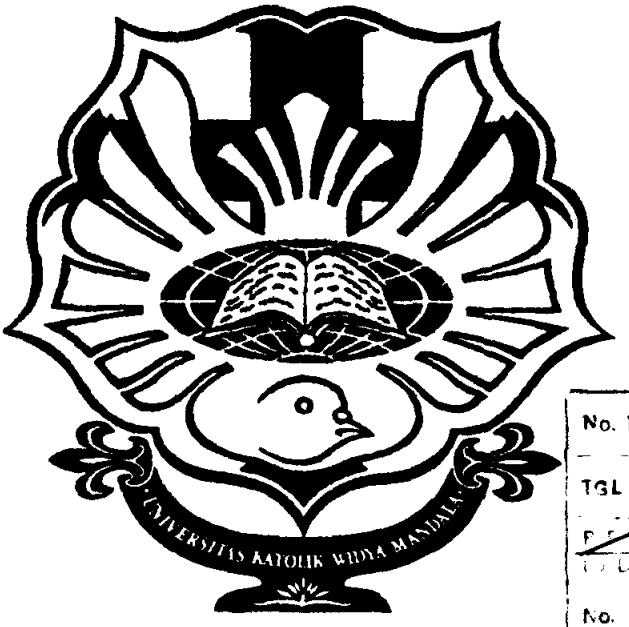
THE EFFECT OF USING PICTURE SERIES WITH ORAL QUESTIONS AND LIST OF VOCABULARY WITH HEADINGS ON THE NARRATIVE WRITING ACHIEVEMENT OF THE ENGLISH DEPARTMENT STUDENTS OF WIDYA MANDALA CATHOLIC UNIVERSITY

A THESIS

As Partial Fulfillment of the Requirements
For the Sarjana Pendidikan Degree in
English Language Teaching Faculty



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JULI 2000

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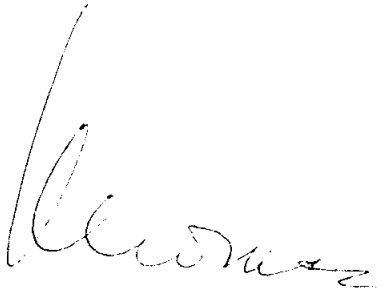
This thesis entitled ***"The Effect of Using Picture Series with Oral Questions and List of Vocabulary with Headings on the Narrative Writing Achievement of the English Department Students of Widya Mandala Catholic University"*** prepared and submitted by Lanny Susanty has been approved and accepted as partial fulfillment of the requirement for Sarjana Pendidikan Degree in English Language Teaching by the following advisor



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ACKNOWLEDGEMENT

Thanks to God for His blessing, providence, and guidance throughout the writer's whole life and studies. In completing this thesis, the writer has found so many problems, both in conducting the research and in making the report. However, with God' grace, she can finish this thesis.

She also expresses her deepest sincere thanks to DR. Veronica L. Diptoadi, M.Sc., the writer's advisor for her willingness to spare her valuable time to guide and encourage the writer in writing her thesis.

The writer's gratitude also goes to The Head of The English Department, Dra. Agnes Santi Widiati, M.Pd. who permits her to conduct her research at The English Department of Widya Mandala.

She would also like to thank M.G. Retno Palupi, S.Pd., one of the writing teachers, for her permission to use her writing classes as the subjects of this study.

The writer gladly thanks her beloved parents, sister (Yenny), and cousins (Bagus Santoso and Sthecia) who have given her both material and spiritual supports in finishing this study.

Moreover, the writer would like to thank her friends, Sannia, Audrey, Susan, Holy and Seno for their kind help to the writer in accomplishing this study.

Finally, the writer wants to quote a verse in the Bible that really supports and makes the writer aware that everything, including in making a research, should be done for the glory of God.

"Whatever you do, do it heartily, as to the Lord and not to men." (Colossians 3:23)

Surabaya, July 24th, 2000

The Writer

ABSTRACT

Susanty, Lanny. The Effect of Using Picture Series with Oral Questions and List of Vocabulary with Headings on the Narrative Writing Achievement of the English Department Students of Widya Mandala Catholic University. Thesis. Program Studi Pendidikan Bahasa dan Seni. FKIP. Universities Katolik Widya Mandala Surabaya. Advisor: DR. Veronica L. Diptoadi, M.Sc.

Key Words: writing, narrative, picture series, list of vocabulary, headings.

Learning a foreign language is not only a matter of learning how to speak, read, listen, and write. The writing skill itself plays an important role in the mastery of English.

Nevertheless, the fact shows that learning how to write is not as easy as people have imagined before. Many students often find difficulties when they are asked to make a composition. This condition also happens to the English Department students of Widya Mandala Catholic University. It is simply because they face difficulties in finding what ideas and what appropriate sentences to be written in the beginning of their composition, even for writing the simplest type of writing that is narrative.

Setiawaty (1998) says that in the past, teachers usually merely gave a list of vocabulary in teaching writing and she considers that it is not enough to help the students to get ideas. Through her own experience, the writer also finds that headings are very helpful too. In this study, she would like to combine these two techniques and compare it with the picture series technique that has been proved to be a good way to teach narrative writing (Setiawaty and Hariyadi, 1998). Here, the writer would like to find out which techniques, picture series with oral questions or list of vocabulary with headings, is more effective to teach narrative writing.

In conducting her research, there are several steps that the writer follows. First of all, the writer takes the second semester English Department students of Widya Mandala University as her subjects. While for the samples of this study, the writer takes two groups that are heterogeneous. These groups, then, are given different treatments. One group was taught using picture series with oral questions, while the other group was taught using list of vocabulary and headings. These treatments were given in three meetings. Then in the fourth meeting, both groups were given the post test. The scores obtained from this post test served as the representation of the students' writing achievement and by analyzing these scores, the writer tests the hypothesis of this study and directly conclude whether there is a significant difference in the two groups' writing achievement.

The result of the post test of those groups shows that the students taught using picture series and oral questions obtained better scores than the ones taught using list of vocabulary and headings. The t-obtained is 0.716 and the t-table is 2.0264. Since to is lower than the t-table, the Ho is accepted and the Ha is rejected. It

means that there is no significant difference in those two groups' writing achievement.

Besides analyzing the students' writing achievement, the writer also made an analysis on the two score levels of the ESL composition profile that was used as a guideline in scoring these students' writing assignments. Those score levels are content and organization.

The analysis of content score shows that there is no significant difference between the groups. Since to (=1.835) is lower than the t-table (=2.0264), Ho is accepted and Ha is rejected. While in the analysis of the organization score, to is 2.288 and t-table is 2.0264. By comparing these t-values, the writer rejects the Ho and accepts the Ha. It means that there is a significant difference between the groups' organization score.

Finally, due to the limitations of this study, further studies are expected to be carried out with more subjects and another group as the control group so that more conclusive statements and more generalizable results can be obtained.

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