

THE EFFECT OF USING PICTURE SERIES WITH WRITTEN QUESTIONS
AND LIST OF VOCABULARY AND HEADINGS ON THE NARRATIVE
WRITING ACHIEVEMENT OF THE SENIOR HIGH SCHOOL
STUDENTS OF SMUK ST. AGNES

A THESIS

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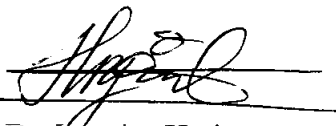


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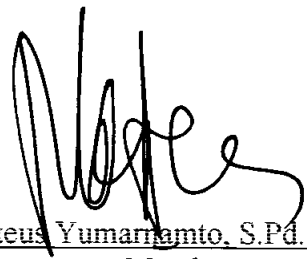
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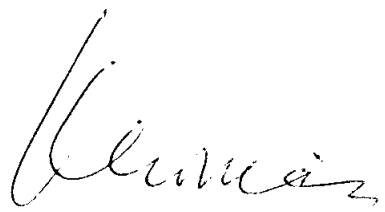
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Surabaya, February 2nd, 2004

The writer

ABSTRACT

Saputra, Lilyana S. The Effect of Using Picture Series with Written Questions and A List of Vocabulary with Headings on the Narrative Writing Achievement of the Senior High School Students of SMUK. St. Agnes. Thesis. Program Study Pendidikan Bahasa dan Seni. FKIP. Universitas Katolik Widya Mandala Surabaya. Advisors: Prof. DR. Veronica L. Diptoadi, MSc. & Rosalia Inekke Gunawan, S.Pd.

Key Words: writing, narrative, picture series, written questions, list of vocabulary, headings.

Writing is one of the four skills that needs to be mastered by students in learning English as a foreign language. Nevertheless, many students find it difficult to write, either because of the limited knowledge about the subject or because they can not find an idea to write. These difficulties are often faced by students even though they have to write the simplest type of writing, that is narrative. It seems that students need something that will help them to write better.

Setyawati (1998) and Hariyadi (1998) said that the use of picture series with oral questions was proven to be a better technique to teach narrative writing compared to a list of vocabulary and headings technique. Their samples were the second semester students of the English Department of Widya Mandala University. However, Susanti (2000), after conducting the same research found out that both techniques were good to teach narrative writing and to help the students to get ideas to write more easily and chronologically. Susanti took the first semester students of the English Department of Widya Mandala University as her samples. In this thesis, the writer would like to confirm the previous findings using the same techniques with a little change. The writer changed the oral questions into written ones and applied the techniques to second year senior high school students.

In conducting her research, the writer followed some steps. First, she took two classes, which contained students with high, middle, and low English competence, as her samples. Then, she gave different treatment to each of the classes. One class was taught to write narrative composition through the help of picture series with written questions technique while the other class was taught using a list of vocabulary with heading technique. The writer gave the treatment in three meetings and she also used another meeting to hold a post-test. The scores of the post-test were used as the main data to test the H_0 . Afterward, the writer made a conclusion whether or not there was a significant difference between the use of picture series with written questions and a list of vocabulary with headings on the students' narrative writing achievement.

After calculating the scores of the post-test, the writer found out that class II-2 which was taught using picture series with written questions got higher score than class II-5 which was taught using a list of vocabulary with headings. She also got the t table of 2,00 and the t_o of 1,45. Since the t_o is less than the t table, then, the writer accepts the H_0 which means that there is no significant difference

between the use of picture series with written questions and the use of a list of vocabulary with headings as a means to teach narrative writing.

Besides, the writer also made an analysis on the scores of the two level criteria of ESL Composition Profile that was used as a guideline in scoring the students' narrative writing composition. The two criteria are content and organization. The writer discovered that the class which was taught using picture series with written questions got higher result than the other one taught using a list of vocabulary with headings. For the content, she got the t table of 2,00 and the t_o of 1.83 while for the organization, she got the t table of 2,00 and the t_o of 0,842. Therefore, she accepts the H_o , which means that there is no significant difference between the use of picture series with written questions and the use of a list of vocabulary with headings on the content and the organization of the students' narrative writing.

Finally, the writer wants to give suggestions for further research to use a larger sample so that they will get a more convincing result.

TABLE OF CONTENTS

Approval Sheet (1)	i
Approval Sheet (2)	ii
Acknowledgement	iii
Abstract	v
Table of Contents	vii
List of Appendices	x
CHAPTER I : INTRODUCTION	1
1.1 The Background of the Study	1
1.2 The Statement of the Problem	4
1.3 The Objective of the Study	4
1.4 Hypothesis	5
1.5 The Significance of the Study	5
1.6 The Scope and Limitations of the Study	6
1.7 The Definition of Key Terms	6
1.8 The Organization of the Thesis	8
CHAPTER II: REVIEW OF RELATED LITERATURE	9
2.1 The Theory of Writing	9
2.1.1 The Importance of Writing in Language Learning	11
2.1.2 Writing Process	13
2.1.3 The Nature of Narrative Writing	14
2.2 Media	16
2.2.1 The Importance of Using Media in Teaching and Learning Activity	17
2.2.2 The Principles of Selecting Media for Specific Needs	18
2.2.3 The Kinds of Media	20
2.2.3.1 Audio Aids	20
2.2.3.2 Three Dimensional Things	20
2.2.3.3 Dramatic Expression	20
2.2.3.4 Audio Visual	21
2.2.3.5 Multimedia	21
2.2.3.6 Visual Aids	21

2.3 The Techniques Used in This Study	22
2.3.1 Picture Series with Written Questions Technique	22
2.3.1.1 Kinds of Picture Series	23
2.3.1.2 The Function of Picture Series	23
2.3.1.3 The Criteria of Selecting Picture Series	24
2.3.1.4 Written Questions	25
2.3.1.5 The Advantages of Using Picture Series with Written Questions	25
As a Means of Teaching Narrative Writing	
2.3.2 A List of Vocabulary and Headings Technique	26
2.3.2.1 A List of Vocabulary	27
2.3.2.2 Outline (Heading)	27
2.3.2.3 The Advantages of A List of Vocabulary with Headings As a	28
Means of Teaching Narrative Writing	
2.4 The Relationship between the Two Techniques with Writing	29
2.5 Review of Related Studies	30
CHAPTER III : RESEARCH METHOD	34
3.1 Research Design	34
3.1.1 Research Instructor	35
3.1.2 Research Raters	35
3.2 Population and Samples	36
3.3 Research Instrument	38
3.4 Time Allocation of the Research	38
3.5 Technique of Scoring	39
3.6 Procedures of Collecting Data	39
3.7 Techniques of Data Analysis	40
CHAPTER IV : FINDINGS AND DISCUSSION	43
4.1 Findings	43
4.2 Discussion	46
4.2.1 Discussion of the Findings based on the Narrative Writing Assignments	47
4.2.1.1 The Narrative Writing Assignment Used as the Post-Test in	47
Both Comparison Classes	

4.2.1.2 The Writing Assignments Used in the Treatments	48
4.2.2 Discussion of the Findings Based on the Level Criteria According to ESL Composition Profile	50
4.2.2.1 The Two Types of Level Criteria of ESL Composition Profile in the Writing Post-Test	51
4.2.2.2 The Two Types of Level Criteria of ESL Composition Profile in the Treatments	53
CHAPTER V: SUGGESTIONS AND CONCLUSION	59
5.1 Conclusion	59
5.2 Suggestions for English Teacher	60
5.3 Suggestions for Future Research	62
BIBLIOGRAPHY	63
APPENDICES (1)	65
APPENDICES (2)	97

LIST OF APPENDICES

I. Appendix I

The Students' English scores on the Report of the Last Semester	65
The Calculation for the English Scores on the Reports	66
The Scores of the Students' Writing Assignments by the Raters	68
The Calculation for Two Means First Treatment	71
The Calculation for Two Means Second Treatment	73
The Calculation for Two Means Third Treatment	75
The Calculation for Two Means Post-Test	78
The Calculation for the Content of the First Treatment	80
The Calculation for the Organization of the First Treatment	82
The Calculation for the Content of the Second Treatment	84
The Calculation for the Organization of the Second Treatment	86
The Calculation for the Content of the Third Treatment	88
The Calculation for the Organization of the Third Treatment	90
The Calculation for the Content of the Post-Test	92
The Calculation for the Organization of the Post-Test	94
ESL Composition Profile	96

II. Appendix II

The Picture Series for the First Treatment	97
The Written Questions for the First Treatment	98
The List of Vocabulary and Headings for the First Treatment	99
The Picture Series for the Second Treatment	100
The Written Questions for the Second Treatment	101
The List of Vocabulary and Headings for the Second Treatment	102
The Picture Series for the Third Treatment	103
The Written Questions for the Third Treatment	104
The List of Vocabulary and Headings for the Third Treatment	105