



**THE EFFECT OF USING PICTURE SERIES ON THE EIGHTH GRADE
STUDENTS' ACHIEVEMENT IN WRITING A NARRATIVE TEXT AT SMP
NEGERI 1 AJUNG IN THE 2012/2013 ACADEMIC YEAR**

THESIS

**Presented as One of the Requirements to Obtain SI Degree of the English Education
Program of the Language and Arts Education Department of
the Faculty of Teacher Training and Education
Jember University**

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
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JEMBER UNIVERSITY
2013**

CONSULTANT'S APPROVAL

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of thesis writing from the university and the faculty have been followed.

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, H.Imam Baidlowi and my beloved mother, Hj.Fatimatuz Zuhro.
2. My beloved husband Muhammad Imam Taufik.
3. My beloved sisters, Nazilatur Rahmah, and Jazilia Umami.

ACKNOWLEDGMENT

First of all, I would like to thank Allah SWT who always leads and grants me blessing and mercy so that I can finish my thesis entitled, ‘The Effect of Using Picture Series on the Eighth Grade Students’ Achievement in Writing a Narrative Text at SMPN 1 Ajung in the 2012/2013 Academic Year”.

In relation to the writing and finishing of this thesis, I would like to express my greatest appreciation and sincerest gratitude to the following people.

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Education department,
3. The Chairperson of the English Education Program,
4. My Academic Consultant, Dra. Zakiyah Tasnim, M.A.
5. My Consultants, Dra. Wiwiek Eko Bindarti, M.Pd. and Eka Wahyuningsih, S.Pd.,M.Pd. I do really thank for your time, guidance, valuable advice, patience, and motivation that had led me compile and finish my thesis.
6. The Examination Committee and the Lecturers of the English Education Program.
7. The Principal of SMPN 1 Ajung, the English teacher, the administration staff, and the eighth grade students who gave me permission and helped me to obtain the data for the research.
8. My friends who have supported and helped me to finish this thesis. I will miss the time we spent together.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, July 2013

The Writer

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SUMMARY

The Effect of Using Picture Series on the Eighth Grade Students' Achievement in Writing a Narrative Text at SMPN 1 Ajung in the 2012/2013 Academic Year; Mazro'atul Ilmi Diniyah, 080210491020; 2013: 36 pages; English Language Education Study Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

An ability to write in English is important for English language learners, more particularly in the context of English as a Foreign Language (EFL). Through writing, English language learners are able to convey a message to the readers across places and time using a written form of EFL. All students are expected to be able to develop their communication ability not only in the oral form but also in the written form. According to the School-Based Curriculum 2006 (*KTSP*), it is stated that one of the objectives of teaching English is to develop communication competency, both spoken and written forms to reach the level of the functional literacy.

One of the media that can be used to teach writing is picture series. The use of picture series could motivate the students to make them eager to take part in writing activities. Picture series are clear enough for the students, so the students focused on the pictures. Picture series give vivid illustration to the students, by looking at the pictures, they could generate their ideas and get more information related to the story.

This experimental research was conducted to know whether or not there was a significant effect of using picture series on the eighth grade students' achievement in writing a narrative text at SMPN 1 Ajung in the 2012/2013 academic year. Picture series used as media in this research were expected to be able to help the students improve their writing skill. Picture series as were used as the media for the experimental class, while no media was used for the control class.

The population of this research was all of the eighth grade students of SMPN 1 Ajung in the 2012/2013 academic year. The research respondents were determined

by using cluster random sampling by administering homogeneity test. After that, the result of homogeneity test was analyzed by using ANOVA. Based on the result of ANOVA, the population of the research was heterogeneous as the result of F test was significant. Therefore, two classes that had the closest mean difference were chosen. One was treated as the experimental class, and the other one as the control class. The number of the respondents was 70 students, consisting of 35 students in each class.

The primary data of this research were collected from the students' scores of writing test. They were collected from the result of post test given to both of the classes after the treatment. Then, the result of post test was analyzed by using independent sample *t*-test formula to know whether or not there was a significant effect of using picture series on the eighth grade students' achievement in writing narrative text. The calculation of *t*-test showed that the value of *t*-computation was 2.597, while the value of *t*-table with the significant level 5% (2-tailed) and the degree of freedom 66 was 1.996. It means, the value of *t*-computation was higher than the value of *t*-table ($2.597 > 1.996$). Therefore, the null hypothesis (H_0) formulated: "there is no a significant effect of using picture series on the eighth grade students' achievement in writing narrative text at SMPN 1 Ajung in the 2012/2013 academic year" was rejected. On the contrary, the formulated alternate hypothesis (H_a): "there is a significant effect of using picture series on the eighth grade students' achievement in writing narrative text at SMPN 1 Ajung in the 2012/2013 academic year" was accepted.

The research result proved that there was a significant effect of using picture series on the eighth grade students' achievement in writing a narrative text at SMPN 1 Ajung in the 2012/2013 academic year. Therefore, it is recommended for English teachers to use picture series as alternative media in teaching writing.

CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study which consists of the background of the study, the problem of the research, the objective of the research, and the significance of the research.

1.1 Background of the Study

An ability to write in English is important for English language learners, particularly in the context of English as a Foreign Language (EFL). Through writing, English language learners are able to convey message to the readers across places and time using a written form of EFL. It is so important because English is a means of international communication as it achieves genuinely global status when it develops a special role that is recognized in every country. All students are expected to be able to develop their communication ability not only in oral form but also in written form. According to the School-Based Curriculum 2006 (*KTSP*), it is stated that one of the objectives of teaching English is to develop communication competency, both spoken and written forms to reach the level of the functional literacy.

Writing is considered as an important competence. It can be proved in the inclusion of writing in the English curriculum for Junior High School. The focus of teaching writing at Junior High School level is to develop students' competence in expressing short and simple messages for interaction with people in their environment. Besides, the students are expected to be able to write various text types like transactional-interpersonal and different genres which include procedure, descriptive, recount, narrative, and report texts (*KTSP*, 2006).

Writing is one of the productive skills. In writing skill, the students' way of thinking plays an important role in organizing their ideas in a paragraph. Further, Wingersky *et al*, (1999:4) state that writing is a process through which you discover, organize, and communicate your thoughts to a reader. In this case, it is important for