ATEACHING WRITING THROUGH STORY TELLING TECHNIQUE

BY USING PICTURES

(A Pre –Experimental Study At The Fourth Grade Of Bakti Mulya 400

Elementary School Pondok Indah)

A SKRIPSI

Presented to the Faculty of Tarbiyah and Teachers Training
In Partial Fulfillment of one of the Requirements for the Degree of Strata 1 (S1)

By:

MARNI HARTATI
NIM. 2030 1400 1602

ENGLISH DEPARTMENT
THE FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY
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MARNI HARTATI
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Approved by
Advisor:

Drs. H. Munir Sonhadji, M.Ed
NIP. 150 050 682

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LEGALIZATION OF EXAMINATION COMMITTEE

A skripsi titled **TEACHING WRITING THROUGH STORY TELLING TECHNIQUE BY USING PICTURES (A Pre –Experimental Study At The Fourth Grade Of Bakti Mulya 400 Elementary School Pondok Indah)** was examined at examination session of the Faculty of Tarbiyah and Teachers Training of State Islamic University Syarif Hidayatullah Jakarta on 25th June 2007. This skripsi has fulfilled the requirements for the Degree of Strata 1 (S1) at the English Department.

Jakarta, 25th June 2007

Examination Committee

The Head of Committee   The Secretary of Committee

<u>Prof. Dr. Dede Rosyada, MA</u>   <u>Prof. Dr. H. Aziz Fahrurrozi, MA</u>
NIP. 150 231 356   NIP. 150 202 343

Committee

Examiner I   Examiner II

<u>Prof. Dr. H. Mulyanto, MA</u>   <u>Dr. Didik Santoso, MA</u>
NIP. 150 016 367   NIP. 150 270 348

Abstract

Marni Hartati
Teaching Writing through Story Telling Technique by Using Pictures at The Fourth Grade of Bakti Mulya 400 Elementary School Pondok Indah

One of the Basic English skills which is taught in school is writing. Via writing a person can communicate a variety of messages to close or distant, known or unknown reader or readers. The most important functions of writing in a students' life is the function in their school assignments such as writing assignments, summaries, answers to questions, or variety of essay-type passages.

Based on the writer observation in Bakti Mulya 400 Elementary School pondok Indah some of the students have difficulties in developing their writing skill. They feel anxious about their handwriting, spelling, or ability to construct sentences and paragraphs. The student's feeling reluctant to write in English is because they rarely have writing activities in their own language, Indonesian. They have some problems to express their own ideas due to the lack of minimum vocabularies. Therefore, writing is not interesting for some students.

In this case, teacher needs to motivate students and develop their enthusiasm to learn English by creating a new atmosphere in the classroom by using suitable technique to make the writing activities more enjoyable to students.

This "skripsi" is conducted to get the effective technique in teaching writing to elementary students. The technique used is true an experimental research. The subject of the research is the fourth grade students of Bakti Mulya 400 Elementary School Pondok Indah which has three regular classes and one accelerated class. Each regular class has 35 students in the class and only 20 students in the accelerated class. The sample of research is only 20 students from one class as sample by random sampling.

The data collected in this research analyzed by using t-test. According to the result of statistical calculation, it is obtained the value of t_o is 11.16 and the degree of freedom (df) is 19. In the table of significance, it can be seen that on the df 19, and on the degree of significance 5% and 1%, the values of the degree of significance are 2.093 and 2.861. By comparing the values of t_o = 11.16 and t_{table} = 2.09 and 2.86 it is clear that t_o is higher that t_{table}: 2.09 < 11.16 > 2.86. Based on the result, the null hypothesis (Ho) which says that there are no significant mean differences between variable X and Y is rejected. It means that the alternative hypothesis (HA) which says that there are significant mean differences between variable X and Y is accepted.

In conclusion in this experiment of teaching writing through story telling technique by using pictures is effective to lead students feel more interesting and enjoy doing writing activities.

ACKNOWLEDGEMENT

In the name of Allah, The Beneficent, The Merciful. All Praise be to Allah The Lord of The world who has been giving mercy and blessing until the writer can completing this skripsi without any obstacle in her opportunity. Peace and Salutation be upon to the Nobel Prophet of Islam, Muhammad SAW, and his household, his companions and his faithful followers.

The writer is absolutely conscious that she could not carry out this work without helping of others, both material and spiritual. For that reason, the writer would like to express her greatest love and honor to her beloved mother (Sri Iryanti), father (Tumino), sisters (Astuti n Dijah) and brother (Hermanto) for their endless prayers and motivation.

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May Allah, the Almighty bless them all, Amien.

Finally, the writer realizes that this skripsi still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this skripsi better.

Jakarta,   June 2007

The Writer

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CHAPTER I

INTRODUCTION

A. *Background of Study*

English in Bakti Mulya 400 Elementary School has been declared as an English as Foreign Language. That is why Bakti Mulya 400 Elementary popular as Bilingual school. Most students of Bakti Mulya 400 Elementary School have learnt English since they were in playgroup class, in the same school or in the other schools. Therefore, competence in English is something that has been asked by their parents. They hope that their children will have good competence in English because they want their children be able to communicate in English orally or written.

Most students are able to communicate well in English both orally and written. However, some of them have difficulties in developing their English skills especially in writing skill. Although some students are always happy to write in English, the other students still have some problems. They feel anxious about their handwriting, spelling, or ability to construct sentences and paragraphs. If the teacher tries to force them to do writing, they will feel bored and ignorance.

The student's feeling reluctant to write in English is because they rarely have writing activities in their own language, Indonesian. They have some problems to express their own ideas due to the lack of minimum vocabularies. Therefore, writing is not interesting for some students.

In this case, teacher needs to motivate students and develop their enthusiasm to learn English by creating a new atmosphere in the classroom by using suitable technique to do some writing activities to make students feel interested to write in English. This technique involves some kinds of activity according to the level of challenge – and providing them with appropriate vocabularies to allow them to do their writing task.

Today, among languages in the world, English is the language used by most countries, as Jack C. Richards and Theodore S. Rodgers said, "Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today".[1]

Therefore, English is placed in the highest priority to choose when people among countries communicate each other. Some countries use it as their first language and some others use it as a foreign language. Furthermore, there is no doubt in globalization era where there is a lot of information of sciences, technologies and cultures of other countries come through English language.

Thus in Indonesia, The Department of Education has decided that English, as a foreign language, has to be taught in every school, taught from elementary/primary

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[1] Jack C. Richards and Theodore S. Rodgers, *Approach and Methods in Language Teaching* (Cambridge University Press, 1986), p. 1.

school to university.[2] The Indonesian government has shown its concerns about the importance of English in use. It is stated in the 2004 English Curriculum:

"Mata pelajaran bahasa Inggris bertujuan mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi mendengarkan (listening), berbicara (speaking), membaca (reading), dan menulis (writing)"[3]

The government hopes that Indonesian students could master English language. By mastering English, the students can develop their knowledge in every subject and communicate with people from other countries. Therefore, the aim of English learning is to enable students to develop correct, clear, imaginative and effective communication.

Surely, everyone recognizes the role that language plays are in listening, speaking, reading and writing. In line with the curriculum of Department of Education, the teaching-learning process of English language concentrates on those four skills. One of the four skills above, which play a significant role in mastering English, is writing

The skill of writing has special status. By writing, people can communicate their ideas or convey their messages in alphabets, words that linked by sentences and become paragraphs. So, the intended message will be received accurately by the readers.

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[2] Depdikbud, *Kurikulum 2004 Standar Kompetensi untuk SMA dan MA* (Jakarta: Depdikbud, 2004), p. 309.

[3] Depdiknas, *Kurikulum SMP dan MTs 2004* (Jakarta: Departemen Pendidikan Nasional, 2004), P. 14.

Such communication through writing is extremely important in the modern world, whether the form of interaction is in traditional paper and pencil writing or the most advanced electronic mail. However, some important things to improve the quality of writing that the writer should have are broader knowledge, understanding of the linguistic rules, wider vocabulary, emotions, and even the precious time. So, writing is not only making a line of sentences without inter-connection between sentences or without paying attention to the meaningful aspects. But writing is making our written pieces worth and understood by the readers. However, the ability to write well is not a naturally acquired skill. It must be practiced and learned through experience.

The general purpose of writing itself is for expressing the ideas for the ideas should be seen as the most important aspects of the writing. On the other hand, the writer also needs to pay more attention to formal aspects, such as neat handwriting, correct spelling, punctuation, well and acceptable structures and selection of the vocabulary.

One of the most important functions of writing in a students' life is the function. It is played in school. It is still the case that much individual learning goes on while students are writing assignments, summaries, answers to questions, or variety of essay-type passages. However, sometimes students find it difficult in translating or thought into a written text. It also happens with students in Indonesia. They think it is such a difficult subject to master. It is supported by Jack C Richard. He stated that " Learning to write in either a first or second language is one of the

most difficult tasks a learner encounters and one that few people can be said to fully master."[4]

Looking at the above fact, the teacher is the most important factor to supply the necessary motivation and to develop enthusiasm in students to learn English by creating new situation in the classroom and using suitable technique to master the Basic English skills. As Muljanto said; "Techniques depend on the teacher, the imagination, to his creativity and the condition of class, a certain problem can be solved with the various techniques."[5]Thus, the technique that the teacher uses will be useful for the students to improve their writing skill.

Teachers can use various visual sources in teaching language, for instance teaching language using tape recorders, pictures, flash cards and television, by using a suitable method, because the method determines what and how much is language taught (selection), the order in which it is taught (gradation), how the meaning and form are conveyed (presentation) and what is done to make the use of the language unconscious (repetition).[6]

On this "skripsi" writer makes an experiment in teaching writing through story telling technique by using pictures to solve the problems above. The writer has a

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[4] Jack C. Richards and Theodore S. Rodgers, *Op.Cit.,* p. 1.

[5] Muljanto Soemardi, *Pengajaran Bahasa Asing Sebuah Tinjauan dari Segi Metodologi* (Jakarta: Bulan Bintang, 1975), p. 14.

[6] William Francis McKey, *Language Teaching Analysis* (USA: Indiana University Press, 1965), p. xi.

hypothesis that teaching writing through the story telling technique by using the pictures, will lead students feel more interesting and enjoy doing writing activities.

Referring to the background above, the writer is interested in analyzing teaching writing through storytelling technique by using pictures at the fourth grade of Bakti Mulya 400 Elementary School Pondok Indah.

B. *Limitation and Formulation of the Study*

Based on the description above, the writer formulates the problem of the research as follows:

1. *How is the implementation of teaching writing through storytelling technique by using pictures?*

2. *Is there any significant difference between students' achievement in learning writing through storytelling technique by using pictures and without using the storytelling technique by using pictures?*

C. *Objective of the Study*

Based on the formulation above, the objectives of study are:

1. *To describe how the application of teaching writing through storytelling technique by using pictures.*

2. *To find out whether there are significant differences between using storytelling technique by using pictures and without using it in teaching writing.*

D. Significance of the Study

The significance of this writing might be expected as follows:

1. *The writer*

   The study is expected to give the new information to the writer about how to teach English using media.

2. *The English teachers*

   This study is expected to give new information about various techniques used in teaching learning process and it is hoped to be applied in teaching learning process.

3. *The further researcher*

   This study is expected to give new knowledge to the further researcher to do the better research of teaching and learning cases.

E. Organization of Writing

This "skripsi" is divided into four chapters. Chapter one is introduction. It contains background of study, limitation and the formulation of the study, objective of the study, significance of the study and organization of writing.

Chapter two is theoretical framework. This chapter talks about writing skill, consisting of definition of writing, the kinds and forms of writing, the characteristic of writing, the purposes of writing, and writing process. Besides, there is also about storytelling, it consists of the definition of story and the teaching of storytelling.Next, there is description of pictures, consisting of the

definition of pictures, the kinds of pictures and the criteria for good pictures. And the last deals with profil of the fourth grade students of Bakti Mulya 400 Elementary School Pondok Indah.

Chapter three is research methodology. It contains of the purposes of the research, place and time of research, method of the research, population and sample, technique of collecting data, the procedure of teaching writing through story telling technique by using pictures and technique of data analysis.

Chapter four is research finding. In research finding, the writer divided it into data description, data analysis and test of hypothesis.

Chapter five is conclusion and suggestion related to the problem.

CHAPTER II

THEORETICAL FRAMEWORK

A. *Writing*

As mentioned in chapter 1, writing is one of the four language skills. In some countries, writing is the skill that is mainly taught at school. Through writing, people can express their ideas or convey their messages in alphabets, words that linked by sentences and become paragraphs. So, the intended messages will be received accurately by the readers.

The fact that people frequently have to communicate with each other in writing is not only the reason to include writing as a part of second-language teaching. There is an additional and very important reason: writing helps students learn. Ann Raimes gave her directions as follows:

1. Writing reinforces the grammatical structures, idioms, and vocabulary that teachers have been teaching their students.
2. When students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks.
3. When students write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.[7]

As students struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their idea. They discover a real need for finding the right word. The close relationship

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[7] Ann Raimes, *Techniques in Teaching Writing* (London: Oxford University Press, 1983), p. 3.

between writing and thinking makes writing a valuable part of any language course.[8]

Furthermore, Mackey stated that the actual teaching of a language may differ in the analysis of what is to be taught, in the planning of the lesson, in the teaching techniques used, in the type and amount of teaching done through mechanical means, and finally in the testing of what has been learned.[9]

In the teaching techniques here the writer is using pictures to tell stories that might be used more effectively to develop and sustain motivation, to produce positive attitudes towards English, especially in writing. Most important, writer will emphasize the contribution that material aids can make in helping the students to communicate – that is understandable, to speak, to read and to write English.[10]

1. **Definition of Writing**

There are some opinions about writing. James C Raymond gave some general opinion about what writing is: "Writing is a way of thinking. Writing is more than a medium of communication. It is a way of remembering and way of thinking well. Writing is also a way of finding out what we know and what we need to learn.

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[8] Ann Raimes, *Ibid*., p. 3.

[9] William Frances Mackey, *Loc. Cit.*

[10] Marry Finnochiaro, *Visual Aids in Teaching English as a Second Language* (English Teaching Forum Part Two, Volume XXIX, 1975), p. 263.

Spoken words disappear as soon as they are spoken; but writing freezes our thought, make them visible and permanent so we can examine and test their quality."[11]

The opinion above is supported by Rise B Axelrod and Charles R. Cooper on their book *The St. Martin's Guide to Write*, they said: "Writing makes a special contribution to the way people think"[12]

In many schools, writing is principally conducted to demonstrate knowledge or information from students to the readers. Jack C Richard states in his book, "Writing is used either as evidence of successful learning or as a means of learning."[13] Moreover, Rise B Axelrod and Charles R. Cooper said that writing also the way of learning, "Writing also contributes uniquely to the way we learn."[14] When students take notes during lecturer or as they read, writing enables them to store new information in memory. But writing makes another important contribution to learning. Because it is always a composing of new meaning, writing enables them to find and establish their own connection and network of information and ideas. Writing also enables students to clarify and deepen their understanding of a new concept and to find ways to connect it other ideas within discipline.

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[11] James C. Raymond, *Writing (is an unnatural act)* (New York: Harper and Row Publisher 1980), p. 2.

[12] Rise B Axelrod and Charles R. Cooper, *The St. Martin's Guide to Write* (New York: ST Martin Publisher,1985), p. 2.

[13] Jack C Richards, *The Language Teaching Matrix* (Cambridge: Cambridge University Press, 1990), p. 100.

[14] *Ibid.*, p. 2.

Furthermore, the meaning of writing just not the way of thinking and learning, but writing also contributes to personal development, "Writing does still more, it contributes to personal development."[15] As the students write, they become more potent thinkers and active learners, they come eventually to a better understanding of themselves through the recording, clarifying, and organizing of their personal experiences, and our innermost thought.

More specific explanation that writing can contribute to personal development, Walter T and Julie M. Jensen gave their opinion about personal development:" Writing is the mental and physical act of forming letters and words. But it is much more than that. It is putting words into sentences into paragraph, spelling word correctly, punctuating and capitalization in customary way, and observing convention in written form – and more. Writing is process of expressing thoughts and feeling of thinking and shaping experiences".[16]

Based on the opinions above, the writer would like to conclude that the meanings of writing are:

a. Writing is the way of thinking

b. Writing is the way of learning

c. Writing can contribute to personal development including mental and physical act

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[15] Rise B Axelrod and Charles R. Cooper, *Op.Cit*., p. 2.

[16] Walter T Petty and Julie M. Jensen, *Developing Children's Language* (New York: Allyn and Bacon INC, 1989), p. 362.

d. Writing is a process of expressing thought and feeling.

2. The Forms and Types of Writing

Generally, there are four forms of writing. They are narration, description, exposition, and argumentation. It is supported by George E .Wishon and Julia M Burks. They explain forms of writing in their book, in the following:

a. Narration
   Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence.
b. Description:
   Description reproduces the way things look, smell, taste, feel, or sound. It is used to create a visual image of people, places, even of units of time-days, times of day or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.
c. Exposition
   Exposition is used in giving information, making explanations, and interpreting meanings.
d. Argumentation
   Argumentation is used in persuading and convincing. It is used to make a case or to prove or disprove a statement or proposition.[17]

According to Marjorie Farmer, there are four types of writing which can be done by students. They are as follows:

1. Expressive Writing
   Autobiographies, essays of opinion, diaries, letters and memoirs are only a few of the many forms of expressive writing. In fact, any writing is expressive if it centres on the writer's personal concerns, wishes, feeling, memories, or reactions.
2. Informative Writing

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[17] George E. Wishon and Julia M. Burks, *Let's Write Englis,* (Canada:Van Nostrand Reinhold Ltd, 1980), p. 378-383.

News paper and magazines articles, laboratory reports, text book, biographies and critical essays are different forms of informative writing. Actually, any writing can be called informative if its principal purpose is to explain, to describe, or to define – in short to inform.

3. Persuasive Writing

Editorials, letters appealing for contributions, advertisements, and campaign speeches are all attempts to persuade. Any writing that is aimed at convincing its readers to adopt a certain idea or to take a certain action is persuasive writing.

4. Imaginative Writing

Short stories, novels, plays, and poems are forms of imaginative writing. Imaginative is the product of the writer's artful use of language to create images, characters, and incidents that move and entertain the reader.[18]

3. The Characteristic of Writing

There are two productive skills which the students should understand. They are speaking and writing. Some of us may wonder why it is not enough to teach students how to speak English Adequately: Are they obviously able to do the writing? Not necessarily, for writing is not simply speech written down on paper. Learning to write is not just a natural extension of learning to speak a language. We learned to speak our first language at home without systematic instruction, whereas most of us had to be taught in school how to write that same language. Many adult native speakers of language find writing is difficult. The speaking and writing processes are not identical as mentioned by T. Hedge, they are as follows:

a. Permanence : oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes;

b. Production time: writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate, and

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[18] Marjorie Farmer, at al, *Composition and Grammars II* (New York: Laid Law Brother Publisher, 1985), p. 39.

deliver their utterances within a few moments if they are to maintain a conversation.

c. Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face- to- face contact and thus necessitates greater explicitness on the part of the writer;

d. Orthography, which carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc);

e. Complexity : written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs);

f. Formality : because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking;

g. Vocabulary: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.[19]

Based on the differences above writer can see that students will not just "pick up" writing as they learn other skills in class. Teachers have to teach writing because the ability to write well is not a naturally acquired skill. It must be practiced and learned through experience.

4. The Purposes of Writing

When the students do their writing, they certainly have some purposes. They have to consider the purpose of their writing since this will influence not only to the type of text they wish to produce, but including the language they use, and the information they choose. According to Jeremy Harmer; there are two categories of writing purposes, as follows:

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[19] T. Hedge, *Resource Books for Teachers: Writing* (Oxford: Oxford University Press, 1988), p.96.

1. Writing for learning

Writing has always been used as a means of reinforcing language that has been taught, writing is also frequently useful as preparation for some other activity and can be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, or speaking.[20]

2. Writing for writing

The objective of writing for writing here is to help students to become better writers and to learn how to write in various genres using different registers.[21]

5. Writing Process

Writing process is the stage a writer goes through in order to produce something in its final written form. This process may, of course , be affected by the content (subject matter) of the writing, the type of writing (personal writing, public writing creative writing, social writing, study writing, or institutional writing), and the medium it is written in (pen and paper, computer word files, etc.). Jeremy Harmer stated that the process has four main elements:

1. Planning

When planning, writers have to think about three main issues. First, they have to consider the purpose of their writing. Second they have to think of the audience they are writing for, since this will influence not only the shape of

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[20] Jeremy Harmer, *How to Teach Writing* (Pearson Education Limited, 2004), p. 31 – 33.

[21] *Ibid.*, p. 34.

the writing, but also the choice of language. Third, they have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

Before starting to write or type, writers try and decide what it is they are going to say. There are five strategies to generate ideas as follows:

a. Journal Keeping
Journal keeping is records of ideas and insights about the world and serves as a storehouse for future writing material.[22]
b. Brainstorming
Brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, start with a word or phrase and let the thoughts go in whatever direction. Its purpose is to focus on particular topic or to develop more examples or ideas for students essay in progress.[23]
c. Free writing
Free writing is writing without stopping. It means writing whatever comes to the mind without worrying about whether the ideas are good or the grammar is correct. Its purpose is to free up students' mind so that it can make associations and connections.[24]
d. WH - Questions
WH-Questions are generating material for writing by using list of Questions (who, what, when, where, why, and sometimes how). Asking these questions allows students to see the topic from different points of view and may help to clarify the students' position on the topic.[25]
e. Clustering
Clustering is making a visual map of ideas. It frees students from a strictly linear sequence: thus, it may allow them to think more creatively and make new associations.[26]

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[22] Refina L. Smalley and Marry K. Ruetten, *Refining Composition Skills*, 4th ed.(New York Internasional Thompson Publishing Company, 1995), p. 6.

[23] *Ibid*., p. 7.

[24] *Ibid.,* p. 8.

[25] *Ibid*., p. 9.

[26] *Ibid.*, p. 10.

2. Drafting

Drafting is the actual writing of paragraph or essay. Once students have gathered material and made a rough plan, they are ready to write. As they write a first draft, they will follow the general plan they have mapped out. While writing their first draft, focus on getting their meaning down on paper; do not be overly concerned with grammatical correctness at this stage. Depending on the length of the piece of writing, they may write in one or in several sittings.[27]

3. Editing (reflecting and revising)

Editing usually broken down into two parts: reflecting and revising. Once students have produced a draft they then, usual, read through what they have written to se where it works and where it doesn't. Reflecting and revising are often help by other readers who comment and make suggestions.[28]

4. Final version

Once students have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have

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[27] *Ibid.*, p. 12.

[28] Jeremy Harmer, *Op. Cit.,* p. 5.

changed in the editing process. But, the writer is now ready to send the written text to its intended audience.[29]

B. *Story Telling*

1. Definition of Story

Every culture in the world has stories to tell. Stories have an anthropological, sociological, psychological, philosophical and educational role play in society. According to Webster's New World Dictionary of American English "story is the telling of happening or connected series of happenings, whether true or fictitious; account; narration".

> SYN. –story, the broadest in scope of these words, refers to a series of connected events, true or fictitious, that is written or told with the intention of entertaining or informing; **narrative** is a more formal word, referring to the kind of prose that recounts happenings; **tale**, a somewhat elevated or literary term, usually suggests a simple, leisurely story, more or less loosely organized, especially a fictitious or legendary one; **anecdote** applies to a short, entertaining account of a single incident, usually personal or biographical.[30]

Stories are enormous importance in the our daily lives; we all need stories for our minds as much as we need food for our bodies. Stories are particularly important in the lives of our students: stories help students to understand their world and to share it with the others. Children's hunger for stories is constant. Every time they enter the classroom they enter with a need for stories to share.

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[29] *Ibid*., p. 5.

[30] Noah Webster, *Webster's New World Dictionary of American English* 3rd College ed. (New York: Webster's New World Dictionaries, 1988), p. 1322.

Stories, which rely so much on words, offer a major and constant source of language experience for students. Stories are motivating, rich in language experience and inexpensive. Surely, stories should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language. Here are some of the most important reasons why stories should play a central role in teaching a foreign language.

a. Motivation
   Children have a constant need for stories and they will always be willing to listen or to read, if the right stories are chosen.

b. Meaning
   The stories are interesting for the students; they will listen with a purpose because they want to find meaning in stories. If they find meaning they are rewarded though their ability to understand, and are motivated to try to improve their ability to understand even more.

c. Fluency
   Stories build up of fluency in all four skills. This ability can only be built on by practice. The teacher must encourage situations in which the students learn in natural way, when they have nothing to fear or to be anxious. This means that the teacher must give more importance to what the students achieves than to the mistakes he or she might make. Through stories, the teacher can make students practice to build up these skills and attitudes in the foreign language.

d. Stimulus for speaking and writing
   The experience of the story encourages responses through speaking and writing. It is natural to express our likes and dislikes and to exchange ideas and association related to stories we hear or read. In this way, stories can be part of a set of related activities.

e. Communication
   Listening and reading stories and responding to them through speaking and writing, drama, music, and art develop a sense of being and having an audience and sharing and collaborating. Learning a language is useless if we do not how to communicate –how to listen to others and how to speak and write so that listeners and readers will want to listen, read, and be able to understand. Story sharing builds up this crucial sense of awareness of others.

f. General Curriculum
   Most stories can be used to develop the children's powers of awareness, analysis, and expression, as well as relating to other aspects of the curriculum, such as cultural and social studies, geography, history, mathematics, and science.[31]

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[31] Andrew Wright, *Storytelling With Children* (New York: Oxford University Press, 1995), p. 4-5.

2. Teaching of Story Telling

Kids start developing their identity as readers and listeners from the age of three or four years old, because they start constructing their world of meaning and imagination when they are first exposed to different stories of life. Telling and reading stories to children is a central part of classroom life. A story may be about something exciting or something funny. It may also be about something that has a surprise in it.

There are many benefits of using story telling in the classroom, some of them are to:

a. Promote a feeling of well being and relaxation
b. Increase children's willingness to communicate thoughts and feeling.
c. Encourage active participation.
d. Increase verbal proficiency
e. Encourage use of imagination and creativity
f. Encourage cooperation between students[32]

To make the story telling as interesting teaching learning activity, there are various tips to teach story in the class:[33]

a. Reading aloud
   Good points
   1) The teacher doesn't have to learn the story
   2) The teacher doesn't have to worry about making mistakes in English
   3) It demonstrates that books are source of interesting ideas and so encourages reading
   4) Pictures in the book can help the children's understanding

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[32] Paula Stoyle, *Storytelling – Benefits and Tips* (Jordan: British Council), p. 1.

[33] Andrew Wright, *Op. Cit.,* p. 10-11.

Not so good points
1) The teacher must be careful not to read too quickly because written texts are usually very precise, economical, and non repetitive, and that makes listening to them rather difficult.
2) It is easy to 'bury yourself' in a book and forget the listeners.

b. Telling
Good points
1) The children feel that their teacher is giving them something very personal. The story comes from their teacher which is not coming out of a book.
2) Children, these days are rarely used to experience of hearing someone tell a story and it can have a powerful effect on them.
3) It is often easier to understand a story being told than one which is read aloud
4) It is natural to repeat oneself when speaking
5) The teacher can see the children's faces and bodies and respond to their lack of comprehension, their joy, and their immediate concerns more readily
6) The teacher can use the language "you know the student know"

Not so good points
1) The teacher learns the story well enough to tell it without the book
2) The teacher might makes some mistakes in speaking English

c. Teaching the selection of stories:
1) The teacher should considers appeals to the senses
2) The teacher can help the students to find stories in which something is happening all the time.
3) The teacher should help each student to discover just what types of stories are best for him to tell. [34]

d. The rules for storytelling:
1) The teacher has to choose a story that makes the students will like to hear
2) The teacher shows clearly of whom and what your story is about
3) In the first part of the story, the teacher gives a hint of what is going to happen.
4) The teacher should keeps to the subject of the story
5) The teacher tells enough to make the story interesting

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[34] Andrew Thomas Weaver, *Op. Cit.*, p. 430-432.

6) The teacher has to know the story well before try to tell it
7) In telling the story, the teacher can stand or sit quietly in an easy position
8) The teacher uses a pleasant voice. Speak distinctly and correctly [35]

e. The preparation before beginning the stories
1) The teacher makes the students to get much nearer than is normally the case. This is partly because it is important for students to see the teacher or the media briefly, but it is also to convince them that they are being involved with the story.
2) The teacher should be confident of how to begin and finish the story with loud voice and adopts a different voice for the narrator and for each of the characters.
3) The teacher begins with an explicit introduction to the story for their students: for example, 'I'm going to tell you a story about a little white cat'. The teacher must tell stories in his/her own way and that way must be a normal part of the teacher.
4) The teacher can change the seat before the story is told. The arrangement with a U-shape of chairs with a U-shape of tables is suitable for students to listen the story carefully. If the teacher cannot change the arrangement of tables and chairs, then try to find some other way of helping the students to feel that something special is going to happen.
5) The teacher has everyone's attention and total silence [36]

C. *Picture*

The use of pictures is an excellent technique to help students understand various aspect of foreign language. The pictures have motivated the students, made the subject clearer to understand, and illustrated the general idea of an object reaction, which is particular to a culture. It can help develop various other needed skills such as visual discrimination, attention to detail, and extension of concepts.

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[35] Paul Mckee and Annie McCowen, *Op. Cit.,* p. 79.

[36] Andrew Wright, *Op. Cit.*, p. 13-16.

In addition to that, pictures are easy to collect, to make and to transport and can be used for teaching any, aspect of the language to any group at any level of language proficiency.

1. **Definition of Pictures**

According to Andrew Wright, "pictures are the most suitable for the revision of known language and more recombination or manipulation word, the picture are not just an aspect of method but through their representation of places, object and people they are an essential part of the overall experiences.[37]

In Webster's New World Dictionary of American English "picture is an imagination or likeness of an object person or scene on a flat surface, especially by painting, drawing or photography".[38]

S. Pit Corder divided visual material into two types: that are material for talking about, and material for talking with. Pictures can be used as an object to describe. In writing, students are obligated to talk about pictures. Meanwhile, it is also the aids which give suitable context of discussion that students are stimulated to talk with pictures".[39]

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[37] Andrew Wright, *Pictures for Language Learning* (Longman Group Limited, 1983), p. 3.

[38] Noah Webster, *Op. Cit.*, p. 1022.

[39] *Ibid.,* p. 4.22.

2. Kinds of Pictures

Marry Finnochiaro and Michael Bonomo said in their book that picture divided into three kinds, as follows:

a. Pictures of individual persons, such as pictures vary in size and can be maintaining single or in sets.

b. Pictures of situations in which persons are doing something with objects and in which relationship of object or people can be seen

c. A series of pictures (six to ten) on the chart as a number of related composite pictures linked to form a series or sequence.[40]

The Advantages and Disadvantages of Pictures

a. The advantages

There are many advantages of using picture in teaching, such as pictures can motivated the students in learning language, the following are some opinions concerning with the advantages of using pictures in teaching. According to Robert J. Nielsen:

1) They provide an alternative to pictures less exercise thus adding variety to classroom activities.

2) They can force the students to verbalize what he sees –a helpful skill

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[40] Marry Finnochiaro and Michael Bonomo, *The Foreign Language Learner: A Guide for Teacher* (New York: Regents Publishing Company, 1973), p. 164.

3) They can reduce the quantity of teacher talk, allowing the students more opportunities both to reflect and to speak

4) They can be used to supply a context

b. The disadvantages

Besides the advantages, pictures as teaching aids have disadvantages or limitation. The writer assumed that it is difficult to make a picture that explained and abstract condition, and the teacher has to prepare himself to make a picture to find good pictures. Because the students do not always know how to read pictures and the pictures often limits students' interpretation.

Although the pictures have disadvantages but from the statement above, the writer concludes that there are many advantages, which can be taken from the use of pictures in teaching :

1) It represent things which are not available

2) It attractive to the students

3) It make the class more lively

4) It make the student more practice (can be used everywhere and anytime)

5) It can help the students to have better memory

6) It can stimulated the students to talk with pictures

3. Criteria for Good Pictures

According to MAC M. Ramirez the pictures should be directly relevant to a specific teaching objective and should be identified by the lesson with which it is to be used. Beside that, the pictures should be simple graphic and easy to use or manipulate.[41]

The teacher should have the ability to convey the good material to the students, when he/she teaches in the class, teacher needs some media to make students easier in understanding material, picture is one of visual media that teacher used in teaching process.

According to Andrew Wright, there are some criteria for selecting good pictures for the students, the aid:[42]

a. Must be easy to prepare and organize by the teacher

b. Must be interesting for students

c. Must be excellent point of view and sufficient amount of language

d. Must fit in with the best principles of education

From the explanation above, we know that the criteria for good pictures should be clear and big enough to see, relevant with the topic being discussed and appropriate with the students knowledge.

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[41] MAC. M. Ramirez, *The Neglected Tools can Work for You* (The Art of TESOL Selected Articles from The English Teaching Forum, Part Two, 1975), p. 268.

[42] Andrew Wright, *Loc. Cit.*

D. *Profil of the 4ᵗʰ Grade Students of Bakti Mulya 400 Elementary School*

Bakti Mulya 400 Elementary School, which is located on Jl. Gedung Hijau, Pondok Indah Jakarta Selatan has offered bilingual program since 2002. Its program is collaborating Indonesian Curriculum with English as Foreign Language curriculum. Since it has declared as a bilingual school, the students of Bakti Mulya 400 get the English Language Study since they were in Playgroup. They are used to use the English language as the second language when they are the class.

Bakti Mulya 400 Elementary School has six parallel classes and one accelerated class which each level has three classes. For grade 4, there are three classes of regular class which consist of 35 students in each class and I accelerated class which has 20 students only.

The age of the grade 4 students are 9 or 10 years old which can be included as young students, as stated by Jeremy Harmer, that learn differently from older children, adolescents, and adults in the following ways:

1. They respond to meaning even if they do not understand individual words.
2. They often learn indirectly rather than directly-that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topics that are being taught.
3. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
4. They generally display an enthusiasm for learning and curiosity about the world around them
5. They have a need for individual attention and approval from the teacher.
6. They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
7. They have limited attention span; unless activities are extremely engaging they can easily get bored, loosing interest after ten minutes or so.[43]

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[43] Jeremy Harmer, *Op. Cit.,* p. 38.

In the light of these characteristics, it can be concluded that a good teacher at this level needs to provide a various strategy in learning which encourages the students to get more information from variety of sources.

Teaching writing through story telling by using pictures is a learning technique that the writer offered in her "skripsi" to overcome students' boredom and other problems while they are doing their writing task.

On the next chapter, the writer wants to prove her hypothesis that there will be significant difference in teaching writing through story telling technique by using pictures than teaching writing without using the technique.
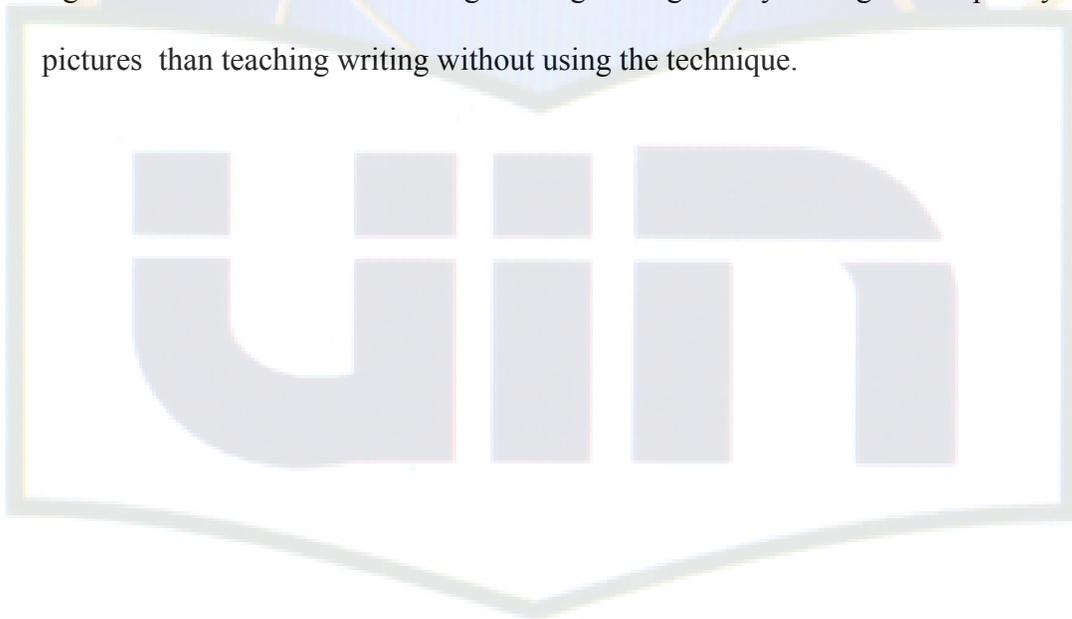
CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The writer held the research at fourth grade students of Bakti Mulya 400 Elementary School, which was located on Jl. Gedung Hijau, Pondok Indah Jakarta Selatan Tlp. 7653629, The research started on April 19th 2006 to April 23rd 2007.

B. Method of the Research

The method of this research is pre-experimental study. This "skripsi" is written based on the books, which are related to the topics discussed. Then, the writer carried out the experimental research at the fourth grade of Bakti Mulya 400 Elementary School, Pondok Indah, by using the story telling technique by using the pictures.

To find out the result, the writer would like to do some pre-test, and post-test to the students.

C. Population and Sample

The subject of the experimental research is the fourth grade students of Bakti Mulya 400 Elementary School. There are three regular classes and one accelerated class of Bakti Mulya 400 Elementary School. Each regular class has 35 students in the class and only 20 students in the accelerated class.

The sample of research is only one class which consists of 35 students. It will be taken only 20 students as sample by cluster random sampling.

D. Technique of Collecting Data

Collecting data is an important thing in this research that can be determined. The result of the research such as:

1. Pre-test

    The pre-test for the students is carried out to get their score. The students have to write a short story based on the topic given by the writer.

2. Treatment/Teaching

    The writer begins to teach how to write a short story through the story telling technique by using pictures to the students.

3. Post-test

    The post-test is given by asking students to write a short story based on the topic given by using the technique.

    The result of pre-test and post-test are collected and compared.

E. The Procedures of Teaching Writing Through Storytelling Technique by Using Pictures

1. Classroom Management

In teaching writing through storytelling technique by using pictures, the writer took the following steps:

a. First

The writer told the selected story to the students by concerning the rules of telling story to attract their attention. While telling the story, the writer showed a series of pictures in sequences which tell the story as a visual aid of teaching. Then, the writer and students discussed on the contents of the story. Some words could make the students confused. Therefore, the writer explained the meaning of the confusing words that would encourage students to know the idea of story clearly.

b. Second step

The writer stuck the pictures of story on the board, and then wrote some verbs under the pictures as clues for students in their writing task. By looking at the pictures, students started to write their own story with the clues given on a piece of paper. The writer encouraged them to use their imagination for making the story become more interesting by adding more details on their writing task.

2. Test

The test was given twice to the students. The first test was pre-test. It was held to know how the students' ability in writing without story telling technique by using pictures. In the last meeting of teaching, the teacher gave the post test, this test was done to know how the result of teaching writing through storytelling technique by using pictures.

The writer used holistic scoring to take students' grade in writing task Suzanne F. Peregoy and Owen F. Boyle said that "Holistic scoring refers to the evaluation of a piece of writing as a whole rather than to evaluation of separate aspects such as spelling, punctuation, grammar, style or mechanic"[44]. It is usually used by the teacher to evaluate a set of papers that has been written with the same topic development and writing procedures. In this way, the papers can be compared readily in terms of quality.

Suzanne F. Peregoy and Owen F. Boyle also stated that holistic scoring has several advantages over traditional methods of evaluating and grading papers in the classroom. First, teacher develops the anchor papers along with the students and then specify writing traits that make the papers low or high on the scoring scale. Second, it helps students evaluate a paper based on its communication of ideas rather than on correctness alone. Third, it provides models for good writing, making the traits of good writing explicit to students[45]

The forms of the test were the same either in pre-test or post-test. The scoring, which was given by the teacher was range from 60 to 80 points.

80   : Well-organized, ideas clearly stated, relevant to the topic, few errors of grammatical rules

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[44] Suzanne F. Peregoy and Owen F. Boyle, *Reading, writing and Learning in ESL; A Resource Book for K – 12 Teachers,* 3rd ed. (Priscilla McGeehon, 2001), p. 251.

[45] *Ibid.*, p.251.

75   : Loosely organized, mostly relevant to the topic but not too detailed, several errors of grammatical rules occurred but meaning seldom occurred.

70   : Some ideas disconnected, lack of detailed in the development of topic, frequent errors of grammatical rules.

65   : Ideas disconnected, inadequate development of topic, errors of grammatical rules and make a difficult comprehension.

60   : No organization and no pertinent, errors domination in grammar usage.

F. Technique of Data Analysis

To analyze the data the writer used statistical calculation of the t-test to determine the final calculation of t_o (t observation) that was done to measure the last score of the research test. The t-test is a kind of statistical calculation used to examine the truth or the false of null hypothesis that states no significant differences between the results of two samples from a same population. It is useful to describe and to find out the effectiveness of one method or technique used in an experiment.

The writer used the formula that compares two samples that have a relationship each other[46]:

$$t_o = \frac{MD}{SE_{MD}}$$

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[46] *Ibid.*, p. 289.

MD   Mean of differences; the average score from the differences gained scores, between X variable and Y variable, which are calculated with the formula;

$$MD = \frac{\sum D}{N}$$

$\sum D$ The total score between X variable and Y variable. D is gained with the formula: D = X-Y

N   Number of cases

SD_D The standard deviation from the differences between scores of X variable and Y variable, which is gained with the formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SE_{MD} The standard error from mean of differences which is gained with the formula: $SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$

A. Data Description

To know the results of the tests, the writer presents both the sample of pre-test and post-test (see appendix), and has made the table of students' scores of the pre-test and post-test, and table of its comparison as well.

The following table is the result of the test which is not using the story telling technique by using pictures in teaching writing (variable X/pre-test).

Table 1
The scores of students' pre-test without story telling technique by using pictures

No	Scores
1	60
2	60
3	65
4	70
5	70
6	65
7	65
8	65
9	60
10	60
11	70
12	70
13	65

No	scores
14	70
15	65
16	70
17	60
18	65
19	60
20	60

Based on the table above, the writer concludes that the lowest score of the pre-test is 60 and the highest score of pre-test is 70.

The following table is the result of the test which is using the story telling technique by using pictures (variable Y/post-test):

Table 2
The Scores of students' post-test with story telling technique by using pictures

No	scores
1	80
2	80
3	75
4	75
5	80
6	80
7	80
8	75
9	75
10	80
11	80

12	80
13	70
14	80
15	75
16	80
17	75
18	80
19	70
20	80

Based on the second table above, the writer concludes that the lowest score of post-test is 70 and the highest score of post-test is 80 which indicates that the post-test scores are higher than the pre-test scores.

Afterwards, the next table is the average score for each test that is not using the story telling technique by using pictures (score X/pre-test) and with using the story telling technique by using pictures (score Y/post-test).

Table 3
The comparison scores between X (pre-test) and Y (post-test)

No	X (pre-test)	Y (post-test)	D $(X - Y)$	D^2 $(X - Y)^2$
1	60	80	-20	400
2	60	80	-20	400
3	65	75	-10	100
4	70	75	-5	25
5	70	80	-10	100

6	65	80	-15	225
7	65	80	-15	225
8	65	75	-5	25
9	60	75	-15	225
10	60	80	-20	400
11	70	80	-10	100
12	70	80	-10	100
13	65	70	-5	25
14	70	80	-10	100
15	65	75	-10	100
16	70	80	-10	100
17	60	75	-15	225
18	65	80	-15	225
19	60	70	-10	100
20	60	80	-20	400
N = 20	$\sum X = 1295$	$\sum Y = 1550$	$\sum D = -250$	$\sum D^2 = 3600$

By using the data in the above table, the writer looks for the mean, median and standard deviation of each variable by using SPSS programme. Based on the SPSS calculation(see appendix), the writer got the result that the mean of variable X is 64.8, mean of variable Y is 77.5. The median of variable X is 65 and median of

variable Y is 80. Thus the writer found that standard deviation of variable X is 4.1 and variable Y is 3.4.

Based on the data in the above table (table 3), the writer calculated the result of $\sum D^2 = 28900$. Then, the writer tried to find out standard deviation with the formula as the following:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$= \sqrt{\frac{3600}{20} - \left(\frac{-250}{20}\right)^2}$$

$$= \sqrt{180 - (-12.5)^2}$$

$$= \sqrt{180 - 156.25}$$

$$= \sqrt{23.75}$$

$$= 4.87$$

Based on the data in table 3, the writer tried to calculate the Mean of Differences (MD) between variable X and Y with formula:

$$MD = \frac{\sum D}{N}$$

$$MD = -\frac{250}{20}$$

$$MD = -12.5$$

After gaining the result of $SD_D = 4.87$ the writer calculated the standard error from mean of differences (SE_{MD}) between variable X and Y:

$$\text{SE}_{MD} = \frac{SD_D}{\sqrt{(N-1}}$$

$$= \frac{4.87}{\sqrt{20-1}}$$

$$= \frac{4.87}{\sqrt{19}}$$

$$= \frac{4.87}{4.36}$$

$$= 1.12$$

The last procedure of the calculation is determining the result of t_o:

$$t_o = \frac{MD}{SE_{MD}}$$

$$= \frac{-12.5}{1.12}$$

$$= -11.16$$

The result -11. 16 indicates that there is a difference of degrees as much as 11. 16 between variable X and Y regardless the minus, for it does not indicate negative score.

Then in order to complete the result of this research, the writer tried to find out the degree of freedom *df* with the formula:

$$df = N - 1$$

$$= 20 - 1$$

$$= 19$$

Based on the table, *df* at significance level of 5% and 1% are:

t_{table} at significance level of 5% = 2. 09

t_{table} at significance level of 1% = 2. 86

so the result is = 2. 09 < 11. 16 < 2. 86

It means that t_o (t observation) is higher than t_{table}

B. Test of Hypothesis

To prove the result of hypothesis, the writer calculates the obtained data by using t-test formula toward t_o (t observation) as follows:

a. Formulating the alternative hypothesis (H_a): There are significant mean differences between variable X and Y.

b. Formulating the null hypothesis (Ho): There are no significant mean differences between variable X and Y.

Note:

i) If the result of calculation t_o is higher than t_{table}, $t_o > t_{table}$, the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted. It means that the experiment technique is accepted.

ii) If the result of calculation t_o is lower than t_{table}, so that $t_o < t_{table}$, the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected. It means that the experiment technique is rejected.

According to the result of statistical calculation, it is obtained the value of t_o is 11.16 and the degree of freedom (*df*) is 19. In the table of significance, it can be seen that on the *df* 19, and on the degree of significance 5% and 1%, the values of the degree of significance are 2.093 and 2.861. By comparing the values of $t_o = 11.16$ and $t_{table} = 2.09$ and 2.86 it is clear that t_o is higher that t_{table}: $2.09 < 11.16 > 2.86$. After that, the writer concludes that alternatives hypothesis is accepted and the null hypothesis is rejected. It means that there is a significant difference on the students'writing skill in using the story telling technique with pictures. Therefore, it is empirically tested that using story telling technique with pictures can increase students' writing skill.

C. The Analysis of the Experimental Result

According to the result of hypothesis testing, it is known and true that using storytelling technique with pictures can give a significant influence to increase students' writing skill. Through the technique, students have an interesting, funny and enjoyable way in grabbing more ideas which will be used as materials in writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the the data analysis on chapter III and the discussion in the previous chapter, the writer would like to make a conclusion. After analyzing the result of the experimental research, the writer got the data about teaching writing skill through storytelling technique by using pictures that has been compared with the teaching writing skill without story telling technique by using pictures.

The writer concludes that the students' post-test scores in writing through storytelling technique by using pictures are higher rather than the students' pre-test scores that do not use the storytelling technique by using pictures. It is indicated that students need a new atmosphere in the classroom that has provided by the technique that the writer applied in the class. The technique can improve the students's writing skill because students have an interesting, funny and enjoyable way in grabbing more ideas which will be used as materials in their writing. The conclusion can be seen from the results of statistical calculation in the previous chapter, where the value of "t_o" is higher that "t_{table}".

From the explanation above, it means that 11.16 indicates that there is significant difference between the results of teaching writing through storytelling technique by using pictures and teaching writing without the technique.

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B. Suggestion

After doing this research, there some suggestions that can be given in relation to the writer's conclusion. The suggestions are as follows:

1. The English teacher should be creative in developing the teaching-learning activities in classroom to improve students' skill in writing, by using visual aids especially using pictures.

2. The English teacher has to make writing for students as a daily experience. It does not have to be a formal theme assignment to have value. Remember that the ability to write well is not a naturally acquired skill. It must be practised and learned through experiences.

3. While this writing is going on, the English teacher is supposed to walk around the class checking the students' work as it progresses. The English teacher will catch many errors and have them corrected at the most opportune time – while they are being made. Individual help is the best kind. Try to reach each student, if teacher finds a number of students who need help on the same item, teachers may call them together in a small group for instruction. Some areas will need to be discussed by the whole class.

4. The English teacher should encourage students to use their imagination without restrain in their writing task. While they are using their imagination, they will enjoy the writing as an enjoyable activity.

5. Provide more English story books as resources for students. Students will get more ideas and information from the book they have read.

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