CANDIDATE DECLARATION

I hereby certify that this paper entitled *The Effectiveness of Using Series of Pictures In Teaching Narrative Writing* is truly my own work except some theories and ideas from other sources. I am fully aware that I have quoted them and they are quoted and acknowledged properly.

Bandung, August 2008

Dini Maulida

UNIVERSITAS PENDIDIKAN INDONESIA
PERPUSTAKAAN

PREFACE

In the name of Allah swt, the most gracious and the most merciful. It is by His grace and blessings that the writer could finish this paper entitled *The Effectiveness of Using Series of Pictures in Teaching Narrative Writing*. This paper, then, is submitted to English Education Department of Faculty of Language and Arts Education of Indonesia University of Education as a partial fulfillment of the requirements for taking *Sarjana Pendidikan* Degree.

This paper, specifically, is aimed to give contribution for English teachers in teaching writing skill. In general, the writer hopes that this paper also can give contribution to all readers. However, the writer realizes that this paper is not the perfect one as there are many mistakes and flaws. For that reason, the writer welcomes every critique and comment for the improvement for further research.

Bandung, August 2008

Dini Maulida

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin.

First of all, I would like to express my deep gratitude to Allah swt. for all the blessings. I would also like to say special thanks to the following people who made great contributions in accomplishing this paper.

1.Drs. Wachyu Sundayana, M.A and Drs. Prawoto S Purnomo. Thank you for all the support, valuable guidance, advice, and corrections of my paper.

2. Head of the English Education Department, Dr. Wachyu Sundayana, M.A., and all the lecturers. Thank you for the valuable knowledge that has been given for these five years.

3. My family, especially my beloved mother and father, my lovely sisters and brother, thank you for the love, pray, and support.

4. Headmaster of SMAN 1 Cilegon and all the teachers, especially Mrs. Farida. Thank you for the help and support that you have been given to me.

5. Staffs of administration, Pak Farhan, Pak Engkus and Pak Irfan. Thank you for the information and the latest news about administration stuff.

6. The students of English Department, especially education A class for the unforgettable moments we have been passed for the last five years.

7. My best friends, friends, sisters and brothers, especially Dian, Iis, and Widi. Thank you for all the pray, help, and support.

ABSTRACT

The focus of this research was to investigate the effectiveness of using series of pictures in teaching writing narrative text for the second grade of senior high school students. It was also to find out the advantages and the disadvantages of using this kind of media.

Pretest-postest design which is the subset of quasi experimental design was used to conduct the research. The samples of this study were two group served as an experimental group and control group. The experimental group was given several treatments in the period of five meetings, while the control group was not given any treatment.

Data collection was conducted by doing test namely pretest and postest, interview, and questionnaire. Pretest was given to the two group at the beginning of the reserach, while posttest was given at the end of the reserach. Thus, the t-test procedures were used in the data analysis. Furthermore, the data from questionnaire and interview which was administered to the experimental group were analyzed to examine the advantages and the disadavantages of using series of pictures.

The research findings showed that there were significant difference between the pretest and the posttest result of two groups. In addition, the data result from questionnaire and interview showed that series of pictures have advantages and disadvantages both for students in their learning and for teacher in her teaching. In conclusion, series of pictures is effective used to teach writing narrative text. The writer recommends series of pictures applied in different kinds of text to teach other skills, such as speaking, listening, and reading.

TABLE OF CONTENTS

CANDIDATE DECLARATION i

PREFACE ii

ACKNOWLEDGEMENTS iii

ABSTARCT iv

TABLE OF CONTENTS v

LIST OF TABLES ix

LIST OF APPENDICES x

CHAPTER I INTRODUCTION

1.1. Background 1
1.2. Limitation of the Problem 4
1.3. Research Question 5
1.4. Aim of the Study 5
1.5. The Significance of the Study 6
1.6. Hypothesis 6
1.7. Research Method 7
1.7.1 Formulation of the Research 7
1.7.2 Population and Sample 8
1.7.3 Instrument 8
1.8. Data Collecting Procedures 9
1.8.1 Trying Out the Instrument 9
1.8.2 Collecting Data 9
1.8.3 Giving Treatment 10
1.8.4 Analyzing Data 10

1.8.5 Drawing the Conclusion 10
1.9 Clarification of Key Terms 11
1.10 Organization of the Paper 11

CHAPTER II THEORETICAL FOUNDATION

2.1 Writing 13
2.1.1 Nature of Writing 13
2.1.2 Aspects of Writing 15
2.2 Teaching Writing 16
2.2.1 Basic Principles in Teaching Writing 16
2.2.2 The Purpose of Teaching Writing 17
2.2.3 Approaches to Teaching Writing 18
2.2.3.1 The Genre Approach 19
2.3 Narrative 21
2.3.1 Definitions of Narrative 21
2.3.2 Kinds of Narrative 22
2.3.3 The generic Structure and Language Features 23
2.3.4 Teaching Narrative Writing 24
2.3.4.1 Reasons for Teaching Narrative..... 24
2.3.4.1 The Teaching of Narrative Writing..... 25
2.4 Media in Language Teaching 28
2.4.1 Visual Media 29
2.5 Series of Pictures 30
2.6 Related Study 32
2.7 Some Researches on Narrative Teaching 32
2.8 Research on Teaching Narrative Writing Using Series of Pictures .... …35

CHAPTER III METHODOLOGY

3.1 Method of Research 40

3.2 Population and Sample 41
3.2.1 Population 41
3.2.2 Sample 42
3.3 Research Procedure 42
3.4 Research Instruments 44
3.4.1 Tests…... 44
3.4.2 Questionnaire 45
3.4.3 Interview 45
3.5 Data Collection 46
3.5.1 Testing Validity and Reliability of the Test 46
3.5.1.1 Validity…. 47
3.5.1.2 Reliability 48
3.5.2Conducting the Pretest 49
3.5.3 Giving the Treatment 49
3.5.4 Conducting the Posttest 49
3.5.6 Counting the Data Using t-test 50
3.6 Data Analysis 50
3.6.1 Data Analysis of Pretest and Posttest 50
3.6.2 Normality Distribution Test 51
3.6.3 Variance Homogeneity Test 51
3.6.4 t-test Computation 52
3.6.5 Questionnaire and Interview Data Analysis 53

CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Findings ……..... 54
4.1.1 Data Presentation in Statistical process 55
4.1.1.1 The Computation of Pretest Score 55
4.1.1.1.1 Test of Normality..... 56

4.1.1.1.2 Test of Homogeneity of Variance 57
4.1.1.1.3 t-test…..... 59
4.1.1.2 The Computation of Posttest Score 61
4.1.1.2.1 Test of Normality..... 61
4.1.1.2.2 Test of Homogeneity of Variance 63
4.1.1.2.3 t-test…..... 64
4.1.1.3 t-test for Experimental Group and Control Group 67
4.1.1.3.1 The Experimental Group Scores 67
4.1.1.3.1.1 Stating the Hypothesis 67
4.1.1.3.1.2 Computing the t-test 68
4.1.1.3.2 The Control Group Scores 69
4.1.1.3.2.1 Stating the Hypothesis 69
4.1.1.3.2.2 Computing the t-test 70
4.1.1.4 The Questionnaire and Interview Data Analysis 72
4.1.1.4.1 The Questionnaire Data Analysis 72
4.1.1.4.2 The Interview Data Analysis 75
4.2 Discussions 80

CHAPTER V CONCLUSIONS AND DISCUSSIONS

5.1 Conclusions 86
5.2 Suggestions 88

REFERENCES 90
APPENDICES 94

LIST OF TABLES

Table 2.1 The Procedures of Narrative Teaching Using Genre-Based Approach……..……...39
Table 3.1 General Schedule of the Study ……..... 44
Table 4.1 The Result of Normality Test of pretest in Experimental …….. 56
Table 4.2 The Result of Normality Test of pretest in Control Group …… 57
Table 4.3 Homogeneity of Pretest Score in Experimental Group and Control Group …..... 58
Table 4.4 The Mean of Pretest Score in Experimental Group and Control Group..60
Table 4.5 Independent t-test of Pretest Score in Experimental Group and Control 60
Table 4.6 The Result of Normality of posttest in Experimental Group ……. 62
Table 4.7 The Result of Normality of posttest in Control Group …….. 62
Table 4.8 Homogeneity of Posttest Score In Experimental and Control Group….64
Table 4.9 The Mean of Posttest Score in Experimental group and Control group..65
Table 4.10 Independent t-test of Posttest Score in Experimental group and Control group ……... 66
Table 4.11 Paired Samples Statistics of Experimental Group…….……68
Table 4.12 Paired Samples Correlation of Experimental Group ……68
Table 4.13 Paired Samples Test of Experimental Group ……..... 68
Table 4.14 Paired Samples Statistics of Control Group ……70
Table 4.15 Paired Samples Correlation of Control Group ……70
Table 4.16 Paired Samples Test of Control Group..……..... 70
Table 4.17 Result of Questionnaire ……..... 73
Table 4.18 Result of Interview ……..76

LIST OF APPENDICES

Appendix 1

Pretest and Posttest Material

Scoring Criteria of Students' Writing

Lesson Plan

Teaching Material

Appendix 2

Try Out Result: Computation of Validity and Reliability

Pretest Result

Posttest Result

Appendix 3

Computation of Pretest

Computation of Posttest

Computation of Experimental Group

Computation of Control Group

Appendix 4

Questionnaire

Transcript of Interview

Students' Result of Questionnaire

Students' Worksheet of Test

Appendix 5

Administrative Letter