

**THE EFFECT OF USING PICTURE SERIES WITH GROUP
WORK DISCUSSION TECHNIQUE ON THE NARRATIVE
ACHIEVEMENT OF THE ENGLISH DEPARTMENT STUDENTS
OF WIDYA MANDALA UNIVERSITY**

A THESIS

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



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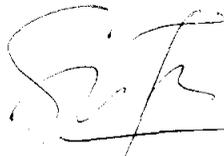
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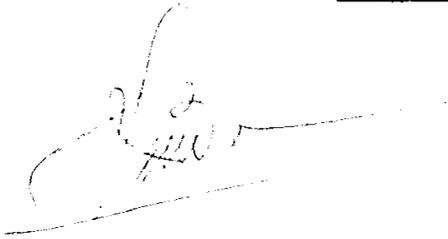
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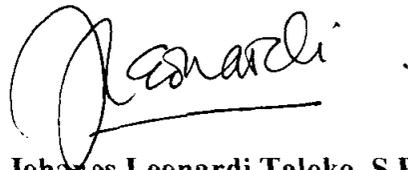
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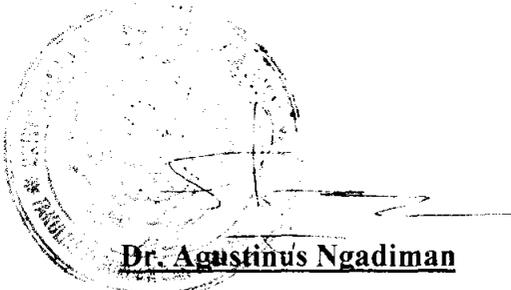
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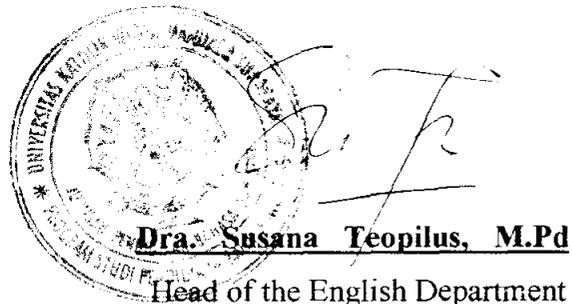


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ABSTRACT

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The field of language skills are not only speaking, reading and listening, but also writing. The learners should be able to master those skills, especially writing skill that plays a major role in life and also in the educational purposes (Lorch, 1984:4).

However, the fact shows that learning how to write is not easy. Many students still face some problems when they are asked to write a composition. During the writer's study time as one of the English Department students of Widya Mandala University, she found difficulties when she was asked to write a composition. This condition also happened to the writer's friends and other students of English Department of Widya Mandala University. Many of them often felt unmotivated and uneasy to write since they have often faced difficulties in getting ideas to write.

In order to overcome the problem, the writer conducted a research in which a new technique in teaching writing through picture series with group work discussion was employed. Since picture series are related to telling a story or narration, then in this study, the writer only discussed the application of the technique namely picture series with group work discussion to teach narrative writing.

The population of this study was the second semester English Department students of the year 2001-2002. The writer used two classes as the samples. Both groups were then given different treatments. The experimental group was taught using picture series with group work discussion while the control group was taught using picture series with oral questions. Both groups were given three treatments before the writer conducted the posttest to them. The total scores served as the representation of the students' writing achievement.

In order to find out the answer to the questions and directly to test the hypothesis of this study, the writer then analyzed the result of the posttest of both groups by using *t-test*. The result of this statistical calculation indicates there is a significant difference between the writing achievement of the students taught using picture series with group work discussion than the one of the students taught using picture series with oral questions.

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