

THESIS

**A STUDY ON THE USE OF PICTURE SERIES
TO IMPROVE WRITING ABILITY OF PROCEDURAL
TEXT OF THE EIGHTH GRADE STUDENTS' OF SMP
NEGERI 16 KUPANG
IN THE SCHOOL YEAR 2017/2018**



FLORENTINA I. HURIUBU

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCES
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
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**Presented in Partial Fulfillment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**

FLORENTINA ITUNG HURIUBU

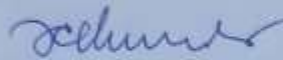
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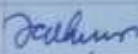
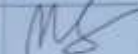
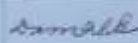
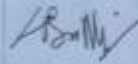
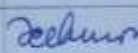
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MOTTO

**“ASSURED AND THE
BELIEVED”**

(FLORENTINA I. HURIUBU)

DEDICATION

This thesis is particularly dedicated to:

- ✦ Beloved Parents (Andreas Confelus Kuma Huriubuq (the Late) and Bibiana Kewa, S.Pd)**
- ✦ Beloved Brothers (Charles De Foucauld Lalang Huriubuq, S.Pd and Marcelinus Reiki Wayan Huriubuq)**
- ✦ Beloved Sister (Martha Julia Dae Huriubuq)**
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Kupang 2018

The writer

ABSTRACT

This study is entitled **“A STUDY ON THE USE OF PICTURE SERIES TO IMPROVE WRITING ABILITY OF PROCEDURAL TEXT OF THE EIGHTH GRADE STUDENTS’ OF SMP NEGERI 16 KUPANG IN THE SCHOOL YEAR 2017/2018”**. It was conducted in order to answer the following questions: (1) Are picture series effective to improve writing ability of procedural text of the eighth grade students of SMP Negeri 16 Kupang in the school year 2017/2018? (2) How are picture series used to improve the writing ability of the eighth grade students of SMP Negeri 16 Kupang in school year 2017/2018? The objectives of the study are as follows: (1) To find out if picture series are effective to improve the writing ability of the eighth grade students of SMP Negeri 16 Kupang in the school year 2017/2018 or not. (2) To find out how are picture series used to improve writing ability of the eighth grade students of SMP Negeri 16 Kupang in the school year 2017/2018. This study is limited in three aspects of writing as proposed by John Anderson in terms of grammar, vocabulary, and mechanics. This study used a Classroom Action Research (CAR) which is conducted to solve students’ writing ability of procedural text. The writer did two cycles which each cycle consists of planning, action, observation, and reflection. The data were gathered through quantitative data. The quantitative data were obtained from students’ writing score of pre-test, post-test I-II. The topic for the pretest is how to make a glass of coffee, the topic of post test I is how to prepare an fried egg, and the topic of post test II is how to make a glass of white coffee. Based on the analysis of data, the writer concludes that picture series are effective in teaching writing of procedural text for the eighth grade students’ of SMP Negeri 16 Kupang in the school year 2017/2018 and there are significant differences in the results of teaching writing by using picture series and without picture series. The students’ level of writing of procedural text in the pre-test is average (9.41) while in the post-test I the level is very good (15.583) and in the post- test II is very good (17.333). The pre-test was given after they had been taught without using picture series and the post test I and II was given after they were taught by using picture series. Seeing at the result of the research, the suggestion might be as follows: (1) Picture series is effective to improve students’ writing ability of procedural text. it could be seen from the following aspects: (a) The improvements of the students’ writing ability can be seen from the result mean score in pre test, post tes I and post test II. The improvements involves the students’ ability in : grammar, vocabulary, and mechanics. The improvements could be shown from the students’ achievement score. The mean of the pre test was 9.41, post test I was 15.583, and the post test II was 17.333.(b) The aspect of writing that was

analyzed by the researcher was grammar, vocabulary, and mechanics. The level after being thought picture series was very good, better than before used picture series. From the statements, it could be concluded that the use of picture series in the writing class was able to improve the students; writing ability, their attitude toward writing in the class, and the students' behavior. The use media of picture series in teaching writing was not the only thing that could improve the students' writing ability. (2) How picture series improve the writing ability of procedure text. Picture series was implemented in 2 cycles. Where in cycle I there were 2 meetings and cycle II there was 1 meeting. It could be seen from the aspects: (a) Picture series as teaching media helps the students in getting and developing the idea of their writing. When the students saw the picture series, they got the visualization how the story should be developed. They can easily generate the idea and developed their writing depending on the picture. (b) Picture series as teaching media helps the students find the appropriate vocabularies and word choice for their writing. After seeing and observing the pictures, the students will be engaged and motivated to find the vocabularies related to the pictures. They will try to hard to find words for expressing what they see and feel from the pictures. The students share the vocabularies and discuss the vocabularies with the other students and the teacher. (c) Picture series improves students' ability in coherence and cohesiveness. By following picture series with the simple storyline from the beginning into the end, the students can easily understand about the organization of the text. The use of picture series in teaching writing can stimulate the students about simple story that can be generated by them into a paper in order to make a well structured writing.

TABLE OF CONTENTS

	Pages
COVER	i
APPROVAL SHEET	iv
EXAMINATION BOARD.....	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
ABSTRACT.....	x
TABLE OF CONTENTS.....	xii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	4
1.3 Objective of the Study.....	4
1.4 Significance of the Study	4
1.5 Scope And Limitation	5
1.6 Definition of Terms.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Theory	8
2.1.1. The Definition of Writing.....	8
2.1.2. Writing Ability	9

2.1.3. Purpose of Writing	11
2.1.4. Benefit of Writing	13
2.1.5. Process of Writing	14
2.1.6. Teaching and Learning and Writing.....	15
2.1.7. Kinds of Writing.....	16
2.1.8. Procedure Text	17
2.1.9 Media.....	21
2.1.10.Definiton of Media	21
2.1.11. Kinds of Media.....	21
2.1.12. Picture Series	22
2.1.13. Definition of Picture Series	22
2.1.14. Teaching Writing by Using Picture Series	23
2.1.15. Kinds of Picture Series	24
2.1.16. Benefit of Using Picture Series.....	24
2.1.17. Class Action Research.....	26
2.2 Preview Studies.....	26
2.3 Research Framework.....	29
CHAPTER III RESEARCH METHODOLOGY	32
3.1 Research Design	32
3.2 Subject of the Study	34
3.3 The Procedure of Research.....	35
3.4 Research Instrument	36
3.5 Scoring Rubric for Writing.....	37
3.6 Technique of data Anlyzing.....	39
3.7 Standard of Measurement.....	40
CHAPTER IV ANALYSIS AND DATA DISCUSSION	41
4.1 Data Analysis	41
4.2 Discussion	113
CHAPTER V CONCLUSION AND SUGGESTIONS.....	115
5.1 Conclusion.....	115
5.2 Suggestion	117
BIBLIOGRAPHY	118
APPENDICES.....	121
Appendix 1 Lesson Plan Cycle I.....	122

Appendix 2 Instrument of Post Test I.....	128
Appendix 3 Picture Post Test II.....	129
Appendix 4 Instrument Post Test II	131
Appendix 5 Picture of Post Test I.....	132
Appendix 6 Lesson Plan Cycle II.....	134
Appendix 7 Picture Seris of Exercise.....	138
Appendix 8 Pre Test.....	140
Appendix 9 Work Sheet.....	141