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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JULI, 2002
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ACKNOWLEDGEMENTS

First of all the writer would like to thank God for His grace, blessing and spirit that enable her to accomplish this thesis. The writer would also like to express her deepest gratitude and appreciation to those who gave their valuable guidance and time that make the accomplishment of her thesis possible. The gratitude especially goes to:

1. Dra Siti Mina Tamah, M.Pd, the writer's first advisor, who has spent her valuable time and efforts to guide and encourage the writer in accomplishing this thesis.

2. Rosalia Inekke Gunawan, S.Pd, the writer's second advisor, who has been willing to spare her valuable time to help the writer in writing her thesis.

3. Dra. Susana Teopilae, M.Pd, the Head of the English Department, who permitted the writer to conduct her research at the English Department of Widya Mandala and also helped her conduct her research.

4. Dra. Ruruh Mindari, M.Pd. and Mateus Yumarnamto, M.Pd, the Writing lecturers, who permitted the writer to conduct the research in their class and also helped her conduct the research.

5. Sannia, S.Pd, one of the SAC’s counselor and also the writer’s best friend, who gave a lot of input and support; and Mevi Eunice, S.Pd, the SAC’s counselor. Both of them have become the raters for this study.

6. The writer’s beloved mother, who has given her both material and spiritual supports.

7. Frederick A.B, S.E, the writer’s boyfriend, who has given support and encouragement, and also been a constant prayer to the writer for her study and life.
Finally, the writer also wants to thank those whose names have not been mentioned for giving her their support and service in the completion of this thesis. The writer realizes that the guidance, cooperation, time, and chance given are really useful for her to enlarge her knowledge to arrange the report well as it should be.

Surabaya, August, 2002

The Writer
ABSTRACT


Keywords: Writing, Narrative, Picture Series, Group Work Discussion.

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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