

**IMPROVING STUDENTS' WRITING ABILITY BY USING
PICTURE-CUED AT SDN. 1 BENDAHARA KABUPATEN
ACEH TAMIANG**

THESIS

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ABSTRACT

€Improving students writing ability by using picture cued at SDN1bendahara•

Writing is the representation of a language in a textual medium through use of signs symbols and writing is a way communicating a message to a reader using visual written symbols. In fact, teacher does more active communicative than students because students do not have prior knowledge about English language. Based on the data that is acquired from English teacher in writing ability although is way difficult. Besides that students are able to organized and pour their ideas in writing. Furthermore based on research problem the objective of study are to knowing improving students writing ability by using picture cued in SDN 1 bendahara. Next to elaborated some factors the motivated students in writing ability. In doing the research, the writer uses qualitative research. It was a research which was conducted to describe or state about condition of variable in a research. Meanwhile the research method which data, students and improving students writing ability by using picture cued and to knowing it in SDN1 bendahara.

Based on finding and discussion of the research could be taken a conclusion. The result of this research can be concluded that improving students writing ability by using picture cued at SDN1 bendahara have been applied maximally and it effectively can improve students writing ability. Furthermore, English teacher that can motivated students in writing activity. Therefore, students are more motivated to write and they feel easy to pour their ideas into written from.

Key words: writing, writing abi lity, and picture cued.

CHAPTER I

INTRODUCTION

A. Background Of Study

The writing is one of language skill that must be mastered by students. Robinson states: "Writing is a way of communicating a message to a reader using visual written symbols".¹ A good product of writing must convey five aspects, content, organization, vocabulary, language and mechanic writing is one of four skill presents some problems especially to beginners. That is because writing comes last in the order of the skill after listening, speaking, and reading. The implication is that one who wants to become a good writer has to master the order three language skills.

And writing is one of the skill in the learning English. In writing, learners need a conscious or awareness effort. Krashen supports this argument once noted, in a discussion of specific species, human behavior, the human being universally learns to walk and to talk but writing are culturally specific learned behaviors. "We learn to write if we are members of literature society and usually if someone teacher teaches us".²

In the improving the writing ability of the student may be difficult in the other words, building the confident is the most important in writing but as we know so many writer unconfident in writing something. In order to arises the

¹ Robinson, Audio Visual, Material and technique, (New York : American Book Company, 2003), P. 8

² H. Douglas brown teaching by principles and interactive approach to language pedagogy third Edition (America: Pearson Longman, 2007). Page. 320

problem, such as less of vocabulary and always make mistake in grammar. The writing is one of language skill that must be mastered by students.

The reality that some students have found difficulty in writing, the students have no idea to start writing and unable to improve their vocabulary and less their grammar then haven't creatively and actively. There are many ways to improve writing ability; one of them. Among other, by using picture cued.

Ideally, writing is one learning very easy and courses every meeting. The writing also refers to the creation of meaning and the information there by Generated. So that the writer used picture cued method to help students learning English and responses how to writing and describe material in their study and B using picture on learning English the students always beginning of the expected students' attention is more focused and more interested students that will provide a real experience. Then, Writing English by picture cued to apply ability students to write and give motivation to writing English.

In addition, picture can improve students in learning more actively, creatively, and to train students to more easily and quickly in learning to understanding in writing.

Hamalik says: •Picture is everything which forms in visual into two dimensions as various idea or thought like painting, photo, slide, film, strip, and over head projector³.

In other case is about picture cued learning is one of the more popular ways to English oral language performances at both intensive and extensive

³ Hamalik Omar, Media Pendidikan (Bandung : Citra Aditya Bakti, 1994), p. 9

levels. Picture cued get stimulus that requires a description from the test taker. Usually picture cued learning may be very simple, designed to elicit a word or a phrase, somewhat more elaborate, or composed of a picture that tell a story or incident.⁴

Picture cued learning is every usually like to real picture cued, and every students able to describe some activity. The teacher show a picture and their able to improving vocabulary and have good responses about the item writing picture cued are to understand about writing and learning English which purpose to get the information in point from along story learning English in their school, then information from picture cued, the students able to describe a picture and easy to write English. Because picture is one of the visual media that is often used in delivering course material that can provide significant value, and give new understanding and to clarify the notion of something. Using picture cued method the all students very to understand about learning English and the teacher can measure the accuracy and clarity of their language, pronunciation, grammar and vocabulary.

Picture cued method can be of main advantages in this technique is in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses. Picture cued involves writing ability a central idea or image then, get true responses along learning English or the students get their improving by using picture cued at writing ability.

⁴ H. Douglas Brown, Language Assessment Principle and class room practice united states America, 2004. P. 151.

The writer hope picture cued can be improving students writing ability and they can make a short sentences, describing picture, sequence description of picture and other word the students able to product their idea, creatively, actively and as to be a good students to improve writing ability. They can solve the problems and making decisions and by using picture on learning English the students always beginning of the expected students can be more focused and more interested students that will provide a real experience.

Based on the description above, the researcher interested in conducting research entitled "IMPROVING STUDENTS, WRITING ABILITY BY USING PICTURE-CUED IN SDN-1 BENDAHARA KABUPATEN ACEH TAMIANG".

B. The Problem Of Study

From the background above, the research states the question follow:
Does picture cued learning improve students writing ability in SDN 1 Bendahara Kabupaten Aceh Tamiang.

C. The Purpose Of The Study

The purpose of the study to know improve student writing ability by using picture cued in SDN 1 Bendahara Kabupaten Aceh Tamiang.

D. The scope of the study

The writer has the limitation on the subject matter and not to make it broader to be analyzed. The writer concerning with descriptive text. The writer limited the analysis only to knowing improve students writing ability descriptive by using picture cued in SDN 1 bendahara.

E. The Significant Of The Study

The writer hopes that his research can be significant not only for the writer but also for teacher and the students.

1. For the teacher

The writer hopes that this research can develop teacher creativity the writer hopes that this research can develop teacher creativity in teaching writing that this research can develop teacher creativity in teaching writing English. Teacher can use picture cued learning to improving student writing ability in the class.

2. For the students

By using picture cued learning method students have more confidents and opportunity in writing students.

3. For The Writer

This method the writer wants to invite students writing English and give motivation from in writing fluently and also can increase the writer knowledge about use picture cued learning effect to improving student writing ability.

F. Terminology

To make the study clear, the writer would like to explain some terms use in the title of this thesis, they are:

1. Picturecued

Picture cued is simple study and easy to understanding or popular ways and simple practice the picture cued can helping the students to get easy,

confidents, Able to product vocabulary get stimulus along studying English and picture cue popular ways to elictioral language performance at both intensive and extensive levels is picture cued stimulus that requires a description from the best takers.

a. There are some criteria of picture cued

1. Picture cued elicitation of minimal pairs
2. Picture cued elicitation of comparatives
3. Picture cued elicitation of future tense
4. Picture cued elicitation of nouns, negative response, numbers and location
5. Picture cued elicitation of response and description

b. The assessment in the picture cued are

1. Grammar
2. Vocabulary
3. Comprehension
4. Fluency
5. Pronunciation and task accomplishing the objective of the elicit task

2. Writing

Writing process to produce all idea and expressing in a text with use words, punctuation and brief sentence, in this problem are basic types o writing that is imitative intensive, responsive, and extensive. And writing is a method of presenting language in visual or tactile. Form

writing system use sets of symbol to represent the sound of speech and may also have symbol for such thing as punctuation and numerals.⁵

Furthermore, Mahler⁶ explain that writing is a developmental process that each students can success fully experience at different levels when its approached systematically.

3. Ability

Ability is capacity or power to do something physical or mental⁷ do something the fact that the somebody is able to do something⁷ In this research ability means able to produce something orally by using picture cued.

G. Hypothesis

Hypothesis is a temporary answer to the formulation of research problem that are still. Hypthesis is very important role because it can show that reflected expectations of researchers in relation to changes or variables in the research problem.⁸ The hypothesis of this research is improving student writing ability by using pictue cued in SDN Bendahara. The Hypothesis that will be tested in this thesis is:the writing ability will be improved by using picture cued I SDN1 bendahara.

⁵ <http://www.writing/definition>. Com. Accessed 28 February 2013.

⁶ Brenda Mahler, Strategies for teaching writing (United states of America: Longman, 2004), p. 4

⁷ As Hornsby oxford advance learners dictionary of current English (New York : Oxford University Press, 2005), P.2

⁸ Sukardj Metode Penelitian Pendidikan Kompetensi dan Aplikasinya (Bandung: Bumi Aksara, 2009) p