

**INCREASING STUDENTS' WRITING SKILL USING PICTURE STRIP STORY  
(A CLASSROOM ACTION RESEARCH AT THE FIRST GRADE OF  
MTs MA'HADUL MUTA'ALIMIN KATERBAN NGAWI)**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

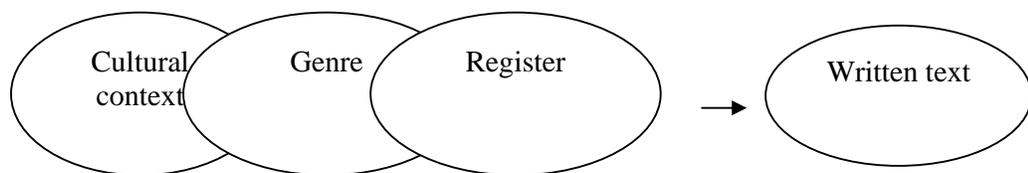
English as an international language has gained its popularity all over the world. It plays a very important role in Indonesia. As a developing country, Indonesia needs to learn more new things from the developed country about new advanced ideas, research findings, and experiments. English becomes important because many branches of science are written in English and students should learn English to get information from them. Beside language as a means of communication, language is also an instrument to make an interpersonal relationship, changing information and enjoying the aesthetics of language in the western culture (Nurhadi, 2004: 200).

Studying English is not easy for many Indonesian students since it is a foreign language. Foreign language is the language that is being learned not spoken in the local community (Cohen, 1998: 4). Although English is a foreign language, it is very important to be mastered, because it is as an international language. For Indonesian education world, English is one of important subjects. It is one of the requirements for Indonesian students for graduating from junior and senior high school.

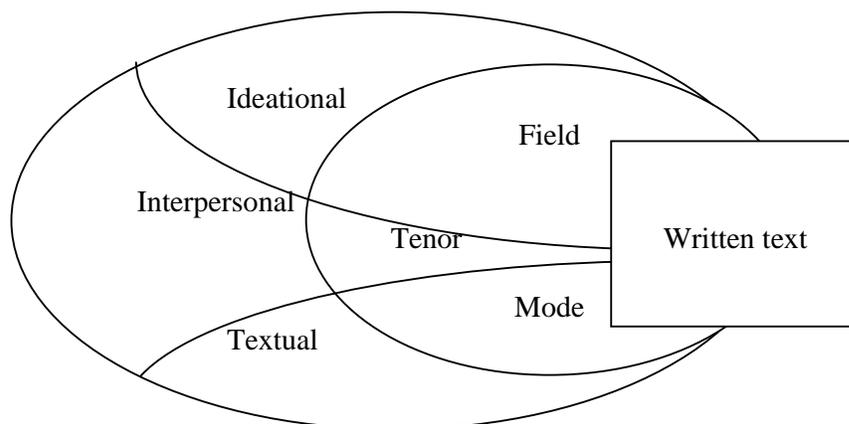
One of the skills taught to students in the subject is writing. It has always occupied a place in most English language course. One of the reasons is that more and more people need to learn writing in English for occupational or academic

purposes. To write well, people must have good capabilities in writing. Moreover, someone who wants to write the essay or story must know the steps in writing process and aspects of writing. The writer must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Based on Halliday in Pardiyono (2006: 23), a written text adopted from a genre and formed by register (field, tenor, and mode), represent the function as an ideational, interpersonal, and textual function. Genre is adopted from cultural context and then proposes register to perform a text.



The concept of communicative purpose includes unity of three functions in a text which are formed by ideational, interpersonal, and textual function. The relationship between genre and register results a text that can be drawn as follows.



<b>Register</b>	<b>Genre (Cultural Context)</b>
- Field : Discussed topic	= Ideational Function
- Tenor : The writer and the reader	= Interpersonal Function
- Mode : Realization	= Textual Function

In cultural context, genre proposes three functions:

- 1) Ideational function that is realized by field in the register
- 2) Interpersonal functional which is realized by tenor in the register
- 3) Textual functional is realized by mode in the register

From the previous explanation, it can be seen that writing is a very complex skill. Thus, it is not easily task for English teacher to teach it. Teacher often find difficulties in teaching writing. Just like the teacher in the grade of MTs Ma'hadul Muta'alimin Katerban who find many problems to equip the students with their skills. The students usually get difficulties in starting their writing. That will cause many students waste valuable time just for getting started. Beside it, the students have problems to developing the paragraph with a good structure and texture. Because they have not sufficient of linguistic competence, that tend to structural component and rhetorical styles that tend to texture component. They are less understanding about the notion of text, context and genre which have close relationship with writing activities.

Based on the problems identified, the writer conducts an action research using picture strip story. It is expected that the writer as a teacher will be able to motivate the students to learn the materials, pay attention to the teacher lesson and make them not to get bored. Picture strip story tells short story or describes events

in chronological order with relationship of one picture to other picture. There is effective technique that can improve students writing skill, because the technique can stimulate students' mind to think the next chronologically of next second picture strip story after they know chronological of the first picture. Then, with this technique, students can learn to make paragraph with good grammar, structure and no waste valuable time for getting started in their writing. Beside it, the writer wants to make the junior high school students interested in studying writing subject using picture strip story.

### **B. Problem of the Study**

Related to the background of the study above, the problems in this research are as follows:

1. How is the implementation of the picture strip story in students' learning of writing subject?
2. Does picture strip story improve the student's ability in students' learning of writing subject?

### **C. Limitation of the Study**

In this research, the writer limits her research on increasing writing skill using picture strip story at first grade of MTs Ma'hadul Muta'alimin Katerban.

### **D. Objective of the Study**

In general the study aims to:

1. Describe the implementation of the picture strip story in writing subject.

2. Know whether the picture strip story can improve the students' writing skill in developing paragraph, in order that:
  - a. The students are able to write a paragraph with correct structural component
  - b. The students are able to write a paragraph with correct texture component.
  - c. The students are able to understand text, context, and genre.

#### **E. Benefit of the Study**

1. Theoretical Benefit
  - a. The finding of the research will be useful especially for students of MTs Ma'hadul Muta'alimin Katerban that learns English.
  - b. The results of the research can be used as an input of English teaching learning process especially in teaching writing.

2. Practical Benefit

The finding can be the source of important information to educator especially English teacher so that they have a new strategy to increase student's writing skill.

#### **F. Research Paper Organization**

The research is divided into five chapters.

Chapter I is introduction. In this chapter the writer presents background of the study, research problem, limitation of the study, objective of the study, and research paper organization.

Chapter II is underlying theory. It covers the previous research, notion of writing, types of writing, paragraph of writing, punctuation, process of writing, notion of picture, role of picture, function of teaching writing picture strip story, and teaching techniques writing using picture strip story.

Chapter III is research method. It covers type of research, research procedures, data and data source, subject of the study, object of the study, method data collection, and technique for analyzing data.

Chapter IV is related to the process of the teaching implementation of teaching writing using picture strip story in teaching process and strengths and weakness of the implementation of teaching writing using picture strip story.

The last chapter, chapter V is conclusion and suggestion. In this chapter the writer concludes her study and purposes suggestion.