



**THE EFFECT OF USING PICTURE SERIES TO TENTH GRADE
STUDENTS' WRITING ABILITY
OF SMK PGRI 3 KEDIRI
IN ACADEMIC YEAR 2015 / 2016**

SKRIPSI

Presented in Partial Fulfillment of the Requirements to Obtain
The Sarjana Pendidikan Degree (SPd) of the English Education Department Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri



By :

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ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

THESIS

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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August , 2016

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by the Examination Committee of
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Board of Examiners,

Chairman	:	_____
First Examiner	:	_____
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Habib Wirawan

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ABSTRACT

In education world, writing is very important for students. If the students are able to write, it will help them to understand the lesson or material well. This benefits derives to a conclusion that writing skill is very important to all level students. Even though writing skill is important to be mastered, many teachers often feel difficulty in teaching writing to the students especially vocational school students who have lack ability in writing. One of the effective solutions to help the students in learn how to write procedure text is using media picture series.

Considering the problems faced by the students, the researcher formulated the two problems in this research as follow: 1) Is there any significant effect of using picture series to the tenth grade students' writing ability; 2) How is the students' response of the tenth grade students of SMK PGRI 3 Kediri in academic year of 2015/2016 after taught using Picture Series technique?

The variables used in this research were writing ability as dependent variable and picture series as independent variable. Then, the approach applied in this research was quantitative approach, and the technique used was one group pre test and post test design. This research was held in SMK PGRI 3 Kediri. The data were obtained from the tenth year students, of which 24 students were taken as sample. To get the data, the pre-test and post-test were applied and then analyzed using t-test formula.

From the data analysis, the researcher had concluded that picture series is effective to be used to teach writing. The calculation result in hypothesis testing showed that mean of students' post-test result was increased from students' pre-test. It is proved by the result of this research that t-score (5,948) which is higher than t-table (2,069) at level of significance 5%. It means that the alternative hypothesis was accepted and it proved that picture series had significant effect to the students' writing ability.

In conclusion, the researcher concludes the conclusion of this research that Picture Series is really appropriate in teaching writing to build and develop new idea and also write easily. Based on the conclusion above, the writer suggests that: The teacher must use an interesting technique in teaching writing such as Picture Series technique to change their assumption that writing is not a bored subject.

Key words: Picture Series, Writing

I. BACKGROUND

In this case, students' problem in writing is affected by some problems. Some students think that writing text is confusing. Besides, most of the students get difficulties in writing because they lack of ideas and the monotonous

class that they have. They feel that they cannot get what the teacher's mean because the way of the teacher's teaching is boring and not fun. As result, the objective learning cannot be accomplished. One of the effective solutions to

help the students in learn how to write procedure text is using media picture series.

Picture series can help the students to create or produce a procedure text by showing some pictures that related with the topic. It can develop their imagination an open their min about how to make or produce something. Students can construct their knowledge during learning procedure text easily by using media. Picture series is several or sequence events, actions or step that come in photographicrepresentation of people, places, and things and happened one after the other. And that is the way to develop that purpose in writing procedure text using picture series.The writer identified this research by looking at the students' writing ability using Picture Series at SMK PGRI 3 Kediri.

From the background above, the writer has to limit the problem in order to focus on the problem exactly.First, the writer has to limit the research in order to get the better result from the "Teaching writing procedure texts using picture series" to influence the student's attention for improving their writing comprehension to help them in problem generating ideas. Therefore, in the case the writer will hold the experiment for this problem.Second, the understanding of "The Effect of Using Picture Series Strategy". The writer wants to involve motivation, attention, respond, and the creativity in writing ability.And the last, in addition, the writer want to find "the effectiveness" from this

research based on "writing procedure text" picture.

II. METHOD

In this research, the researcher uses the form of quantitative approach to analyze the data. According to Mc.Millan& Schumacher:

"Quantitative research designs were initially developed from research in agriculture and the hard sciences. These fields of study adopted a positivist philosophy of knowing that emphasized objectivity and quantification of phenomena. As a result, the research designs maximize objectivity by using numbers, statistics, structure, and control." (2006: 23)

Burn & Grove (2005) state that Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world. The uses of this research method are to describe variables, to examine relationships among variables, and to determine cause-and-effect interactions between variables.

It is necessary to determine the place of the research, because it takes consideration, including the effectiveness and the target. It was considered in order to make this research done easily and does not take much time. The writer uses this occasional school/SMK in consideration that the school is good for applying the research in writing procedure

text. Because SMK has special lessons and the writer wants to join English procedure text with them. So, the writer decides the place of the research in SMK PGRI 3 Kediri

The arrangement of time schedule is very important in holding the research since it will determine how long the research will be held. This research was conducted at the first semester in academic year 2015/2016. Time of this research will be started on August 2015 to January 2016.

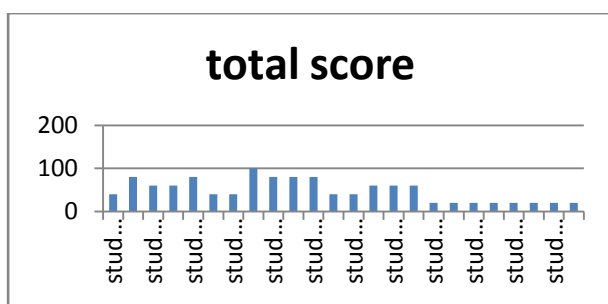
The population of this research is all of the first semester of tenth grade students of SMK PGRI 3 Kediri. Based on the population which is grouped into classes, the sample of this research is class or cluster. In this case, class is considered as a unit or group. In this research, the researcher is going to investigate 24 students in X-Multimedia class.

III. FINDINGS AND CONCLUSION

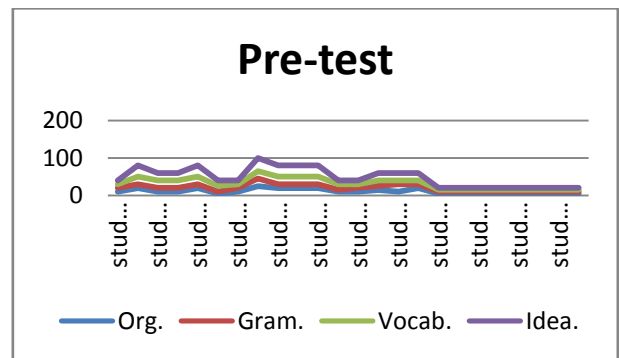
A. FINDINGS

Some data were used to support this research in order to clarify the result of the research. Here is the result of pre-test:

Diagram 1



The diagram of pre test frequency



It can be concluded that the students who could not reach the passing grade of English Subject (70) at the pre-test more than the students who could reach it. It means that their writing ability was poor.

Diagram 2

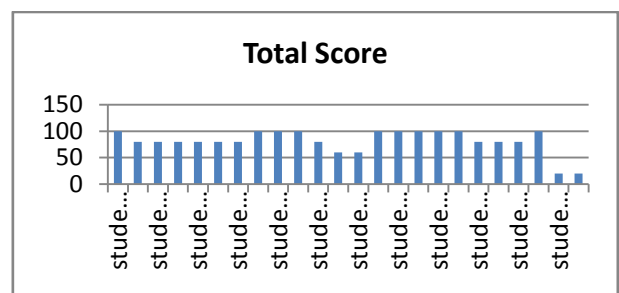
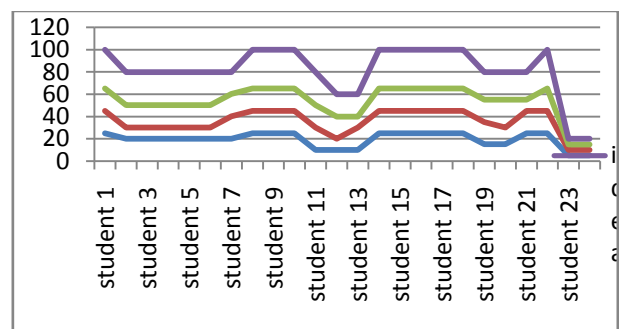


Diagram of post test in detail



The total score of writing element "idea" were increased from 380 become 685. Most students' choice of the vocabulary matched to the context and they used it in a correct way. The sentences they have made also connected and well organized. The lowest achievement

of the grammar before was also increased.

They used grammar correctly and the error was quite rare. And the Idea that was unconnected well before, also increased to become more well connected and totally comprehensible by the reader. There were also 8 students that got the lowest score before reduction to become only 2 students from all of 24 students in the class. In can be concluded that the students' score increased and their writing ability got better especially in generating ideas (see Appendix).

Table 1

Average Score between Pre-Test and Post-Test

N (24 students)	Pre-test	Post-test
Total score	1160	1960
Mean	48,33	81,67

It can be seen from the table above that total score of pre-test is different from the score of post-test. In pre-test, the students obtained total score of 1160, but in the post-test it improved to become 1960. Automatically, the mean score that obtained by the students in the post-test increased too. The mean score of pre-test 48,33 become 81,67 in the post-test. It can be concluded that the Picture Series technique influenced the students' writing ability to tenth grade students of SMK PGRI 3 Kediri academic 2015-2016.

Table 4.7

The table of t-test based on signification 5% and 1%

DF	T-score	T-table	
(N-1)		5 %	1 %
23	5,948	2,069	2,807

Based on the data report, the result of this research showed that T-score (5,948) > T-table 5% (2,069). The data shows that t-score is higher than t-table in the significance of 5%. Therefore, the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. Here the researcher concludes that there is a significant effect of Picture Series Technique to the tenth grade students' writing ability of SMK PGRI 3 Kediri in Academic 2015/2016.

B. CONCLUSION

Dealing with writing activity, the use of picture series may be motivating and interesting. Picture has an excellent device for providing both a purpose and content for writing. A picture series provide non-verbal cause for manipulation practice. In also provide students with information to refer to, including objects, action, events, and relationship. When picture are used, a meaningful context is created. Base on the explanation above, the writer tries to use procedure text in teaching writing using picture series. The teacher select the material

that student have understood and could write the procedure base on the picture. In addition, some children respond more readily to objects than they do to other, more abstract teaching materials. Thus, teaching with objects can help those children achieve better understanding of topics presented

From the data analysis being mentioned in the previous chapter, the writer concludes that t-scores is 5,948 while the t-table at the degree of freedom of 23 is 2,069 at the level of significance 5% and 2,807 at the level 1%. It can be concluded that t-observed was higher than t-table at the level significance of 5% and 1%. So the alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It means that there is effectiveness of Picture Series technique on the students writing ability, so this technique should be applied in teaching writing especially in writing ability so that the students will be more interested in writing and they can understand the material easily. From the research, the writer can concluded that Picture Series technique is very helpful in teaching writing it can arouse the students' writing ability. Thus, the teacher can use the new technique especially Picture Series to make the students enjoy and absorb the material easily.

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