



**THE EFFECT OF USING PICTURE SERIES
TO THE TENTH GRADE STUDENTS' WRITING ABILITY
OF PROCEDURE TEXT IN SMAN 7 KEDIRI
IN ACADEMIC YEAR 2015/2016**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



NIKEN PRADITA ARYANE LUTFI
NPM: 11.1.01.08.0140

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

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

Kediri, January 13th, 2015

The Advisors,

Advisor 1

Drs. AGUNG WICAKSONO, M.Pd
NIDN. 0711076802

Advisor 2

YUNIK SUSANTI, M.Pd
NIDN. 0718017801



APPROVAL SHEET

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Board of Examiners,

Chairman : Drs. AGUNG WICAKSONO, M.Pd

First Examiner : SULISTYANI M.Pd

Second Examiner : YUNIK SUSANTI, M.Pd

The Dean of the Faculty of Teacher Training
and Education Faculty of University of
Nusantara PGRI Kediri



Dr. H. Sri Panca Setiawati, M.Pd

NIDN: 0716046202



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NIKEN PRADITA ARYANE LUTFI

NPM: 11.1.01.08.0140

FKIP – BAHASA INGGRIS

Nikenpradieta14@gmail.com

Drs. AGUNG WICAKSONO, M.Pd and YUNIK SUSANTI, M.Pd
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Writing is not merely a skill to express person's ideas into sentences, but it is one of four English skills which is very complex as it only can be acquired through cognitive efforts, training, instruction, and practice. It creates an opinion for students that writing is very difficult to acquire. This problem can be caused by some factors, such as inappropriate teaching strategies applied by the teacher, low ability of students, and the materials used. Hence, in order to help the students to learn writing skill English teacher needs to equip themselves with various teaching techniques that can help them to gain the goal of learning English. In this term, using Picture Series as a teaching media that can be an appropriate source to be used in teaching writing especially procedure text. This research adopted quantitative and the design of the research was one-group pretest-posttest to investigate the effect of using Picture Series on the students' writing ability of the tenth grade students at SMAN 7 Kediri. The sample of the research was class X-2 from regular class consisting of 26 students. This research was held in four meetings involved pre-test, first treatment, second treatment, and post-test. The researcher used the form of essay test writing procedure text as the instrument to collect the data. To analyze the data, the researcher applied the rubric of writing and using t-test to know the effect of the treatments. The statistical data in the research showed that the mean score of pre-test was 62.2 and post-test was 72.3. From this result the researcher found that the t-score (10,632) > t-table 5% (2.060) or 1% (2.787). It can be concluded that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_A) was accepted. It can be concluded that the students after being taught by using Picture Series have better writing ability in procedure text than those before being taught writing using picture series in the term of content, organization, structure, vocabulary, and mechanics. From the finding above, it can be concluded that teaching writing using Picture Series affects positively to develop the students' ability in writing procedure text. Therefore, it is suggested that English teacher should apply Picture Series technique to teach writing procedure text.

Key word: Writing, Teaching Writing, Picture Series

I. BACKGROUND

Writing is one of four English macro-skills which is very complex and cannot be learned naturally like speaking, whereas the ability to write has to be consciously learned. It is stated by Harmer (2007: 3), “Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned.”

In addition, Bobak & Mcloughlin (2010: 2) state, “The process of writing is so varied and complex that it requires detailed analysis in order to discover which part (or parts) of the process need assistance.” It means that in learning writing students require not only enough theoretical knowledge about writing but also the experiences to write based on the theory because writing doesn’t come naturally or automatically, but through cognitive efforts, training, instruction, and practice. In this respect, there must be tight collaboration among teacher and students in learning writing by means the teacher becomes a good assistant for the students to fade away their difficulty and help them to write.

Students must have clear understanding about what exactly writing is and also its aspect they have to apply in

appropriate way. Knapp & Watkins (2005: 14) state, “Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning.” It is supported by Byrne (1993: 4-5) states that writing is essentially a solitary activity which is learned through a process of instruction such as the requirements to master the written form of the language and to learn certain structures which are less used in speech or even not used at all but important for effective communication in writing, and also learning how to organize the ideas in such a way that they can be understood by a reader.

Writing is not just a skill to construct an idea into sentences or paragraphs, but it has complex requirements and process that should be applied by the learners. Thus, it can be clearly understood why writing is a difficult activity for most people, both in the mother tongue and in a foreign language.

The reason why the students must learn writing even though it is complex ability in learning English is described by Harmer (2007: 3), “In the context of education, it is also worth remembering

that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge." Further, he explains that "Being able to write is a vital skill 'speakers' of foreign language as much as for everyone using their own first language." The students' writing ability is needed at virtually every grade level in the school curriculum as the consideration about their understanding in learning language especially English as foreign language. Further, one of the educational purposes of getting students to write is to get them to think in order to express and communicate their ideas effectively so that it can increase their creativity and motivate them in learning English.

Unfortunately, there are some problems faced by the teacher and the students in the teaching learning process of writing such as inappropriate teaching techniques applied by the teacher. As it is stated by Alwasilah (2010: 1-5) who found in her study that English teacher in Indonesia still focuses on reading and grammar when they teach writing. It is supported by Harmer (2007: 11) states, "For many years the teaching of writing focused on the written product rather than on the writing process."

Therefore, the teacher must create a good kind of writing display. In this term, the writing display means the teaching technique using media that the teacher can manage to teach writing and give them easiest way to comprehend how to write well. Using picture series is one of the teaching media that can be a source for the teacher to teach writing.

Zaini (2011: 25) states, "Picture sequence is a series of photographs dealing with one subject." It means that the picture series can be used as a media in teaching dealing with a certain subject. In addition, Wright (1992: 136) states that pictures have major role to develop the students' skill because they can represent to the creation of context and provides non-verbal sources of information in the classroom. To sum up, the main function of visual materials including picture in the language lesson is to create situation that teacher can deliver information through pictures without giving deep explanation but makes the students easy to understand and interested them to write.

Zaini (2011) found that picture series could improve the students' ability in writing a procedure text. It can be seen from the students' ability to apply the aspects of writing procedure text and seemed to enjoy the lesson. In the same

study conducted by Hastomo (2013) shows that the students have significant improvement in speaking procedure text after taught by using picture series.

Since teaching writing using picture series is considered to be able to help the students to get experience and interested in writing, it is worth that the English teacher applies this kind of media as a source to develop students' writing ability. Therefore, in order to help the English teacher in creating suitable teaching media to teach writing in particularly procedure text, the writer will conduct the research entitled "The Effect of Using Picture Series to the Tenth Grade Students' Writing Ability of Procedure Text in SMAN 7 Kediri in Academic Year 2015/2016."

II. METHOD

This research was typically adopted quantitative approach because the data was presented in the form and analyzed using statistic formula, while the design of this research was an experimental research. There were two variables these are independent variable which affects the dependent variable was the use of Picture Series in teaching writing, while the

dependent variable was the student's ability of writing procedure text.

The research was conducted at SMAN 7 Kediri on August 2015. The subject of this research was the tenth grade students of SMA N 7 Kediri particularly class X-2 consisting of 30 students. The writer used clustering sampling in determining the sample of the research because there was no difference among the classes at tenth grade.

The writer conducted the technique of collecting data by using test distributed into pre-test and post-test. The test was intended to know the students' writing ability of procedure text. It involved pretest given in the early meeting to know the students' earlier ability in writing procedure text and posttest given in the last meeting to know the students' final ability in writing procedure text after getting the treatment using pictures series.

To start the process of the research, the researcher conducts the pretest by asking the students to write procedure text relate to "how to make favorite beverage." In the following meeting, the students are taught procedure text by using Picture Series as the treatment. Then, the researcher gave the treatment in two meetings to have better outcomes to the students. And finally, the post-test was

conducted by giving the same activities and level of difficulty as in pretest by asking the students to write procedure text but in different topic that is “how to make favorite food.” Then, the researcher compared the scores between pretest and posttest score to know the differences.

To analyze the significance, the researcher used statistic analysis by using t-test single sample because only one class which is examined. To examine the hypothesis proposed by the researcher about the effect of using Picture Series to the students’ ability in writing procedure text, the research used t- test by calculating the difference score between pretest and posttest. According to Arikunto (2010: 349) the formulation described as follow:

$$t - score = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}$$

III. FINDINGS AND CONCLUSION

The research findings can be described based on the research questions as follows:

- (1) The students’ writing skill before being taught by using picture series was very low.
- (2) The students’ writing skill after being taught by using picture series was higher and significantly improved.

(3) Teaching writing using Picture Series affects positively on the students’ ability in writing procedure text.

The findings above can be seen from the research result data the total of students’ pre-test score was 1616 and the total of mean score of pre-test can be counted from the total of students’ pre-test score divided by total of samples 26 was 62.2. While, from the post-test score, the total of students’ post-test score was 1880, the total of mean score of post-test was 72.3. It means that the students’ score after getting treatment is better. Then, from the t-test calculation, it is found that the t-score was 10,632. After the t- score found, it is compared to the t-table. Then, the researcher used the level of significance (1% and 5%) to assert whether the null hypothesis was rejected or accepted.

The result of the research shows that the t- score was 10,632 at the degree of freedom 25 and the t-table was 2.060 at the level of significance 5%, 2.787 at the level of significance 1%. And it was compared to the t-table, the t-score (10,632) > t-table at the level of significance 5% (2.060) or very significant 1% (2.787).

According to the result of data analysis above, the result of the research was very significant that t-score is higher

than t- table. It means that the Null Hypothesis (H_0) was rejected while the Alternative Hypothesis (H_A) was accepted. It can be concluded that the students after being taught by using Picture Series have better ability in writing procedure text than those before. It means that teaching writing using picture series affects positively to develop the students' ability in writing procedure text.

Therefore, the Picture Series is an appropriate media to teach the students in writing procedure text and required to be applied by the English teacher to teach writing especially procedure text at the tenth grade students of SMAN 7 Kediri in academic year 2014/2015.

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