



**THE EFFECT OF PICTURE CUED TO THE EIGHTH GRADE
STUDENTS' WRITING ABILITY OF SMP NEGERI 2 PAPAR
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



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UNIVERSITY OF NUSANTARA PGRI KEDIRI

2016

APPROVAL PAGE

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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

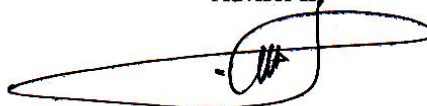
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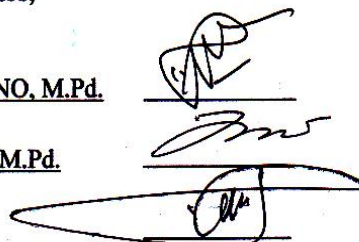
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ABSTRACT

Writing is the most difficult subject because students must be able to deliver or develop their ideas in written text and they must be able to organize sentences in order to make grammatical and coherent paragraph. This research was conducted to know whether there is effect of picture cued to the eight grade Students' writing ability of SMP Negeri 2 Papar in academic year of 2015/2016.

This approach in this research was quantitative research while the variables used in this research were students' writing ability in narrative text as dependent variable and picture cued as independent variable. This research was held in SMP Negeri 2 Papar. Then, the data were obtained from the eighth grade students. There were 27 students as sample. To get the data, the writer used pre-test and post-test then analyzed using t-test formula to know the effect of picture cued to the students' writing ability.

The result from this research shows that there is any effect of teaching writing using picture cued to the students' writing ability. It is proved by t-score (6,706) which it is higher than t-table at level significance 1% (2.779) and 5% (2.056). Based on this result alternative hypothesis (H_a) is accepted. In conclusion there is significant effect of teaching narrative text using picture cued to the students' writing ability.

The conclusion in this research are (1) there is significant effect of teaching narrative text using picture cued to the students' writing ability, (2) the students score are higher after being taught by using picture cued, it is proved by the average score before being taught by using picture cued is 46.03 while after being taught by using picture cued is 58.88. The writer suggests that (1) the teacher can use picture cued to help the students to deliver their ideas through written text, (2) for students picture cued can help students to improve their writing ability in narrative text, (3) for other researcher, the writer hopes they are able to develop this technique to improve other skills.

Key Words: Students' writing ability, Picture cued

I. BACKGROUND

In Indonesian English becomes one of subjects that must be taught at every level of schools in Indonesia. The English subject has been included in the curriculum by the department of education in Indonesia. *Permendiknas 22 tahun 2006* states that English is given from junior to high school for four teaching periods in a week.

Permendiknas (2006) also state, “Mata Pelajaran Bahasa Inggris di SMP/MTs bertujuan agar peserta didik memiliki kemampuan sebagai berikut; (1) Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi functional, (2) Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global (3) Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.

Based on the statement above, the writer concludes the first point, after the students learn English they are able to do oral and written communication. The second, the students realize that English is important to increase their competitiveness in globalization. The third, the students are able to develop understanding about the correlation between language and culture.

Beside it, the standard competence and basic competence in KTSP stated that, “Pembelajaran bahasa Inggris di SMP/MTs

ditargetkan agar peserta didik dapat mencapai tingkat functional yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari”. It means that English learners in junior high school are able to reach the level of functional namely verbal communicate and written language to solve daily problem.

In the English subject, the students are required to master the four skills, namely; listening, speaking, reading and writing. According to Tarigan (1985: 1 – 3), “English language skill has four skills, i.e.; listening, speaking, reading, and writing. One of the four skills, writing, is a skill used to communicate indirectly, without face to face interaction”. The writer concludes English has four skills one of them is writing and it is very important, because it can allow people to communicate at a distance place or time distance.

It is supported by Roger (2005: 1), “With writing, we can supplement our own memory. We can record much longer text than we could ever hope to memorize”. The writer concludes that, written text can help people to memorize something, because people sometimes have difficulty to remember something, even sometimes they have difficulty to remember something that they did yesterday or last week. So to prevent it, the other researchers usually

make a journal to record their all activity during study

Besides, people can see the importance of writing in daily life especially in business and communication aspect. In the business aspect, people can see when someone wants to write application letter. While in communication aspect, with writing, people can share their ideas, opinion and suggestion in a text with others. But today people also can get money by doing writing, for example become a novelist or a journalist.

Writing is still quite difficult, but it is important. According to Heaton (1975: 135), “The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental element”.

Based on the statement above, the writer concludes that writing is quite difficult to be acquired by the students. In writing the students should be able to transfer their ideas into written form. Moreover, they also have to pay attention to grammar and vocabularies, so it can be combined into meaningful sentences. In addition, the reason writing becomes difficult because skills in writing have various aspects such as ideas, concepts, vocabulary and grammar.

Beside that reasons, the students feel writing is the most difficult subject because

they get difficulties when they want to deliver or develop their ideas in written text. In writing they must be able to organize sentences in order to make grammatical and coherent paragraph.

Then, what makes writing quite difficult, because there are many genres of text where each text genre has the character of each such, language features, function and generic structure. Moreover, it is still difficult for the students to differ about language feature, function and generic structure from each text.

The students in junior high school are taught some texts. It has been listed by department of education in the standard competence and basic competence in KTSP says that the texts which are taught in the junior high school, they are; descriptive, recount, narrative, procedure and report text.

The eighth grade students of junior high school have to learn some texts. According to the basic competence in KTSP, “12. *Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar*”. The writer concludes that the students should be able to express the meaning in functional written text and short simple essay in form of recount and narrative text, in order to be able to interact with their immediate environment.

But in fact the students still get difficulty to master it, the one of them is narrative text. Maybe it is caused the teacher cannot choose the suitable technique to teach it. So in this case, the role of teacher in choosing suitable technique is important in order to be able to achieve teaching objective and make the students interested with material.

Based on the background above, the writer is interested in conducting a research entitled “The Effect of Picture Cued to The Eighth Grade Students’ Writing Ability of SMP Negeri 2 Papar in Academic Year 2015/2016”.

II. RESEARCH METHOD

In the research the term variable cannot be left. According to Vanderstoep and Johnston (2009: 35), “The one aspect of the study that is not the same is the independent variable, that is, the variable that is systematically controlled by the researcher to determine the effect of that variable. By systematically changing the independent variable and holding all other variables constant, the researchers can be confident that any change in the dependent variable — the outcome the researchers are measuring — is actually due to the effect of the independent variable.”

It means variable is divided into two point independent variable and dependent variable. Independent variable is variable

that under control by the researcher that determine to influence other variable (dependent variable), while dependent variable is variable that influenced by independent variable.

Based on the title of the research,” The Effect of Picture Cued to The Eighth Grade Students’ Writing Ability of SMP Negeri 2 Papar in Academic Year 2015/2016”. There are two variable in this research. The students writing ability in narrative text is dependent variable. While picture cued technique is independent variable.

Based on the explanation above means that the students’ writing ability in narrative text will increase or decrease through the use of picture cued technique in learning process in writing class.

This research is quantitative research. Based on the title the writer wants to discuss about the effect of the teaching narrative text using picture cued to the students writing ability. In descriptive quantitative data can be described using statistical formula. The first, data are got from pre-test in which the teacher gives test to the students without use treatment. The second, data are collected after teacher gives post-test by using treatment.

This research was conducted in SMP Negeri 2 Papar. It is located in Jl. Raya Papar. The population of this research were the eighth grade students in academic year

2015/2016. As the sample was VIII B class, it had 31 students and it consists of eighteen male and thirteen female. The process of collecting data was done on March 2016.

To collect the data, the writer had to use instrument. In this research the writer used test as instrument. The test will be divided into two they are pre-test and post-test. Pre-test was done to know the students' writing ability before being taught by using picture cued while post-test was done to know the students' writing ability after being taught by using picture cued.

Finally, to know whether there is any effect of picture cued to the students' writing ability, the writer used T-test to analyze the data of pre-test and post-test.

III. FINDINGS AND CONCLUSION

After analyzed the data by using t-test, the writer conclude that picture cued has significant effect to the students' writing ability. It is supported by total score in pre-test is 1343 and the mean score in is 46.03 while the total score in post-test is 1536 and the mean score is 56.88. It means the students score are increased after being taught by using picture cued.

Teaching writing by using picture cued has given significant effect to the students' writing ability. It can be seen from the table of difference level significance from t-table and t-score in the following table;

Table 4.10: The Difference Level of Significance from t-table and t-score

Db	T-score	t-table 5%	t-table 1%
26	6.706	2.056	2.779

Based on the table above, it is known that the t-score is 6.706 at the degree of freedom (db) 26. At level significance of 1% t-table is 2.779 and at level significant of 5% t-table is 2.056. It can be concluded that t-score (6.706) > t-table at the level of significant 1% (2.779) and 5% (2.056). The data shows that t-score is higher than t-table.

The result of t-test is higher than t-table. It means that picture cued has significant effect to the students' writing ability so the alternative hypothesis is accepted. Therefore, the null hypothesis (H_0) is rejected. The advantages of picture cued, according to Brown (2003: 226), picture-cued activities offer a nonverbal means to stimulate written responses. Actually this statement is in line with the result of study, it is proven by the score of content, at the pre-test they obtain 391 while at the post-test they obtain 544. It means by giving the students pictures they are easier to get ideas.

The writer concludes that picture cued has significant effect to the students' writing ability in the eighth grade students of SMP Negeri 2 Papar in academic year 2015/2016.

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