SMA PUI CIWEDUS KUNINGAN

A THESIS

Submitted to the English Education Department
Faculty of Education
The State Institute of Syekh Nurjati in Partial Fulfillment of the Requirements of
Islamic Scholar Degree in English Education Department



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ABSTRACT

NURFATIMAH KURNIA K: “ The Influence of Using A Picture Series on Students’ Writing Competence in Making Narrative Text at Tenth Grade Students of SMA PUI Ciwedus Kuningan.”

A picture series media is one of the methodologies from learning English. Because it is help the students to write the text, which based on the pictures. It will make the students feel interested and easy to write. Through A picture series media the student able to write the text enjoyably. Then help them to improve their writing competence.

The researcher found the tenth grade students of SMA PUI Ciwedus Kuningan are lazy to write when the teacher ordered them to write English. Because writing needs a high imagination and they have to write text correctly. While they don’t master the English vocabularies and the grammar. They also don’t understand about the generic structure of the text.

The aims of this research are to find out the students’ writing competence in making narrative text by using a picture series (X1), to find out the students’ writing competence in making narrative text without using a picture series (X2) and to find out positive or significant influence of using a picture series on the students’ writing competence in making narrative text.

This thesis uses quantitative approach in which the researcher uses some technique: test. And the researcher uses the data that has collected and analyzed percentage calculating for the quantitative data by using SPSS 16 for Windows XP.

Having analyzed the data, the writer found that the highest score of test byusing a pictureseries on the students’ writing competence in making narrative text is 85 and the highest score of test without using a pictureseries on the students’ writing competence in making narrative text is 60; proud, by using t-test formula independent samples T test.The result using two tiled (Sig 0.025) for T table is 1.995 Compared with the T count is greater than T table.-11,708 >-1.995).

From the result above, it can be known that Ha is accepted and Ho is rejected. So, there is significant and positive influence of using a picture series on students’ writing competence in making narrative text. It means thatusing a pictureseries is one of method to increase students’ writing competence in making narrative text because by using a pictureseries students will understand the grammar, how to write well and make students feel enjoy and interested to study English.



PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. All praises and thankfulness be to God because of his permission and blessing, the writer has been able to finish this thesis. My invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his colleagues, and his followers up to the end of the world.

The thesis entitled in: “THE INFLUENCE OF USING A PICTURE SERIES ON STUDENTS’ WRITING COMPETENCE IN MAKING NARRATIVE TEXT AT TENTH GRADE STUDENTS OF *SMA PUI CIWEDUS KUNINGAN* is presented to the English Education Department of IAIN Syekh Nurjati Cirebon in partial fulfilment of the requirements for the degree of Islamic Scholar in English Education Department.

In writing this thesis, there are many people who have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey her sincere and gratitude to the following people:

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Finally, the writer realized that this thesis is still far from being perfect, and of course there are many mistakes whether in the arrangement or in the content of this thesis. Therefore, it is a great pleasure for her to receive suggestion and critic from everyone who will encourage her to continue his study.

Cirebon, October 2012

(The writer)



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CHAPTER 1

INTRODUCTION

A. The Research Background

Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper.

Writing is a difficult skill for many learners, even in their mother tongue. There are several reason for this. First, writing has to be learnt, unlike speech, which is acquired in the mother tongue as part of a child's normal development. In addition, speaking is a familiar everyday activity, but for many people writing is something they do only rarely.

Another difficulty is the problem of the absent audience. When we speak, we are interacting with someone and have instant feedback or whether the information we are giving is what the hearer needs to know, whether it is clearly expressed and whether it is interesting. When we write we cannot consult with the reader. It is difficult to hard to know what information the absent reader needs to know, and so it is hard to know what to write. This difficulty is even worse with classroom writing. At least in real life we usually know why we are

writing and who we are writing to (or for). In the classroom these questions are often left unanswered.

Then there are linguistic difficulties. The writer has to know how to put a sentence together accurately. Writing tends to be either more elaborate than speech, with more lengthy constructions.

Another difficulty we have when writing is how to organize and sequence our ideas. Writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences needs to be organized in a logical way, so that they make a coherent text which is easy for the reader to follow. When we speak, our ideas often come out in a jumbled, confused, or incomplete form, and our listeners can help us by asking us to repeat, explain, or clarify. In writing we have to get it right first time. Mark Tredinnick (2008: 10) said that :

“Writing is the art of making an utterance perfectly natural through the perfectly unnatural process of making every word and phrase again and again, cutting here and adding there, until it is just so. It is contrived spontaneity. What the writer wants is something just like speech only more compressed, more melodic, more economical, more balanced, more precise.”

Writing is one of the foundational skills of educated persons. It is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing



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sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his reader directly.

The researcher found the students in senior high school are lazy to write when the teacher ordered them to write English. Because writing needs a high imagination and they have to write text correctly. While they don't master the English vocabularies and the grammar. They also don't understand about the generic structure of the text.

Students got the difficulties when they make a composition by generic structure of the text and they don't understand how to write. The researcher will apply the learning by using a series picture. The researcher hope students able to write a text especially narrative text.

Narration is one of the types of writing when the writer amuse, entertain and deal with actual or vicarious experience in different ways. The narrative text is one of the text genre that should be taught to the tenth grade students of senior high school. Virginia Evans (2000: 28) said that:

“ A narrative presents a connected series of events, either imaginary or based on your own experience, in a vivid descriptive style. It may be written in the first person (I/we) or third person (he/she, etc), and often includes the thoughts, reactions, etc of the main character(s), describing the action as it would be seen through their eyes.”



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Harmer (2002:134) explained that “adds picture of all kinds can be used in a multiplicity of ways. One of them for understanding. One of the most appropriate users for picture is for presenting and checking of meaning.”

A picture series media is one of the methodologies from learning English. Because it is help the students to write the text, which based on the pictures. It will make the students feel interested and easy to write. Through A picture series media the student able to write the text enjoyably. Then help them to improve their writing competence.

There are advantages of using pictures. First, pictures are interesting. Using picture is one of good way to increase students' creativity and decrease students' boredom. Another advantage is pictures are economical. It means that picture materials are easy to collect and can cut on from many sources such as: magazine, news paper, photos, calendar, internet or even draw it themselves. Then, pictures are effective. Pictures are one recognized way of representing real situation that would be impossible to create in any others way.

The researcher took the research in SMA PUI Ciwedus because the researcher found that many students get the difficulties in making text, especially narrative text. So, the researcher will observe the students' writing competences in making narrative text by using a picture series.



Based on the statement above, the researcher took a research which is entitled: **“THE INFLUENCE OF USING A PICTURE SERIES ON STUDENTS’ WRITING COMPETENCE AT THE TENTH GRADE STUDENTS OF SMA PUI CIWEDUS KUNINGAN”**

B. The Identification of The research

The problem in this research is classified into the following sections:

1. The Field of the Research

The field of the research of this thesis is writing.

2. The Kinds of Problem

There are many problems in English especially writing. The researcher would like to mention the kind of problems :

- a. Student don’t master the English vocabularies
- b. Student don’t master the grammar
- c. Students are lazy to write English

3. The Main Problem

The main of the problem in this research is the students weakness in writing. Therefore, the writer tries to apply a method by using a picture series to write narrative text.





C. The Limitation of The Research

In this research, the researcher will limit the problem which has correlation with the title of my research: “The Influence of Using A Picture Series on the Students’ Writing Competence in Making Narrative Text.”

D. The Questions of The Research

1. How good is the students’ writing competence in making narrative text by using a picture series?
2. How good is the students’ writing competence in making narrative text without using a picture series?
3. Is there any positive or significant influence of using a picture series on the students’ writing competence in making narrative text?

E. The Aims of The Research

1. To find out the students’ writing competence in making narrative text by using a picture series.
2. To find out the students’ writing competence in making narrative text without using a picture series.
3. To find out positive or significant influence of using a picture series on the students’ writing competence in making narrative text.



F. The Use of The Research

The researcher want to know the students writing competence in making text, especially in making narrative text by using a picture series. The researcher hopes that the students will interest and able to write narrative text by using a picture series.

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