ABSTRACT


This thesis is written 1) to describe whether or not Picture Series can improve students’ writing skill and 2) to identify what happens when Picture Series is implemented in the writing classes. This research is an action research study at the Junior High School students. The research is conducted in two cycles from Desember 2010 until May 2nd, 2011 at the eighth grade of SMP Negeri 3 Tasikmadu. The research data are collected by using techniques of observation, interview, diary, document, and test (pre-test and post-test). The qualitative data are analyzed through 5 stages: 1) Assembling the data 2) Coding the data 3) Comparing the data 4) Building interpretation and 5) Reporting outcomes. To analyze the quantitative data the researcher used the mean score of the test. The research findings proved that Picture Series could improve students’ writing skill of narrative text through the following aspects: 1) Picture Series as teaching media helps the students in getting and developing the idea of their writing 2) Picture Series as teaching media helps the students to find the appropriate vocabularies and word choice for their writing 3) Picture Series helps students’ skill in finding coherence and cohesion. The improvement of classroom situation includes: 1) Students seldom complain when they are asked to write 2) Students are able to answer teacher’s questions and being active to ask questions to the teacher 3) Students does not refuse to present their writings in front of the class 4) Students paid attention to the teacher, students does not look bored or make noise.

Besides the two findings above, there are other findings as follows: Picture Series as teaching media can be implemented with various techniques in teaching learning process. In this research, the techniques of presentation that works are jigsaw, storytelling and games. The researcher finds that this research could improve students’ writing skill and their attitude inside and outside the classroom. The researcher expects to continue doing Action Research in her own classroom. The researcher also hopes that what she had done will give other teachers inspiration to conduct An Action Research in their classroom.