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

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET (1)</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL SHEET (2)</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
</tbody>
</table>

## INTRODUCTION

1.1 Background of the Study .................................................. 1
1.2 Statement of the Problem .............................................. 4
1.3 Objective of the Study .................................................. 5
1.4 Significance of the Study .............................................. 5
1.5 Scope and Limitation ................................................... 5
1.6 Hypothesis ............................................................... 6
1.7 Definition of Key Terms ............................................... 6
1.8 Theoretical Framework .................................................. 7
1.9 Organization of the Thesis ............................................ 8

## II. REVIEW OF RELATED LITERATURE

2.1 Review of Related Study ................................................ 9
2.2 Underlying Theories ..................................................... 10
   2.2.1 Writing as a Language Skill ..................................... 10
2.2.2 Narrative Writing.................................................. 12
2.2.2.1 Point of View of Narration................................. 13
2.2.2.2 Pacing............................................................... 14
2.2.2.3 Chronology....................................................... 15
2.2.2.4 Transition......................................................... 16
2.2.3 Teaching Writing at SMU............................................. 16
2.2.4 The Use of Pictures Series and Dialogues in TEFL.... 17
2.2.4.1 The Use of Picture Series in teaching Writing19
  2.2.4.1.1 Narrative Writing through
  Picture Series.................................................... 20
  2.2.4.1.2 The Criteria in Selecting
  Picture Series.................................................... 21
2.2.4.2 Dialogue as an aid to teach Writing...................... 22
  2.2.4.2.1 Narrative Writing through
  Dialogue............................................................. 24
  2.2.4.2.2 The Criteria in Selecting Dialogue. 25

III. METHODOLOGY OF RESEARCH

  3.1 Research Design..................................................... 27
  3.2 Population and Sample.............................................. 28
  3.3 Material............................................................ 29
  3.4 Treatment............................................................ 30
  3.5 Data Collection..................................................... 32
3.5.1 Research Instrument ........................................... 32
3.5.2 Scoring Technique ............................................. 33
  3.5.2.1 The ESL Composition Profile ......................... 33
  3.5.2.2 The Usage of ESL Composition Profile .... 34
3.5.3 Procedure in Collecting Data ................................. 35
3.6 Procedure of Data Analysis ................................. 36

IV. DATA ANALYSIS AND FINDINGS
  4.1 The Data ........................................................... 38
  4.2 The Data Analysis and Findings ............................... 41
    4.2.1 Findings of the Total Result of the Treatments .... 42
    4.2.2 Findings of the Test of the First Treatment ........ 43
    4.2.3 Findings of the Test of the Second Treatment ....... 44
    4.2.4 Findings of the Test of the Third Treatment ..... 45
  4.3 Interpretation of the Findings .............................. 45

V. CONCLUSION AND SUGGESTION
  5.1 Conclusion ......................................................... 47
  5.2 Suggestions ....................................................... 49
BIBLIOGRAPHY ......................................................... 53
APPENDICES
APPENDICES

1. Lesson plans
2. The Catur wulan Scores:
3. The Calculation of Catur wulan Scores
4. The Writing Scores (First Scoring)
5. The Writing Scores (Rescoring)
6. The Calculation of the Treatments
7. The Modification of ESL Composition Profile
8. The t-table
9. The Examples of the Students’ Works.
LISTS OF TABLES

3.1 Table of Research Design
3.2 Table of The Distinction between the treatment
3.3 Table of Schedule of Treatments
4.1 Table of the Scores of the Treatments of Group A
4.2 Table of the Scores of the Treatments of Group B
4.3 Table of the Result of the Calculation
4.4 Table of the Result of the t-observation
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 classroom 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 classroom 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.