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THE INFLUENCE OF USING A PICTURE SERIES ON THE STUDENTS' ABILITY IN WRITING A NARRATIVE TEXT AT THE FIRST GRADE STUDENTS OF *SMK AL-MA'RIFAH GEMPOL*

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirement for Islamic Scholar degree in English Education (S.Pd.I)



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ABSTRACT

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**: THE INFLUENCE OF USING A PICTURE
SERIES ON THE STUDENTS' ABILITY IN
WRITING A NARRATIVE TEXT AT THE FIRST
GRADE STUDENTS OF SMK AL-MA'RIFAH
GEMPOL-CIREBON**

In *SMK Al-Ma'rifah Gempol*, there are four skills that have to be learned by the students. Those are reading, listening, speaking, and writing. Of the four skills, writing is an important form of communication. Writing is one of the most essential skills in learning English in *SMK Al-Ma'rifah*. One of the types of writing is narrative. Narrative text type tells a story. Narrative will sometimes contain elements of fiction. These elements include plot, setting, and point of view. In this research, the writer uses pictures as a supporting media in teaching and learning a narrative text.

From the background, related to the teaching English to write the aims of this research are to find out the data about the students' achievement in using a picture series at the first grade students of *SMK Al-Ma'rifah Gempol-Cirebon*, the students' ability in writing a narrative text at the first grade students of *SMK Al-Ma'rifah Gempol-Cirebon*, and the influence of using a picture series on the students' ability in writing a narrative text at the first grade students of *SMK Al-Ma'rifah Gempol-Cirebon*. The writer hopes that the students can understand easily and remind the teaching narrative text using a picture series.

The method of the research in writing this thesis is quantitative approach. It means that the data which are obtained from the field of the research then analyzed statistically by means of number and by using Pearson's Product Moment Correlation. The population is 101 students and 35 students as the research sample by mean of random sampling. The techniques of collecting data of the research are observation, interview, test, and questionnaire.

The mean score of the students' achievement in using a picture series is 84.14, this score can be categorized as "very good". The mean score of the students' ability in writing a narrative text is 76.4, this score can be categorized as "good", the correlation score of product moment is 0.40 and coefficient determination is 16%. These score show that there is correlation between X variable and Y variable. It can be considered that there is a positive or significant influence of using a picture series on the students' ability in writing a narrative text

Based on level significance 5% research Hypothesis (H_i) is approved or accepted and Alternate Hypothesis (H_a) is rejected. And it can be determined there is influence of using a picture series on the students' ability in writing a narrative



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PREFACE

Praise be to Allah, the most Gracious, the most Merciful. The almighty, Allah SWT, has given as mercies and helps in this writing then placed us above all other creations. The peace may be upon to the Prophet Muhammad SAW (peace be upon him) who has taught us the cardinal principle of the unity of God, obliged us to confess it with tongue (language) and belief in the heart.

The little of his thesis is “The Influence of Using a PictureSeries on the Students’ Ability in Writing a Narrative Text at the First Grade Students of *SMK Al-Ma’rifah Gempol-Cirebon*” is submitted to fulfill one of requirement for achieving the graduate degree at the English study Program of Tarbiyah Department of IAIN *Syekh Nurjati Cirebon*.

The writer has realized that this thesis will not be finished without significant contributions from people directly or indirectly. In this opportunity, the writer would like to express his sincerity and profound thankful to all lectures that contributed in completing this thesis. From that the writer would like to epress special thanks to:

1. Prof. Dr. H. Maksum Mukhtar, MA the Rector of *Syekh Nurjati* State Institute for Islmic Studies (IAIN) Cirebon.
2. Dr. Saefudin Zuhri, M. Ag, Dean of *Tarbiyah* Faculty.



3. Dr. Hj. Huriyah Saleh, M. Pd, the chairwoman of English Education Department of Syekh Nurjati State Institute for Islamic Studies (IAIN) *Cirebon* as the first supervisor
4. Nur Antoni, M. Hum. as the second supervisor.
5. As the headmaster of *SMK Al-Ma'rifah Gempol*
6. All of the lectures and staff of English Education Department of Syekh Nurjati State Institute for Islamic Studies (IAIN) *Cirebon*
7. The first grade students of *SMK Al-Ma'rifah Gempol-Cirebon*

The writer realizes that this thesis is still far from being perfect and there are any mistakes either in the arrangement or in the context. Therefore, she would welcome the comments, criticism and suggestion from the reader.

Finally, the writer hopes this thesis may bring some valuable knowledge to the reader, especially for writer himself and for the English Education Department of *Syekh Nurjati State Institute for Islamic (IAIN) Cirebon* as a reference in general.

Cirebon, July 2012

The Writer



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CHAPTER I INTRODUCTION

A. The Background of the Problem

Communication is the most important think for human life. Through communication, people can do many things. They can convey ideas, do business, and learn developing knowledge to understand the different cultures around the word. Talking about communication, Harmer (1993:7) puts forward the nature of communication as follow: Communication happens when the listener can give the response to the speaker after the listener understands the message given. The message can not be understood when pronunciation is not clear. This is the evidence that mispronunciation can cause the students to have misunderstanding.

Communication as the expression, interpretation andnegotiation of meaning. People can communicate to each other by using a language.A Language is defined as an arbitrary vocal system by human being to communicate with one another.According to oxford advanced learner's Dictionary of current "A language is human and non instinctive method of communicating ideas, feelings and desire by means of a system of sounds and sounds symbols".



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A language is a communication system that has work to perform, a system that speaker exploit purposefully it is used to do things, not merely to report them or talk about them. There are many languages in the world because every country has its own language. English is one of that. It is the most important language, because it is an international language used by people in the world.

Beside that, many books are written in English especially for scientific book and almost every field of book is written in English. It demands people to understand that language. The above reason also becomes accurate indicators that English is taught to the students in one country in Indonesia, English has been taught from junior high school until university and it has been studied from elementary school and kindergarten right now.

According to Tarigan (1994 : 1 - 3) “English language skill has four components, i.e ; listening, speaking, reading and writing skills.” Of the four skills, writing is a skill which is used to communicate indirectly, without face to face interaction in human life. Writing is an important form of communication in daily life, but it is especially important in secondary school and university.

According to Patel and Jain (2008:125) “Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern”. It becomes an important aspect of students' expression at higher stage. Writing is also one of the difficult skills for many learners, even in their mother tongue. In addition, speaking is

a familiar everyday activity, but for many people writing is something they do only rarely. Students can find it challenging to find ideas to include in their writing. According to Dvorak quoted in Lee & Vanpatten, (1995 : 214).

“Writing will be used as a generic term to refer to all the various activities that involves transferring thought through paper. Writing that focuses primarily on the conventions of language form, i.e. grammatical or lexical structures, will be termed transcription. The term composition will refers to the skills involved in effectively developing and communicating an idea or making a point.”

Basically using the form of writing language not only give the information, message or idea in the right sentence gramatically. Information, message or idea must be formed in a text .One of the part of speech of the genre text is narrative text. Narrative writing depicts even in a chronological, exact sequence. It tells a story by ordering events in time, by using verb tenses to show past and present, and by using transitional word relating to time (after, before, firts, now, then). In the other word narrative text is retelling the event or stories in the past, for example fairytales, legend even films which have social function to teach our good behaviour, respecting to the other people, and narrative have language feature.

Introducing narrative text to the students of vocational school (*SMK Al-Ma'rifah*) is very imporatant. Although English has been taught to the six years when they were at elementary school, and three years at junior high school, but so far they still find English difficult, especially in learning and



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understanding in writing a narrative text. The student not interest in the learning writing narrative text.

Every teacher wants her or his students to understand what is taught. She or he needs a suitable medium to face the students in the classroom. According to Romiszowski (1991 : 39) media is “any extension of man which allows him to effect other people who are not un face to face with him. Thus, communication media include letters, television, film, radio, printed matter and telephone.”

The teacher should be more encouraged to find out a suitable medium based on material, situation, the condition, the students or the classroom. The teachers should be sensitive and creative to apply a medium to write a narrative text to the student of vocational school. So, the writer focuses on medium to teach and learn as pictures.

According to Cambridge Learner’s Dictionary, “Picture is drawing, painting or photograph of something or someone to draw or paint a picture”. The most important reason for using series pictures is to form correct images in the pupil minds. Using a series pictures illustration still makes teaching more effective than relying on word alone.

In this study, the writer using a picture series as medium to make learning writing easier. Because it has many chronological illustration. The use a series pictures will help the student to get ideas to work a narrative text. By looking a pictures series the students will get an imagination which they do



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not know yet before. So they not difficult to write can make interesting stories.

Based on the statement above the writer is trying to write a paper entitled is THE INFLUENCE OF USING A PICTURE SERIES ON THE STUDENTS' ABILITY IN WRITING A NARRATIVE TEXT AT THE FIRST GRADE STUDENTS OF *SMK AL-MA'RIFAH GEMPOL-CIREBON*.

B. The Identification of the Problem

To identify the problems of the research clearly, the writer sets up the presentation of the problems in the sections below:

1. The field of the research

This thesis, which is entitled : The influence of using a picture series on the students ability in writing a narrative text at the first grade students of *SMK Al-Ma'rifah Gempol-Cirebon*, try to make the students are able to write a narrative text in English, the students will use picture series in writing a narrative text in English. The other one is to make the students' interest to write a narrative text in English.

2. The kinds of the Problems

There are many problems for students in learning English, especially about writing a narrative text. The writer would like to mention the kinds of the problem in this thesis :



- a. The students have not know how to use a picture series in writing narrative text in English.
 - b. The students are not known enough about using a picture series in writing narrative text in English.
 - c. The students cannot apply using a picture series to writing narrative text in real purpose.
3. The main Problem

The main of the problem in this research is the students' weakness or lack of learning use a pictureseries, especially in writing a narrative text in English. Therefore, the writer tries to applay new method to solve the problem.

C. The Limitation of the Problem

This thesis, the writer has decided to limit the topic only talking about, the influence of using a pictureseries on the students ability in writing a narrative text at the first grade students of *SMK Al Ma'rifah Gempol*. Because many students did not able to writing a narrative text in English, especially in using a pictureseries. End in this time the reseacher would given the students many kinds of the narrative text and the students have to apply, this is the way to improving their ability on it.





D. The Questions of the Research

Based on the reason above, the writer puts forward some questions, which become the formulation of the problem of her proposal as follow:

1. How far is the students' achievement in using a picture series at the first grade students of *SMK Al- Ma'rifah Gempol- Cirebon* regency?
2. How far is the students' ability in writing a narrative text at the first grade students of *SMK Al- Ma'rifah Gempol- Cirebon* regency?
3. Is there any positive and significant influence of using a picture series on the students' ability in writing a narrative text at the first grade students of *SMK Al Ma'rifah Gempol – Cirebon* regency?

E. The Aims of the Research

The aims of research that will be obtained are as follows:

1. To find out the data about the students' achievement in using a picture series at the first grade students of *SMK Al- Ma'rifah Gempol- Cirebon* regency.
2. To find out the data about the students' ability in writing a narrative text at the first grade students of *SMK Al- Ma'rifah Gempol- Cirebon* regency.
3. To find out whether there are positive and significant influence of using a picture series on the students' ability in writing a narrative text at the first grade students of *SMK Al- Ma'rifah Gempol- Cirebon* regency.



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F. The Use of the Research

The research product hoped to be able to increase the developing of language learning, especially in the creasing the students' ability in writing a narrative text of using a pictureseries. To find out how the English teacher uses methodology of teaching in learning using media at school. The English test methodology can be implicated by English teacher to know the ability of the students. And the last is the research can be a reference for the next reseacrh.



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