ABSTRACT

This research is a classroom action research. It is aimed at finding out whether or not picture series can improve the students’ skill and motivation in writing narrative text. The problems highlighted in the research are the students’ low writing skill and motivation toward writing lesson at the eighth grade of SMP Negeri 1 Cawas, Klaten in the academic year of 2009/2010.

This research was carried out in Class VIII C. The procedure of the research consists of planning, action, observation, and reflection. In this study, the writer was the practitioner who implemented picture series as teaching media in the teaching learning process. The data were in the form of quantitative and qualitative data. The quantitative data were taken from the test conducted before and after the actions. The qualitative data were taken from the result of observation done by the observer while the actions were being carried out, the result of questionnaire, and interview. The qualitative data were analyzed using the method stated by Burns (1999: 156) which consists of five steps: assembling the data, coding, comparing,
building interpretations, and finally reporting the outcomes. Meanwhile, the quantitative data were analyzed using quantitative technique of analysis. In computing the students' test score, the writer used the rubric for evaluating narrative writing. The computation result of mean score in pre-test and post-test showed whether there is improvement of the result of pre test and the post test. The hypothesis of this research was tested using non-independent t-test. Finally, by analyzing the observation result and test result, it can be concluded whether or not using picture series can improve the students' skill in writing narrative text.

From the result of the research, the writer found that picture series can improve students’ motivation and students’ skill in writing narrative text. It could be seen on students’ performance during teaching and learning process. Students became more active and all students were involved in teaching learning process. Students were more enthusiastic in joining the lesson, so the class became more conducive. Furthermore, there was also improvement in students’ achievement. The mean score in pre-test (61.78) increased to 76.99 in post-test 1, and 78.88 in post-test 2. The t-test computation also showed that there was significant improvement between the pre-test result and the post-test result. Thus, the result of the research showed that picture series can improve students’ skill in writing narrative text and it becomes one of appropriate ways in teaching writing.