

**THE EFFECT OF USING PICTURE SERIES AND DIALOGUES
IN TEACHING WRITING
ON THE STUDENTS' WRITING ACHIEVEMENT
OF THE SECOND YEAR STUDENTS
IN SMUK. SANTO HENDRIKUS SURABAYA**

A THESIS



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI
PROGRAM PENDIDIKAN BAHASA INGGRIS**

JUNE 1998

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**In a Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree
in English Language Teaching**

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APPROVAL SHEET

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This thesis entitled The Effect of Using Picture Series and Dialogues in Teaching Writing on the Students' Writing Achievement of the Second Year Students of SMUK. St. Hendrikus Surabaya.

and prepared and submitted by C. Erwin Damayanti

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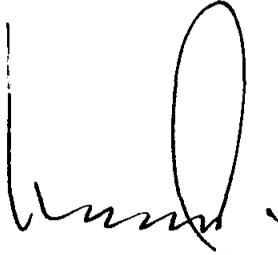
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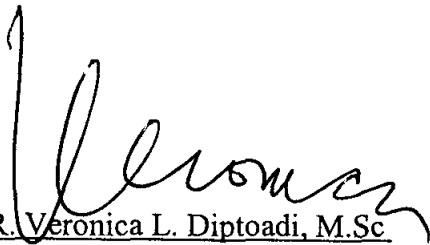
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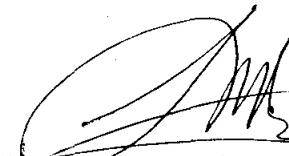
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ABSTRACT

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According to the 1994 curriculum, Reading is put as the primary language skill that should be learned by the senior high school students. Even though in the class room teaching learning activity writing skill does not get much emphasis, it is also an important language skill that should be learnt. Writing skill could facilitate students to be able to communicate not only in spoken but also written although it is not easy for them to master it. Some factors are found to be the source of their difficulties in learning to write.

Certain techniques should be applied as the teaching aids in order to assist the students to overcome their difficulty in learning to write. In this study, picture series and dialogues are chosen as the alternative teaching aids to teach students to write a narrative paragraph. Picture series can erase boredom in the class room and it can also arise the students' motivation to learn to write. Meanwhile, dialogues bring a new atmosphere into the classroom. Students become more active in following the writing class. The dialogue itself consists of information that can guide students in making a composition such as grammar patterns and vocabularies. Through this experimental study, the writer wants to find out the effect of using those two techniques on the students' writing achievement and also to find out which one is better to be used to teach narrative writing.

This experimental study is a quasi study. The subjects of this study are not really randomized. The subjects are taken from the second year students in SMUK. St. Hendrikus Surabaya. There are two groups to be compared. One group gets picture series as the treatments and the other gets dialogues. Each group experiences three times treatments. The result of every treatment was calculated and analyzed whether there is a significant difference between the groups by using the t-test formula.

After the results have been calculated and analyzed, it is found out that the difference between the groups are significant. It means that there is a significant difference between the group taught by using picture series and the group taught by using dialogues. The writer also found out that picture series gave more positive influence on the students' writing achievement than dialogues. For the second year students of SMUK. St. Hendrikus Surabaya, picture series are more interesting and more easily to be learnt than dialogues.