

The Effect of Using Picture Strip Series on the Narrative Writing Achievement of the Students with Different Learning Styles

A THESIS

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



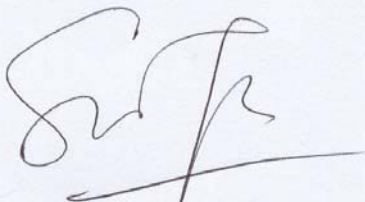
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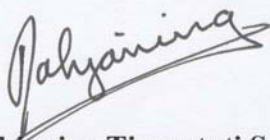
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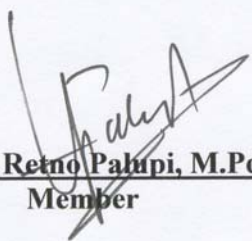
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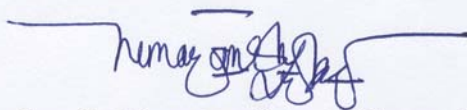
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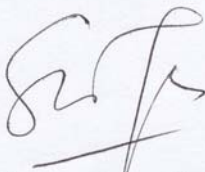
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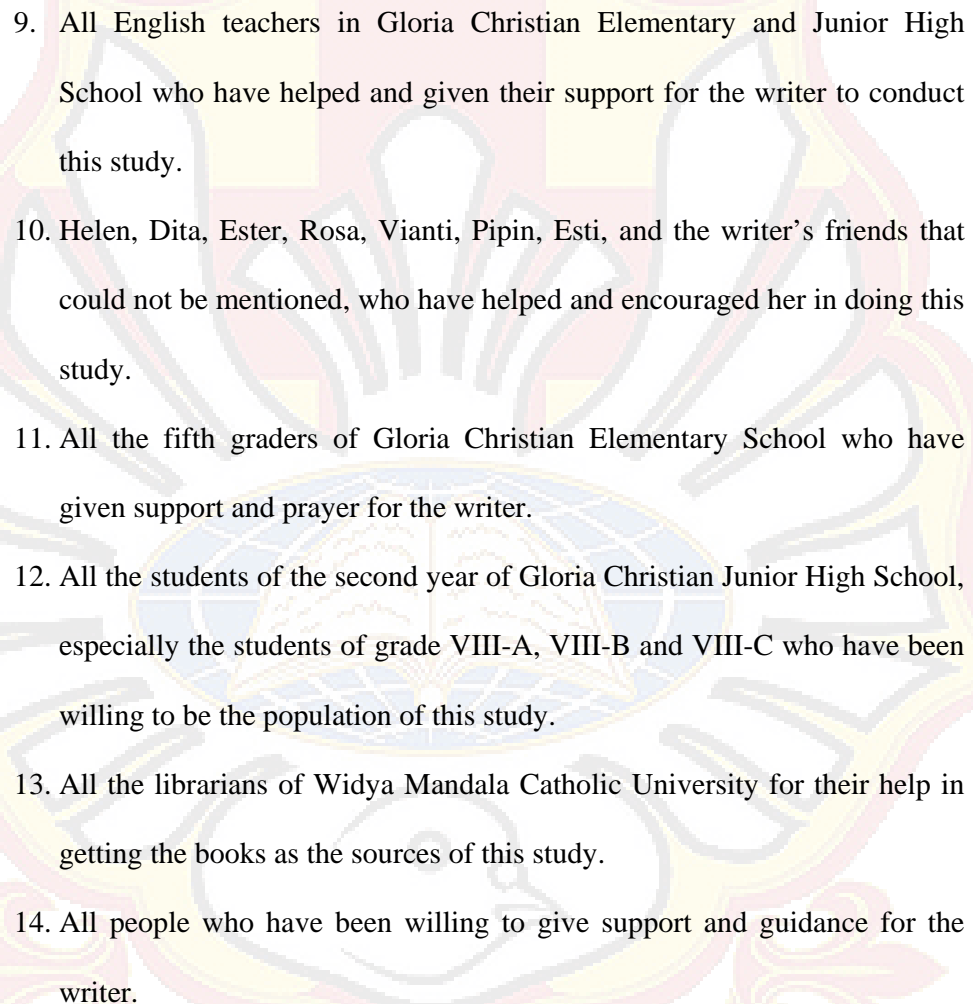


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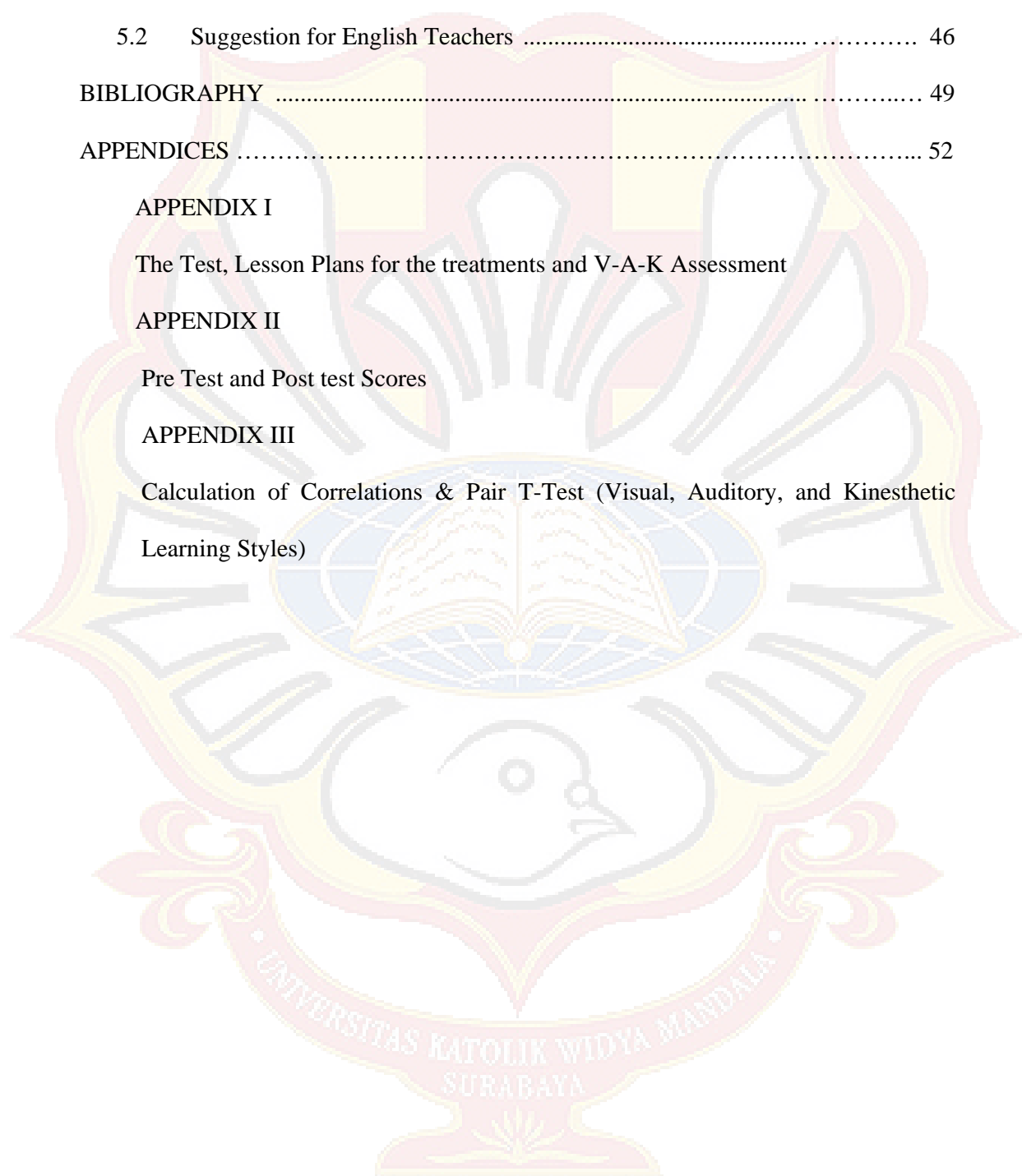
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PABSTRACT

Pusposari, Agnes Herlina Hayu. *The Effect of Using Picture Strip Series on the Narrative Writing Achievement of Students with Different learning Styles*. Thesis: Program Studi Pendidikan Bahasa dan Seni FKIP Universitas Katolik Widya Mandala Surabaya. Advisors: (i) Dra. Susana Teopilus, M.Pd. (ii) Hady Sutris Winarlim, S.Pd., M.Sc.

Key Words: Narrative Writing, Learning Styles (Visual, Auditory, and Kinesthetic), Picture Strip Series.

English has been used internationally for years and the teaching of English has been going on for years in Indonesia. The teaching of English includes the four skills; writing, listening, reading and speaking and the two language components; grammar and vocabulary. In this study, the writer chose narrative writing by using picture strip series because she wants to investigate how far picture strip series enhance their achievement. Dealing with learning styles, the writer also wants to investigate the effect of picture strip series for all learning styles.

This study is intended to see how far picture strip series enhances the narrative writing achievement of the students with different learning styles. Specifically this study aims at finding out:

1. whether the use of picture strip series significantly enhances the narrative writing of the students with visual learning style.
2. whether the use of picture strip series significantly enhances the narrative writing of the students with auditory learning style.
3. whether the use of picture strip series significantly enhances the narrative writing of the students with kinesthetic learning style.

This study used the research method of a pre experimental design which emphasizes on one group pre test and post test design. The subjects used in this study were the second graders of Gloria Junior High School of the academic year 2006/2007. There are three classes namely VIII A, VIII B and VIII C as the population. The writer gave them a pre test on a narrative writing composition and then a questionnaire on learning styles to discover the students' learning styles. The writer administered three treatments before giving the post test with the same topic as the pre test.

From the result of the calculation, the writer discovered that the post test scores for all learning styles showed significant difference from the pre test scores. As a result Null Hypothesis (Ho) is rejected and Alternative Hypothesis (Ha) is accepted for all learning styles since there is significant difference with the narrative writing achievement of the students after they were taught using picture strip series. It could happen since picture strip series are attractive and interesting for the students not only for students with visual learning style but also for students with auditory and kinesthetic learning styles. It can be concluded that picture strip series can enhance the students' achievement.