THE INFLUENCE OF THE APPLICATION OF PICTURE SERIES ON IMPROVING STUDENTS' WRITING SKILL AT EIGHT GRADE STUDENTS OF *SMPN 1 CIKALONG*

A THESIS

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ABSTRACT

Ita Wulan Yulianti. 59430771. "The Influence of the Application of Picture Series on Improving Students' Writing Skill at Eight Grade Students' of *SMPN 1 Cikalong"*

The aim of this research are to know how far the students' difficulties in writing English text. The students stated it's too difficult to study. One of the difficulties of writing for students is to organize or conduct the idea. The students stuck on some ideas and stopped there or their writing out of the topic, so that their writing are not coherent. Writing can be easier for them when they able to design their writing well. The researcher applied a technique or method to overcome the students' difficulties in writing English text by using picture series. By using picture series, the writer hoped it can be helpful for the students to write English text.

The main problem of this thesis is the difficulties of students achievement in writing English that should be overcome by certain techniques for eight grade students of *SMPN 1 Cikalong*. One of them is using song and picture series. It is because the technique is unique and easy to improve students' writing skill.

The method of the research is quantitative research. The population of the research is 201 students at eight grade class, 30 students at 8th class A as control class and 30 students at 8th class B as Experiment class. The instrument of collecting data is test. The instrument has been tested for validity, reliability, normality, homogeneity. The result of the pre-test and post-test at in class shows that the influence of application picture series to improve students' writing skill.

The data result analysis show that the student's achievement in writing skill before the application of picture series to the students of the eight grade at *SMPN 1 Cikalong*. The sample of the research is 30 students. The average score of the test is 58,83 with the lowest score is 40 and the highest score is 70.The student's achievement in writing skill after the application of picture series to the students' of the eight grade at *SMPN 1 Cikalong*. The sample of the research is 30 students. The average score of the test use pictures media is 78, with the lowest score is 65 and the highest score is 90. It shows that student achievement by using picture series on the student's achievement in writing skill is higher than before using picture series. From the calculation of t-stest, the result of the student's writing skill to eight grade students of *SMPN 1 Cikalong is* 11.52 it is higher than 1.723. It also shows that there is a significant effect on the student's writing skill. Based on the calculation of the gain data, H_a is accepted with the gain number 11.52 and H_0 is rejected with the gain number 1.723. So the picture series has a significant influence to improve students' ability in learning English writing.

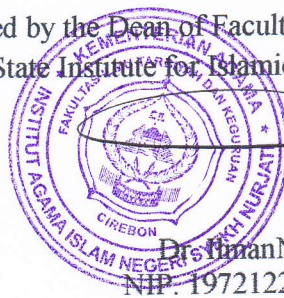**Key word: picture, picture series, writing skill, narrative.**

RATIFICATION

The thesis which is entitled **"The Influence of the Application of Picture Series on Improving Students' Writing Skill at Eight Grade Students of *SMPN 1 Ciledug*"** written by Ita Wulan Yulianti, with student number: 59430771, has been examined on May 28th, 2015, it has been accepted by broad of examiners.

This thesis has been recognized as one of the requirements for the degree of Islamic Scholar (S.Pd.I) in English Language Education at Faculty of Education and Teacher Training the State Institute for Islamic Studies *Syekh Nurjati* Cirebon.

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CHAPTER I
INTRODUCTION

Chapter one outlines research background, formulation of problem, limitation of research, research questions, aims of research, usefulness of research. Introduction is like an opening of this research consists all things relate to this research before discussing result.

1.1. The Background of the Problem

Everyone has a language because human beings need social contact and cooperation with other human beings. Relationships with other human beings, among others: in the form of conveying the thinking and feeling, convey any information, ideas or opinions or thoughts and ideas with a purpose. Language is one of way in life to communicate to get sciences, knowledge, and social. According to Preveen (2008: 28), "Language is undoubtedly a kind of means of communication among human beings. It consists primarily of vocal sounds. It is articulators, systematic and arbitrary". Language is a fully developed means of communication. Language has changed the thinking and knowledge of human relations and made it possible for human beings to grow into a human community on this world.

English is one of foreign language in our country and as international language; therefore it becomes one of school subject at junior high school until university even at elementary school. Moreover there are so many books of sciences, technologies, and social cultures, religions, and some others not to mention here are written in English. Because of these reasons English has to be studied for Indonesia students to improve their knowledge and science to face their future life in globalization era.

As a developing country, Indonesia really needs English because Indonesia government is trying to improve all aspects which are usually faced by all countries especially in education. English is important subject in education of Indonesia, because many books are written by English. In order to be able reads books, it is necessary for students to learnt English well.

In learning English students are not only required to master the four skills are speaking, listening, reading and writing but also to master language components, covering grammar, vocabulary and pronunciation.

In Indonesia, English is learnt and taught to elementary schools, Junior High School, Senior High School up to University students. And now the English language has been introduced to students of elementary school. But, there are so many problems in learning English. One of them is the difficulties to write English text.

The basic course outlines of the 2004 curriculum states that English teaching focuses on four language skills (Listening, speaking, Reading, and Writing). Vocabulary is one of the language components it cannot be separated from the four skills in language teaching it is important not only in reading but also in communicative activity. Vocabulary is too important because; 1) comprehension improves when we know what the words mean; 2) words are the accuracy of communication. With learning vocabulary the students can know the new words on foreign language, and the students can memorize the new words and vocabulary.

The definition of the Vocabulary taken from oxford learner pocket dictionary (2003:482) vocabulary is all the words that a person knows or uses, all the words in a language. Vocabulary, AS Hornby (1987:959) states that vocabulary is total number of words which (with rules for combining them) make up language. Based on the definition, vocabulary is one of important part to language because language consist a sentences and sentences formed from words vocabulary.

There are so many media and technique to teach students successfully. In teaching vocabulary mastery for children a teacher needed to be as creative as possible to teach in order to transfer the lesson well. Many ways and methods that the teacher use to teach the vocabulary. For example: games, song, flash card, or picture media.

Another way with using picture media in teaching method component as one way to make interaction between teacher and student better, student with environment and help to increase student's memorizing ability to remember information which given by the picture. According to Sudjana (2002:12),"Illustration picture is learning tool which can catch students' interest effectively. With the picture, students also can see what they learn". According to Syaiful Bahri Djamara (2002:18), "Learning activities are activities which including soul and physically. Learning will never do without strong support from the inside and the outside, as an effort which it is important also".

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 basic skill that must be able to absorb in learning English. The definition of writing according to Pattel and Jain (2008:125) is "Writing is a skill which must be taught and practiced". Also writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.

Students faced a difficult in developing writing skill, especially in constructing the structure of the sentences. Students cannot make a good sentence pattern or students arrange sentence ungrammatically. "Grammar is the central component of language. It mediates between the systems of sounds or written symbols, on the one hand, and system of meaning, say Greenbaum and Nelson (2002:1). It means Students are not supposed not only know the grammar, but also use it in both written and oral communication. Grammar has the function of making a string of words or utterances meaningful. Adding, Patel and Jain (2008:158) state "Grammar is a scientific statement of the principles of good usage which concerns with the relation of words in the sentence". It means that grammar is a description of a language and the way in which units such as words and sentences that combine to produce good sentence. By using grammar they can develop their writing in the forms of genre such as: narrative, descriptive, recount, etc. as means of communications.

One of genres is narrative. Narrative tells something happening in the past time, like fiction, fable, folk tales, fantasies, legends, etc. Emi Emilia (2010:167) claims that "a narrative is a text type which tells a story in which people encounter a problem or crisis that they need to overcome-it shows how people for group of people overcome a problem or crisis in their lives". As it tells some events, it usually uses sequence words such as: when, while, after, before, until, etc. Then, tense used in narrative text is simple past tense, because it tells past events. Many students are confused when they write narrative correctly. In the end when the students wrote the text, the errors occurred in the text organization and the language features, such as use grammatical. And errors occur because the learner does not know what is correct, and thus it cannot be self-corrected.

In this case, the writer prefers to use an error analysis to improve student abilities in writing skill. According to Brown (2007:259) "Error analysis is learners do make error, and these errors can be observed, analyzed, and classified to reveal something of system operating within the learner, led to a surge of study of learners' error".

So, almost the learners must make errors when they are learning English, because it is difficult to separate error in the process of learning English. Most of students find difficulties, especially in applying grammar in their speaking and writing.

Based on observation in three schools the writer found the data about students faced difficulties learn narrative texts. In the first school, one teacher stated that the learners faced difficulties when writing a narrative text in generic structure of narrative text and they have limited vocabularies. The students confuse when they arrange paragraphs of narrative text. And two teachers gave same opinion that the students face difficulties in writing a narrative text. The problems of students in writing a narrative text that are about using grammatical, comprehending meaning of the text, and using tenses. In the second school, two teacher stated that most of the student are still poor ideas and imagines for growing up the texts, and the students have limited vocabularies make them difficult to arrange words, phrases, moreover sentences. One teacher said that when students write paragraph, they are still confused about organization or pattern of the narrative text so the result makes the readers confused. In the last school, one teacher stated that students feel bored and tried if they read long passage text. One teacher said the student faced difficulties in punctuation and grammatical, the students confuse using tenses actually verb in form past tense. The last teacher stated that students have problems in comprehending meaning the difficult words in text. In observation the writer also interviewed 15 students from different school to know what students' problem when trying to write narrative text. Students have difficulties in using tenses, arranging sentences, have limited vocabularies, translating words or sentences, and comprehending meaning of the text.

Based on the result above, the writer concludes most of the students do not know pattern of narrative text, they are still poor about vocabulary, students do not understand the difficult words in narrative text therefore, and they have difficulties in

arranging the sentences as well as the use of past verbs in narrative text. As result, they write a paragraph with grammatical wrong sentences. Therefore, this study should notice the correction of the errors in their writing narrative text, especially in grammatical to develop the students' writing skill. If they cannot do that, errors will arise automatically. Their writing product will cause misunderstanding for the readers because the readers cannot receive the message or expression of their idea well. Most of student still find problem in making a correct sentence because of their limited mastery in grammar, especially in the use past verbs in narrative text. Therefore the writer want to analyze the student's error in writing narrative text using error analysis and tries to give solution to overcome their problems.

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, 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.

So, in this thesis the researcher wants to be show up THE INFLUENCE OF THE APPLICATION OF PICTURE SERIES ON IMPROVING STUDENT'S WRITING SKILL AT EIGHT GRADE STUDENTS OF SMPN 1 CIKALONG.

1.2. The Formulation of the Problem

1.2.1. The Identification of the Problem

The field of the research in this thesis is writing.

1.2.2. 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 mastering vocabulary for children will be grown up in this thesis, while the influence of the application of picture series to improve student's writing skill.

There are many problems in English, especially about writing skill. The writer would like to mention the kinds of the problems in this thesis:

1. The students difficulties in English writing text
2. The students aren't given enough exercise of writing
3. The students can not apply the vocabulary roles into writing text
4. The students' are lack in concept to write a text.

1.3. The Main Problem

The main problem of this research is the difficulties of the students' achievement in writing text. Therefore the writer tries to apply picture series as the media to improve students' writing skill, as the problem solving to solve the problem.

1.4. The Limitation of the Problem

The limitation of the problem of research is the student's learning difficulties in writing text. The learning strategy that will be used in learning process in the class is Picture Series.

1.5. The Questions of the Research

Based on the previous explanations, the problem must be formulated as follows:

1. Do the students have good achievement in writing text before application of Picture series?
2. Do the students have good achievement in writing text after application of Picture series?
3. Are there any significant influences of application of picture series on the students' achievement in writing text?

1.6. The Aims of the Research

Then based on the question of the research above, the writer has tried to arrange the aim of the research as follows:

1. To find out the students' achievement in writing text before application of Picture series
2. To find out the students' achievement in writing text after application of Picture series
3. To find out the significant influence of application picture series to the students' achievement in writing text

1.7. The Usefulness of the Research

The usefulness of this research is to find out how is the English teacher use the methodology of teaching in learning English, especially to improve students' writing skill. There are the uses of this research:

1. To find out how is the English teacher use the methodology of teaching in learning English at school.

2. The English learning using picture series can be implicated by English teacher to teach English writing

3. Through the application of English learning using picture series on teaching English such as writing, the students are can be mastery writing skill in learning English, so that increase the students' ability.

1.8. The Hypothesis of Research

The hypothesis of the research in writing this thesis that "There is a positive influence of the application of picture series on the student's achievement in writing text"

Ha = there is a significant influence

H_0 = there is not a significant influence

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter content a conclusions of the research finding and suggestions from the research above, because in doing this research, the writer sure that there so many mistakes and absolutely the writer need suggestion in order to make the research better.

A. Conclusion

After analyze the result of the research. The writer take some conclusions relating the comparative of students' improvement of applications of picture series on student's writing skill at eight grade of *SMPN 1 Cikalong* are:

1. The student's achievement in writing skill before the application of picture series to the students of the eight grade at *SMPN 1 Cikalong*. The sample of the research is 30 students. The average score of the test is 58,83 with the lowest score is 40 and the highest score is 70.

2. The student's achievement in writing skill after the application of picture series to the students' of the eight grade at *SMPN 1 Cikalong*. The sample of the research is 30 students. The average score of the test use picture series is 78, with the lowest score is 65 and the highest score is 90.

3. Show that student achievement by using picture series on the student's achievement in writing skill is higher than before using picture series. From the calculation of t-test, the result of the student's writing skill to eight grade students of *SMPN 1 Cikalong is* 11.52 it is higher than 1.723. It also shows that there is a significant effect on the student's achievement in mastering vocabulary. Based on the calculation of the gain data, Ha is accepted with the gain number 11.52 and Ho is rejected with the gain number 1.723. So the picture series has a significant influence to improve students' ability in learning English writing.

B.   Suggestion

After analyzing the result of the research, the writer would like to give some suggestions as follows:

1. Based on the result of the test, the students score is increasing after some practices. So it had better for students to practice English not only from the teacher assignment but also from their own self.

2. Based on the result of the test, the students score is increasing after some practices. It had better for the teacher to choose and use varieties learning media and method of teaching to increase students' interest. Teaching using the application of picture series can be the alternative choice of learning media.

3. It had better for the further research to prepare the research better, and this research could be one of the applications media to the research.

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