THE EFFECT OF WORDLESS PICTURE ON EIGHTH-GRADE STUDENTS’ NARRATIVE WRITING AT SMPN 1 NGUNUT TULUNGAGUNG

THESIS

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This thesis is submitted to meet one of the requirements to achieve
Sarjana Degree in English Language Education

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1. ..................................................
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MOTTO

“Dream, Wake up, and Do it!”

(Rividha Rubiyanto)

“Ilmu ada tiga tahapan. Jika seseorang memasuki tahap pertama, dia akan sombong. Jika dia memasuki tahap kedua, ia akan tawadu’ (rendah hati). Dan jika memasuki tahapan ketiga, dia akan merasa dirinya tidak ada apa-apanya.”

(Umar bin Khattab)

DEDICATION

This thesis is fully dedicated to:

- My hero ‘ibu & bapak’ who give me invaluable supports, prayer and love
- My lovely brother who motivated me to finish this thesis
STATEMENT OF WORK'S ORIGINALITY

The undersigned:

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I hereby declare that in this thesis there is no thesis or paper that have been proposed to receive a bachelor degree, and there is no idea or notion written or published by another person, unless what has been written in this thesis and mentioned in the references.

Malang, January 30, 2017

Rividha Rubiyanto
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Abstract

Writing is an activity of how people put ideas and concepts in the form of written language. Robert (2009) states that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information. However, student should be stimulated to pour out their thought. Therefore, the purpose of this study is to see the effect of wordless picture on eighth-grade students’ writing at SMPN 1 Ngunut Tulungagung.

Related to the purpose above, quasi-experimental design was used in this study. The subject of this study is the eighth-grade students of class H and class I SMPN 1 Ngunut Tulungagung. The number of students for each class is 35. In this study the researcher uses writing test as the instrument. The researcher uses pretest and posttest on the control and experimental groups, to see the effect of wordless picture by looking at pretest and posttest measurement and comparing the gained scores between both groups.

The researcher conducted four meetings for each groups. The pretest was conducted on experimental group and control group in the first meeting. At the second and third meeting, the researcher conducted the treatment. The treatment in the experimental group was using wordless picture as media in writing narrative text and the control group was without using wordless picture as media in writing narrative text. For the last meeting, the posttest was given to both groups to measure the writing skill after the researcher applied the treatment. The result of the pretest showed the mean score of experimental group was 41.71 and the mean score of control group was 39.71. Then from the posttest, the researcher found that the mean score of experimental group was 73.00 and the mean score of control group was 59.71. Based on the result of the hypothesis testing on the posttest, $t_{\text{observed}} > t_{\text{table}}$, (7.63 > 1.67). It shows that there was significant difference. It means there is significant rise in the experimental group achievement after the treatment by using wordless picture as a media. From the above explanation, it can be concluded that wordless picture can significantly improve students’ narrative text writing.

It is suggested to English teachers to use wordless picture as one of media in teaching writing narrative texts, because it facilitates the students to share their ideas and information before they write narrative text.

Keywords: Wordless picture, Writing, Narrative text.

The advisor 1, The writer,

Santi Prastiyowati, S,Pd., M.Pd Rividha Rubiyanto
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**TABLE OF CONTENTS**

**APPROVAL**........................................................................................................................................ iv

**MOTTO AND DEDICATION**................................................................................................................. v

**STATEMENT OF WORK’S ORIGINALITY**......................................................................................... vi

**ABSTRACT**.......................................................................................................................................... vii

**ACKNOWLEDGEMENTS**..................................................................................................................... viii

**TABLE OF CONTENTS**.................................................................................................................. ix

**LIST OF APPENDICES**..................................................................................................................... xi

**LIST OF TABLES** .......................................................................................................................... xii

**CHAPTER I : INTRODUCTION**....................................................................................................... 1

1.1. Background of the Study .............................................................................................................. 1

1.2. Statement of the Problem ............................................................................................................ 4

1.3. Hypothesis ..................................................................................................................................... 4

1.4. Purpose of the Study .................................................................................................................... 5

1.5. Significance of the Study ............................................................................................................. 5

1.6. Scope and Limitation of the Study ............................................................................................... 6

1.7. Definition of the Key Term........................................................................................................... 6

**CHAPTER II : REVIEW OF RELATED LITERATURE**................................................................. 7

2.1 Writing .............................................................................................................................................. 7

2.1.1 Process of Writing........................................................................................................................ 9

2.1.2 Narrative Text ............................................................................................................................ 10

2.2 Teaching Media............................................................................................................................... 11

2.2.1 Kinds of Media .......................................................................................................................... 12

2.3 Wordless Picture............................................................................................................................ 13

2.4 Writing at Junior High School.................................................................................................... 15
CHAPTER III : RESEARCH METHOD ................................................................. 18

3.1 Research Design .................................................................................. 18
3.2 Population and Sample ........................................................................ 20
3.3 Data Collection .................................................................................... 21
  3.3.1 Instrument ..................................................................................... 21
  3.3.2 Treatment ...................................................................................... 22
  3.3.3 The Procedure of the Data Collection ............................................ 22
3.4 Data Analysis ....................................................................................... 23
3.5 Statistical Hypothesis .......................................................................... 25

CHAPTER IV : FINDINGS AND DISCUSSION ............................................. 26

4.1 Findings .............................................................................................. 26
  4.1.1 The Result of Pretest ............................................................... 26
  4.1.2 The Mean Scores of Pretest of Experimental and Control Group .. 27
  4.1.3 Treatment of Experimental and Control Group ......................... 28
  4.1.4 The Result of Posttest ............................................................... 29
  4.1.5 The Mean Scores of Posttest of Experimental and Control Group . 30
  4.1.6 The Rise Score of Experimental and Control Group ................... 31
  4.1.7 The Result of the Hypothesis Testing .......................................... 31
4.2 Discussion ............................................................................................ 32

CHAPTER V : CONCLUSION AND SUGGESTION .................................... 35

5.1 Conclusion .......................................................................................... 35
5.2 Suggestion .......................................................................................... 35

REFERENCES .......................................................................................... 37

APPENDICES ............................................................................................ 39
LIST OF APPENDICES

Appendix 1: Lesson Plan ................................................................. 40
Appendix 2: Scoring Rubric ........................................................... 55
Appendix 3: Wordless Picture ....................................................... 58
Appendix 4: Pretest Result of Experimental and Control Group .......... 63
Appendix 5: Posttest Result of Experimental and Control ..................... 68
Appendix 6: Result Score of Experimental Group ............................. 73
Appendix 7: Result Score of Control Group .................................... 76
Appendix 8: Photograph ................................................................. 79
Appendix 9: Letter ........................................................................ 85
LIST OF TABLES

Table 4.1: The Result of Pretest of Experimental and Control Group ..............27
Table 4.2: The Result of Posttest of Experimental and Control Group.............30
Table 4.3: The Rise Score of Experimental and Control Group.....................31
Table 4.4: The Result of the Hypothesis Testing on the Posttest....................32
REFERENCES


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