

**THE EFFECT OF PICTURE SERIES
ON STUDENTS' WRITING ACHIEVEMENT
OF SEVENTH GRADERS**

A THESIS



By:

Yustina Septia Ningsih Siagian

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
July, 2019**

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In Partial Fulfillment of the Requirement for *Sarjana Pendidikan* Degree
In English Language Teaching



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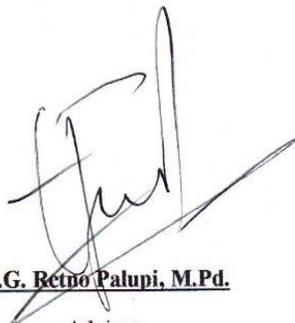
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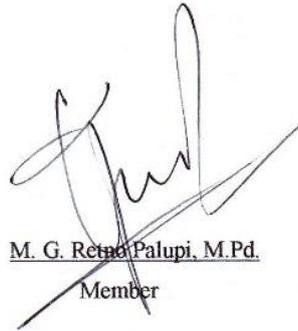
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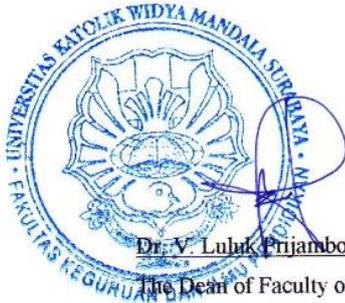
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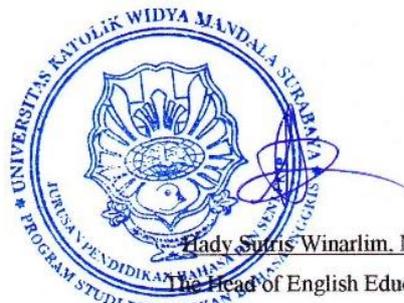
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Abstract

Yustina, Septia Ningsih Siagian. (2019). The Effect of Picture Series on Students' Writing Achievement of Seven Graders. S-1 Thesis. The English Department of Widya Mandala Catholic University Surabaya, Surabaya.

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English consists of four language skills; listening, speaking, reading, and writing. Writing skill is one of the English skills that students need to master as it is as important as the other English skills. However, this skill is not well mastered by students in Indonesia, especially grade 7 students while the grade 7 students are ideally or at least, able to express their thought or idea through writing. There are few techniques of teaching writing that may help the students to improve their writing ability. However, the writer decided to choose picture series technique as the technique that she used in this study.

Considering this situation, the writer conducted a study on implementing picture series in teaching writing. Through this study, she wants to know the effect of using picture series on students' writing achievement. This is to know whether there is significance difference on students' writing achievement after taught using picture series. The design of this study is quantitative pre-experimental single group pretest posttest design. The subjects of this study were seventh grade students of a private junior high school in Sidoarjo. She took two classes, one class as the pilot group and the other one as the experimental group. First, on the pilot group, she tried out a writing test to ensure its validity before being used as pre and posttest to the experimental group. After that, it was continued with administering the pretest, four times treatment, and posttest. In total, the writer used six meetings for the pretest, treatments, and posttest.

The result of T-test showed that there is a significant difference on students' writing achievement. It means that the picture series technique facilitates the students to improve their writing achievement. The picture series technique might be an alternative way of teaching writing in class. For t-test calculation result, it showed that t-observation (t_o) was -5,167 and the t-table was 1,695. From these findings, the writer concluded that Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_o) was rejected. In another word, there is a significant improvement between the writing achievements of seventh grade students before and after they are taught using picture series.