IMPROVING STUDENTS' SKILL IN WRITING NARRATIVE PARAGRAPH BY USING PICTURE AT THE ELEVENTH YEAR STUDENTS OF SMK MUHAMMADIYAH PALOPO

A THESIS

Submitted to the English Study Program of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Fulfillment of Requirement for S.Pd. Degree in English Education Study Program

By,

FIRMAN PATAWARI
NIM. 05.19.3.0005

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2010

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2010

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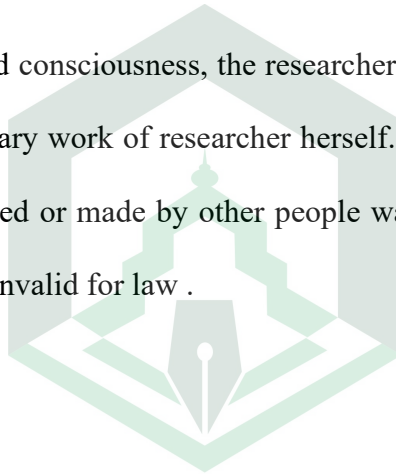   Name   : FIRMAN PATAWARI

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THESIS APPROVAL

This thesis entitled **"Improving Students' Skill in Writing Narrative Parragraph by Using Picture at the Eleventh Year Students of SMK Muhammadiyah Palopo"**, which is written by **FirmanPatawari. NIM. 05.19.3.0005,** English S1 study program of Tarbiyah Department of State Collage For Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Desember 29th 2010 M**., it is aouthorized and acceptable as partial fulfillment of requirement for S.Pd. Degree in English language teaching.

Palopo, January 02nd 2011 M.

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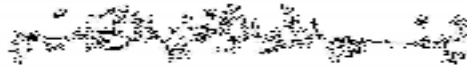
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Finally, the writer prays to the God, and may Allah SWT. gives reward to all people who have helped the writer, and the writer hopes this thesis can be useful and gives positive contribution for the readers, religion and the state, **Amin.**

Billahi fii Sabilil Haq, Fastabiqul Khairat.
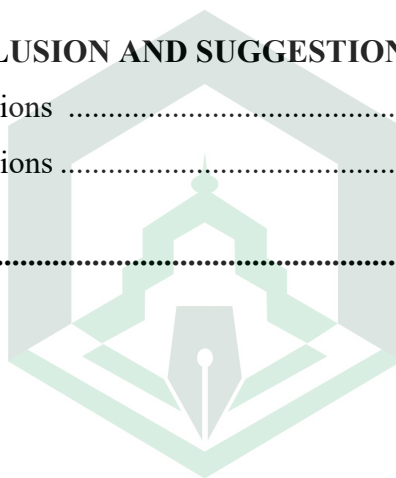
Palopo, Desember 27th 2011

The Writer

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CHAPTER 1
INTRODUCTION

A. Background

Communication is something unreleasable in human life. During people are alive in the world, they need to communicate as J. Jerome Zolten and Gerald M. Philips says that "as long as we alive, we continue to communicate. When we talk, we communicate something. When we are silent, our silence communicates. It is not possible to not communicate.[1]

Language is a mean of human communication which is exist whenever and wherever human being exist because it is an integral part of human life that makes human being dynamic and different from animals. Without a language, we will find difficulties in our life. We cannot communicate with other people, we cannot express our feelings, ideas, and give name for something.[2] Hallday in Wallwork said language is also used to get things done, to control action, to make contact with the people, to express oneself, to find out about things and people, to exercise the imagination and to pass on information.[3]

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[1] J. Jerome Zolten and General M. Philips, *Speaking to an Audience*, (1st Edition : Indianapolis: ITT Bobbs-Merril Educational Publishing Company, Inc.,1985), p. 13.

[2] Angsar, *The Effectiveness of Discussion Method in Improving Students' Speaking Skill at the Second Year Students of MAN Palopo*, (Palopo:2008), p. 1.

[3] Ekawati Abbas, *The influence of Buginese Toward Students' English Sounds Pronunciation at the Eight year Students of SMP Nurul Junaidiyah Burau,* (Palopo: 2008), p. 1.

Nowadays we live in a global era, where people are possible to interact as wide as possible to the others in the world. Moreover, science and technology development are very dynamics and make it easier. To enjoy such eases, people just need one skill to be able to get involved in it, and that is English.

According to one estimate,[4] there are about a billion people in the world today learning English as a foreign language. This assumption show that English has been to be a need by many people in this world because English has an important role in this globalization era. As a international language English becomes a means of communication to connect people from another country in the world, therefore English is an integral part of human life in interaction.

English as a foreign language in Indonesia consist of four skills. The aims of language teaching courses are very commonly defined in terms of four skills; speaking, understanding speech/listening, reading and writing.[5] In Indonesia in every level of education, English has been taught as a second language. At the school, those four skills sometimes taught all at once and sometimes separately.[6]

One of the important skill in learning a language is writing. Writing as a productive skill is quite important in improving students competence and performance of language. Writing is one of the ways to develop our opinion, idea, or

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[4] Keith Johnson, *An Introduction to Foreign Language Learning and Teaching*, (England: 2001), p. 3.

[5] Widdowson, *Teaching Language as Communication*, p. 57.

[6] Muhammad Iksan, *An analysis of Students' Error on Essay Writing at the Tentative Semester of English Study Program of Tarbiyah department at STAIN Palopo*, (Palopo : 20090, p. 1

thoughts. Sometimes we can't express our idea orally but we can through writing. Writing is the kind to express the main.

One reason for learning to write is to transmit ideas to other people, especially for the deformed people like dumb. And it is the important to the all writers who had make a composition as the massages to the reader, and as the ways to sending the news or information to the reader.

Writing has many kind of elements. Some of them are illustration, narration, description, exposition and argumentation. In fact, many students got many difficulties when they write paragraph and also in composition. Most of them have not applied the rules how a paragraph should be and do not know how to write a good paragraph. Furthermore, without writing exercise for example is rarely used, and one of the problems that the learners always found is writing composition. So that, many students often make grammatical mistakes such as mistakes in the choice of tense, verb form, nouns, pronouns and vocabulary. It means that there are many students get the difficulties in writing.

Based on the description above the writer was interested in conducting the research entitled " Improving Students' Skill in Writing Narrative Paragraph by Using Picture at the Eleventh Year of SMA Muhammadiyah Palopo"

B. Problem Statement

Based on the explanation in the background above, the writer formulates the research question as follows :

"Can Picture improving students skill in writing narrative paragraph at the eleventh year students of SMA Muhammadiyah Palopo ? "

C. Objective of The Research

Relevant to the research question set above, the researcher states the objectives of this research as follow :

"To find out whether picture can improve students skill in writing narrative paragraph at the eleventh year students of SMA Muhammadiyah Palopo.

D. Significance of The Research

The result of this research is expected :

1. To be useful information for the students who wants to improve their skill in writing narrative paragraph.

2. To give contribution to the English learner in general and especially for the students of SMA Muhammadiyah Palopo to know whether is picture can improve students' skill in writing narrative paragraph.

3. To stimulate other researcher who wants to conduct the further research.

E. Scope of the Research

This research discusses about is picture can improve students' skills in writing narrative paragraph. In this case the researcher decides as sample is the eleventh year students of SMA Muhammadiyah Palopo.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Defenition of Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader.[1] Writing is a one way to develop our opinions, ideas or thoughts. According to oxford, writing is the activity or occupation of writing for instance books, stones, and article.[2]

Many experts state the definition of writing, for example Murray Kiefer says that writing is a process of discovery. He will discover what you want to say it in just one way.[3] Keenan states that writing is trying to put ideas on a paper.[4] Murray Kiefer says that writing is a process of discovery. He will discover what you want to say and how to say it in just way.[5]according to widdowson describe that writing is the act of

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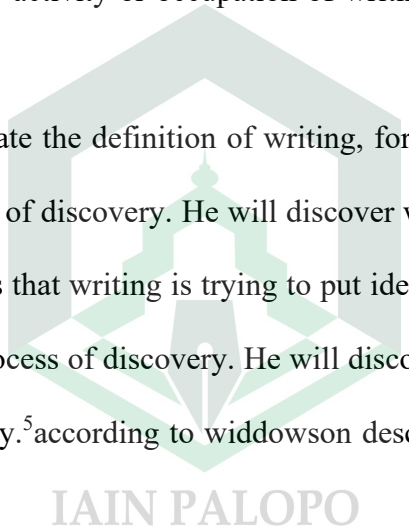
[1] Penny Ur, *A Course Language Teaching* (Australia : Cambridge university Press, 1996), p. 162

[2] Martin Manser H, *Oxford Learners Pocket Dictionary*, (New Edition Oxford University Press : 1995).

[3] John Keenan, *Feel Free to Write*, (New York: Wiley and sons); Ekawati Impun, *The difficulties Faced by the Sixth Semester Students of English Education Study Program of cokroaminoto Palopo University in Writing Essay*. (Palopo : 2008), p.5

[4] *Ibid*.

[5] *Ibid*.

making up correct sentence and transmitting them through visual medium to manifest the graph logical and grammatical system of the language.[6]

Based on the definitions above, we can said that writing is a one way to express or deliver our ideas, opinion, feelings, and experiences. Through writing we can express our mind freely and simply.

B. Components of writing

The are five component of writing, they are :

1. Contents

The content of writing should be clear to a readers. So that the reader can understand the massage conveyed and gain information from it. There are last think that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity and should be adequanlety developed.

2. Organization

In organization of writing concerns with the way he writes arrange and organized the ideas or the messages in the writing the purpose of the organizing materials in writing involves coherence order of importance, general to specific general, chronological order of which happened from the beginning to the end.

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[6] H.G. Widdowson, *Teaching Language as Communication*, (New York, Oxford University Press : 2005)

3. Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing to express ideas, we always deal with vocabulary. The lack of vocabulary makes someone what they are going to say because she/he feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

4. Language Use

Language use in writing description and other form writing involves correct language and point of grammar. A adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

5. Mechanics

There are at last two-parts of mechanic in writing namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles, first they used to distinguish between particular and things, second it used us first word in quotations, a formal statements

and proper adjectives, etc. this aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.[7]

Based on the explanation above, the writer conclude that in composing a writing, we firstly have to pay attention of five components mentioned above, in order to make our writing be good.

C. Process of Writing

Writing is commonly seen as a three stage process pre-writing, writing and rewriting, they are :

1. Pre-writing

Before actual composition begins, there is always a period of getting ready and this period can be few moments, a few days, weeks, or even years. We can consider the problem involved in this pre-writing stage of composition, namely : finding a usable topic, discovering ideas, defining our audience, and defining limitations.

2. Writing

One way to think the process of the writing process is to break it down into it's major units, such as sentences is together to make coherent essay. Therefore, we can say the major problems the writing process are :

- Producing effective sentence (Sentence structure)

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[7] J.B. Heaton, *Writing English Language Test* (New York, Langman. 1988), p. 146

- Constructing paragraph (paragraph development)

- Creating a coherent overall from for the essay (organization)

3. Rewriting

Rewriting is the process of making deletion, rearrangement, and substitutions. When one writer makes of significance change in the paper. Rewriting should not be confused by editing. We mean cleaning up the main script, punctuating correctly, eliminating misspelling, making sure that verbs agree with their subject and so on. When we write, we can delete, add, rearrange, substitute of some words, phrases, sentences, and paragraph section.[8]

D. Theory and Practice of Writing Skill

Writing is one way to develop our ideas, opinion, or thoughts that need special skill where people use it to express their ideas. When dealing with writing, we make the bet use of sentences of paragraphs to express our message, and our purpose of communication when we write, we include to interact with our readers using written language.

According to Kroll teaching writing in the class it is need a technique are part of what has been called the process approach or process of writing.[9]

Hillocks identifies four approached into writing instruction include :

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[8] Nilmah, *Improving students' Writing skill Through Parallel Writing Technique At the Eleventh Year Students of SMU 1 Bupon, (Palopo : 2009), p. 11 - 12*

[9] *Ibid*. p.14

1. The presentational mode, with clear and specific objective, teacher centered discussion for writing principles, and assignments involving imitation and analysis model of writing.

2. The natural process mode, which encourages free writing including use of daily journal, emphasizes positive learning with a low level structure in assignments, and is no directional about the qualities of writing to be develop.

3. The experimental mode, emphasizing clear and specific objective and group work on particular important to some aspect.

4. The individualized mode, where students are instructed through tutorials or programmed material and instruction is geard specifically to students needs.[10]

There are five principles that every teacher consider while planning a course in teaching writing.

a. Understand your students' reason for writing

The greatest dissatisfaction instruction comes when the teacher goals do not match those of the school or institution in which the student works. It is important to understand both and convey goals to students in ways that make sense to them.

b. Provide many opportunities for students to write

Writing almost always improves with practice. When practice writing : session are integrated regularly into your syllabus students will become more comfortable with the act of writing. So, practice writing should be providing students with different type of writing that practice in class.

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[10] *Ibid*. p.14- 15

c. Make feed back helpful and meaningful

Students crave feedback on their writing, yet it doesn't always have thee intended effect. Feedback not always be written the margins. We can experiment with different forms, we can provide summary comments that instruct students to look for problem and correct them on their own.

d. Clarify for your self, and for your students, how their writing will be evaluated

Students often feel that the evaluation of their writing will be evaluation of their writing is completely subjective.

e. Classrooms technique and tasks

This section presents a few techniques and tasks you can use to teach writing and tasks you can use to teach writing. All of these techniques are part of what has been called the process approach or process writing.[11]
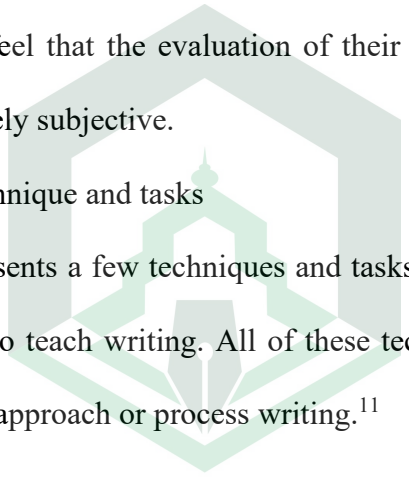
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E. Types of Classrooms Writing Performances

While various genres of written text bound, classroom writing performance is by comparison, umited. Consider the following five major categories of classroom writing performance :

1. Imitative or writing down

At beginning level of learning to write, students will simply "write down" English letter, words, and possibly sentence in order to learn the conventions of the

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[11] *Ibid*. p. 15-16

orthographic code. Some form of dictation fall into this category although dictation can serve to teach and test higher order processing as well dictations typically involve the following steps :

a. Teacher read a short paragraph once or twice at normal speed

b. During the pause, students write exactly what they near.

c. Teacher then reads the whole paragraphs once more at normal speed so students can check their writing.

d. Scoring of students written work can utilize a number of rubried to assigning points. Usually spelling and punctuations errors are not consider as severe as grammatical error.

2. Intensive or controlled

Writing is sometimes used as a production mode for learning or testing grammatical concepts. This intensive writing typically appears in controlled written grammar exercise. This type of writing would not allow much, if any, creativity on the part of the writer.[12]

F. Definition of Narrative

The word of narration derived from a verb "narrative" means to write and get suffix ion becomes narration. Narrative means that description of events, especially in a short story, novel, process of skill of telling a story.[13]

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[12] *Ibid*. p. 16 - 17

Narrative is a construct created in a suitable medium (speech, writing, images) that describes a sequence of fictional or non-fictional events. It derives from the latin verb narrare, which means "to recount" and is related to the adjective gnarus, meaning "knowing" or "skilled". (ultimately derived from the proto-indo-european root gno-, "to now") the word "story" may be used as a synonym of "narrative", but can also be used to refer to the sequence of events described in a narrative. A narrative can also be told by a character within a larger narrative.[14]

G. Generic Structure of Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. A narrative text will consists of the following structure:

1. Orientation: Introducing the participants and informing the time and the place

2. Complication: Describing the rising crises which the participants have to do with

3. Resolution: Showing the way of participant to solve the crises, better or worse[15]

H. Paragraph

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[13] http// : www.gogle.com

[14] Wikipedia, the free encyclopedia: 2008

[15] Wikipedia, the free encyclopedia 2008

According to Prof. Dr. Gorys Keraf, paragraph is not a convetional division of chapter which consist of sentences, but it has a deeper meaning than a sentence unit only. Paragraph is a unit of mind which higher or larger than sentence. It is a group of related sentences in a combination to establish an idea.[16]

Hogeu said paragraph is a group of related the sentences about a single topic. The topic is one and only one idea. Whenever you write, you first need to have some ideas to write about.[17]

Barli Bram states that basically, paragraph is a group of sentences which contain relevant information about one main or central an idea.[18]

I. *Kinds of Paragraph*

There are two kinds of paragraph, they are: deductive paragraph and inductive paragraph. Where : 1. Deductive paragraph is the the paragraph that has the topic sentence comes into first part sentence of a paragraph organization. And 2. Inductive paragraph is the paragraph that has the topic sentence comes in the end part of paragraph organization.[19]

Barli Bram states that basically, paragraph consists of three parts, namely: 1. Introduction, 2. Body, 3. And 3 conclusion. In a good paragraph three should be a

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[16] Gorys Keraf, *Komposisi*, (cet. IX, Flores, NTT : Nusa Indah, 1993), p. 62

[17] Wikipedia, the free encyclopedia 2008

[18] Barli Bram*, Write Well Improving Writing Skills*, (Cet. VIII, Yogyakarta : Kanisius, 1995), p.13

[19] Wikipedia, the free encyclopedia 2008

topic sentence, followed by a number of supporting sentence, and a concluding sentence. Each type of sentence plays an important and different role.[20]

According to Prof. Dr. Gorys Keraf, the paragraph can be distinguished into three kinds based on the characteristic and the objective of it. They are, introduction paragraph, connecting paragraph and closing paragraph.

a. Introduction Paragraph

This paragraph is aimed to introduce the composition. This paragraph should be interesting and can guide the readers into the main of the composition.

b. Connecting Paragraph

The Connecting Paragraph is whole of the paragraphs which exist between the introduction and the closing paragraph. These paragraphs contain the main topic of the composition which writer wants to write. That's why this paragraph should be well structured and arranged logically.

c. Closing Paragraph

The closing paragraph is a paragraph which aimed to end the composition or the part of the composition. The conclusion of the discussed idea in connecting paragraph is contained here.[21]

J. Body of Paragraph

There are 3 parts of body in paragraph, they are :

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[20] *Op cit*, p. 88
[21] Gorys Keraf, *Komposisi*, p. 63

a. Begin with a topic; state main point for this paragraph.

b. Give details, reason and examples to support your topic; sentence

c. End with a closing sentence; restate main point for this paragraph.[22]

K. How to write a narrative paragraph ?

A narrative is a story. To write an effective narrative paragraph, the author must be creative yet concise. A well – written narrative paragraph will appeal to reader because of the author's through knowledge of the subject and ability to communicate effectively. Follow these steps to learn more.

a. Choose a topic that will appeal to the designated audience for your narrative paragraph.

b. List several details that you know or have learned about your chosen topic.

c. Write a topic sentence that introduces what key information will be in the paragraph.

d. Create an outline of your paragraph that begins with your topic sentence and contains at least three important details from your list.

e. Clincher or concluding sentences should not use phrases such as "and that is what happened" or" thank you for reading my paragraph." These phrases do not add to the narrative.

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[22] Wikipedia, the free encyclopedia 2008

f. Add your final clincher or concluding sentence that sums up your paragraph without simply repeating the details from your paragraph.

g. Check your paragraph for errors in spelling, grammar and punctuation, or have an adult or peer read your paragraph to identify mistakes.

f. Do not write a topic sentence that says starts with, "in this paragraph, I am going to tell you about." This does not draw in your reader.

h. Write your three details sentences. Use transitions between each sentence to lead your reader logically through the narrative.[23]

L. Caricature

Give some definition for caricature, they are:

1. **a.** A representation, especially pictorial or literary, in which the subject's distinctive features or peculiarities are deliberately exaggerated to produce a comic or grotesque effect.

b. The art of creating such representations.

2. A grotesque imitation or misrepresentation: The trial was a caricature of justice.

3. the act or art of making such caricatures

4. a likeness or imitation that is so distorted or inferior as to seem ludicrous[24]

A caricature can refer to a portrait that exaggerates or distorts the essence of a person or thing to create an easily identifiable visual likeness. In literature, a

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[23] http://www.ehow.com,2008

[24] Wikipedia, the free encyclopedia 2008

caricature is a description of a person using exaggeration of some characteristics and oversimplification of others.[25]

Caricatures can be insulting or complimentary and can serve a political purpose or be drawn solely for entertainment. Caricatures of politicians are commonly used in editorial cartoons, while caricatures of movie stars are often found in entertainment magazines.[26]

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[25] Wikipedia, the free encyclopedia 2008
[26] Wikipedia, the free encyclopedia 2008

CHAPTER III

METHODOLOGY

This chapter deals with the research design and variable, population and sample, procedure of collecting data and technique of data analysis.

A. Method and Design

1. Method

This research will apply an experimental method it's aim to find out whether by using caricature in improving students' skill in writing narrative paragraph.

2. Design

An experimental method consist of pre-test, treatment and post-test where the design of the research can be descanted as follows :

$$O1 \qquad X \qquad O2$$
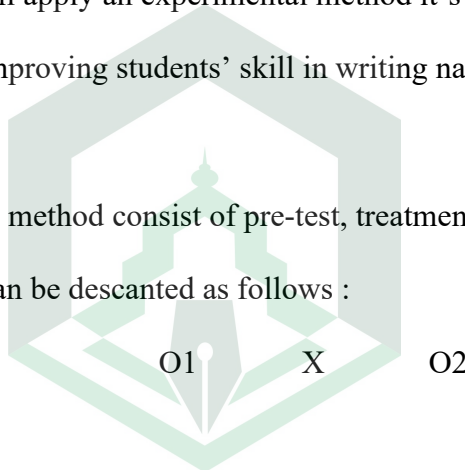
Where :

O1 : Pre-test

X : Treatment

O2 : Post-test[1]

B. Population and Sample

1. Population

The population of this research is take from the eleventh year students of SMA Muhammadiyah Palopo in 2010/2011 academic years from two classes.

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[1] Suharsini Arikunto, *Prosedur Penelitian*, (Cet. IV, Rineka Cipta, 1997). P.

2. Sample

Sample is a part of population that can be representative for all the population. In this case, the sample technique that researcher will use is random sampling technique. The researcher take only 20 students as sample as an ideal class in language learning teaching process.[2]

C. Instrument of the Research

The data will be collected by using writing test. The researcher using writing test to measure the students ability to write in English before and after giving treatment. The researcher will give some instrument to collect all the information and data as long as the research will be help. The instruments are:

1. reading text in narrative paragraph to know the student writing narrative paragraph ability that will be used by students as a guide to write a similar piece of a reading text with their own word.

2. guide test to find out the students ability in writing narrative paragraph, where the researcher will ask the students one by one to write the reading text in the blackboard and correct their mistake.

3. Test

   The researcher used writing test. The objective score was modified into five scales. The component that will involves :

   a. Content is the substances of writing, the ideal expressed.

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[2] Ivor K. Davies, *Pengelolaan Belajar*, p. 181.

b. Organization is the purpose of the organization materials in writing which happened from beginning to the end.

c. Form is the organization of content.

d. Grammar is the correct use of syntactic pattern and structural words.

e. Mechanic, it use of graphic convention of the language (Basri Wello, 1997:75).

an analytical rating scale for evaluating written language :

1. Content

No	Score	Classification	Criteria
1.	27-30	Very Good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out secondary ideas do not usurp too much attention.
2.	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general.
3.	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking in purpose or theme.

4.	9-11	Poor	Not fluent, does not communicated information is very limited, boring
5.	5-8	Very Poor	Not organization, not enough to evaluate because not meaningful.

2. Organization

No	Score	Classification	Criteria
1.	18-20	Very Good	Effective words, choice and usage, specific and accurate.
2.	14-17	Good	Adequate range occasional error of word / idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning.
3.	10-13	Fair	Is quite clear, some words may lack precision. The writer struggle with eliminated vocabulary, grouping for words.
4.	7-9	Poor	Many errors of words / idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetition, often word simply do not feat the text, verbs are weak

			and view in number: is, are, were, dominated.
5.	5-7	Very Poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

3. Vocabulary

No	Score	Classification	Criteria
1.	18-20	Very Good	Effective words, choice and usage, specific and accurate.
2.	15-17	Good	Adequate range occasional error of word / idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3.	12-14	Fair	The writer struggle with limited vocabulary, grouping for words.
4.	9-11	Poor	Many errors of words / idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetition, often word

			simply do not feat the text, verbs are weak and view in number : is, are, were, dominated.
5.	5-7	Very Poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

4. Grammar

No	Score	Classification	Criteria
1.	23-25	Very Good	Effective complex construction few error of agreement, tense, number, word order / function, pronouns, preposition.
2.	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3.	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order / function, pronouns, preposition and or fragment. Does not communication.

| 4. | 9-15 | Poor | Dominated by error of grammar, can not be understood and evaluated |
| 5. | 5-8 | Very Poor | Virtually no mastery of sentence construction rules. |

5. Mechanic

No	Score	Classification	Criteria
1.	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2.	4	Good	Few error of spelling, capitalization, paragraph.
3.	3	Fair	Some error spelling, punctuation, capitalization, paragraphing.
4.	2	Poor	Many errors of spelling, punctuation, capitalization.
5.	1	Very Poor	Illegible writing.[3]

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[3] J.B. Heaton, *Writing English Language Test*, (New York: Longman 1998),p.146.

The measure the quality of the students in writing narrative paragraph score on the five component observed, the result of the calculation was classified into classification as follows :

91 – 100 classified as very good

76 – 90 classified as good

61 – 75 classified as fair

51 – 60 classified poor

0 – 50 classified as very poor

D. Procedure of Data Analysis

The data will be collected by using the procedure below:

1. Pretest

The researcher will be given reading text and ask the students to a similar piece of reading text with their own words. This aims of this activity to find out the student skill in writing narrative paragraph skill before giving treatment.

2. Treatment

The researcher will conduct treatment. It will be done for six meeting, the steps are follows :

a. the first meeting, the researcher will be given a reading text and then required to write a similar paragraph, to see their knowledge.

b. The second meeting, the researcher will be given student a short story with the key word of story and required to write a similar story.

c.   The fourth meeting, the researcher will be given correction with asked to the student to write sentence one by one in the blackboard and correct their mistake.

d.   This the same treatment will be doing on the next meeting in the end of the meeting by using different reading text.

3. Post- test

The students will be given the same activity in the pre-test after the treatment. The realization of their writing ability will be identified, classified, tabulated and analyzed.

E. Technique of Data Analysis

The researcher analyzed data of improving students' skill in writing narrative paragraph by using some formula as follow:

1. Looking for D (difference) between score variable (X) and (Y)

$$D = X - Y$$

2. Looking for mean from difference by using the following formula

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

3. Looking for standard deviation from deference (SD_D)

$$SD_D = \sqrt{\frac{\Sigma D^2}{N}} - \sqrt{\frac{(\Sigma D)^2}{(N)}}$$

4. Looking for error standard from mean of difference (SE_{MD})

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

5. Looking for count or "to" by using the following formula

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

MD   = Mean of Difference

SE_{MD} = Error Standard from MD.[4]

Criteria hypothesis of acceptability

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[4] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta : PT. Raja Grafindo Persada), p. 289-291

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of two parts. The first part is the finding of data analysis and the second part is discussion or the description of finding.

A. *Findings*

1. Students' score in pre-test and post test

The score of students were observed based on their test result. The data can be seen in the following table.

Table 4.1
The score of students' vocabulary in pre-test

No	Respondent	Correct answer	Score
1	R_1	8	4
2	R_2	12	6
3	R_3	11	5,5
4	R_4	8	4
5	R_5	15	7,5
6	R_6	14	7
7	R_7	13	6,5
8	R_8	14	7
9	R_9	15	7,5

10	R₁₀	5	2,5
11	R₁₁	7	4,5
12	R₁₂	9	4,5
13	R₁₃	10	5
14	R₁₄	7	5
15	R₁₅	9	4,5
16	R₁₆	10	5
17	R₁₇	13	6,5
18	R₁₈	10	5
19	R₁₉	11	5,5
20	R₂₀	10	5
21	R₂₁	9	4,5
22	R₂₂	7	4,5
23	R₂₃	11	5,5
24	R₂₄	12	7
25	R₂₅	7	3,5

The table above shows that there were 5 students got score (5), there were 5 students got score (4,5), there were 3 students got score (7), there were 3 students got score 5,5, there were two student got score (7,5), there were 2 students got score 6,5, and there were 2 students got score (4), and there was 1 student got (6), (3,5), and (2,5).

Table 4.2
Score classification of the students' vocabulary in pre-test

Classification	Score	Frequency	Percentage
Excellent	9,6 – 10	-	-
Very good	8,6 – 9,5	-	-
Good	7,6 – 8,5	-	-
Fairly good	6,6 – 7,5	5	20%
Fairly	5,6 – 6,5	3	12%
Fairly poor	3,6 – 5,5	15	60%
Poor	0 – 3,5	2	8%
Total		25	100 %

The table shows that the eleventh year students of SMA Negeri 4 Palopo in answering vocabulary test, there was no students having excellent, very good, and good category. There were 5 students (20%) got fairly good, 3 students (12%) got fairly, 15 students (60%) got fairly poor and there were 2 students (8%) got poor.

Table 4.3
The score of students' vocabulary in post-test

No	Respondent	Correct answer	Score
1	R_1	14	7
2	R_2	17	8,5
3	R_3	14	7
4	R_4	11	5,5

5	R₅	18	9
6	R₆	19	9,5
7	R₇	15	7,5
8	R₈	19	9,5
9	R₉	18	9
10	R₁₀	10	5
11	R₁₁	15	7,5
12	R₁₂	14	7
13	R₁₃	14	7
14	R₁₄	15	7,5
15	R₁₅	14	7
16	R₁₆	12	6
17	R₁₇	13	6,5
18	R₁₈	15	7,5
19	R₁₉	14	7
20	R₂₀	17	8,5
21	R₂₁	17	8,5
22	R₂₂	14	7
23	R₂₃	14	7
24	R₂₄	14	7
25	R₂₅	10	5

The table above shows that there were 9 students got score 7, there were 4 students got (7,5), 3 students got score (8,5), there were 2 students got score (9), (9,5),and (5). And 1 student got score (5,5), (6), and (6,5).

So we can take conclusion that there is improvement of the students in SMA Negeri 4 Palopo in answering the vocabulary test that has been given by the researcher.

Table 4.4

(Score classification of the students' vocabulary in post-test)

Classification	Score	Frequency	Percentage
Excellent	9,6 – 10	-	0%
Very good	8,6 – 9,5	4	16%
Good	7,6 – 8,5	3	12%
Fairly good	6,6 – 7,5	13	52%
Fairly	5,6 – 6,5	2	8%
Fairly poor	3,6 – 5,5	3	12%
Poor	0 – 3,5	-	0%
Total		**25**	**100 %**

The table above shows that the eleventh year students of SMA Negeri 4 Palopo in answering vocabulary test, there was not students having poor category. There were 4 students (16%) had very good category, 3 students (12%) had good

category, 13 students (52%) had fairly good category, 2 students (8%) had fairly category and there were 3 students (12%) got Fairly poor category.

We can see that the students' vocabulary have been improved after doing treatment by using reading English article that have been given by the researcher. And in the post test most of the students got high score and does not like the students' vocabulary in the pre test.

Table 4.5
The score of students' vocabulary in pre-test and post-test

Respondent	Variable X (pre-test)	Variable Y (post-test)	$D = (X - Y)$	$D^2 = (X - Y)^2$
R_1	4	7	-3	9
R_2	6	8,5	-2,5	6,25
R_3	5,5	7	-1,5	2,25
R_4	4	5,5	-1,5	2,25
R_5	7,5	9	-1,5	2,25
R_6	7	9,5	-2,5	6,25
R_7	6,5	7,5	-1	1
R_8	7	9,5	-2,5	6,25
R_9	7,5	9	-1,5	2,25
R_{10}	2,5	5	-2,5	6,25
R_{11}	4,5	7,5	-3	9
R_{12}	4,5	7	-2,5	6,25

R$_{13}$	5	7	-2	4
R$_{14}$	5	7,5	-2,5	6,25
R$_{15}$	4,5	7	-2,5	6,25
R$_{16}$	5	6	-1	1
R$_{17}$	6,5	6,5	0	0
R$_{18}$	5	7,5	-2,5	6,25
R$_{19}$	5,5	7	-1,5	2,25
R$_{20}$	5	8,5	-3,5	12,25
R$_{21}$	4,5	8,5	-4	16
R$_{22}$	4,5	7	-2,5	6,25
R$_{23}$	5,5	7	-1,5	2,25
R$_{24}$	7	7	0	0
R$_{25}$	3,5	5	-1,5	2,25
N=25	$\sum x_1=133$	$\sum Y_1=183,5$	$\sum D=-50,5$	$\sum D^2=124,25$

From the table 4.5, $\sum D$ = -50,5 and $\sum D^2$ = 124,25. The next finding the different between variable X (pre-test) and variable Y (post-test) as follow :

$$SD_D = \sqrt{\frac{\sum D2}{N} - (\frac{\sum D}{N})^2}$$

$$= \sqrt{\frac{124,25}{25} - (\frac{50,5}{N25})^2}$$

$$= \sqrt{4,97 - (2,02)^2}$$

$$= \sqrt{4{,}97 - 4{,}0804}$$

$$= \sqrt{0{,}8896}$$

$$= 0{,}9431$$

After standard deviation of difference (SD_D) about 0,94318609, the next looking for standard error of mean difference (SE_{MD}) between variable X (pre-test) and variable Y (post-test) as follow :

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{0{,}9431}{\sqrt{25-1}}$$

$$= \frac{0{,}9431}{\sqrt{24}}$$

$$= \frac{0{,}9431}{4{,}899}$$

$$= 0{,}1925$$

After finding SE_{MD}, the next looking for MD as follows :

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

$$= \frac{50{,}5}{25}$$

$$= 2{,}02$$

Now finding t value (t_o) as follows :

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

$$= \frac{2{,}02}{0.1925}$$

$$= 10{,}4935065$$

2. Questionnaires' Analysis

Some factors of students' motivation in learning vocabulary were measured through questionnaire that consists of 12 items. Score of the students' motivation in learning vocabularies were elaborated through that table distribution frequency, percentage of each item, as follows:

Table 4.6

The students' attitude in learning vocabularies by using reading article

No	Statement	Item of choice	Frequency	Percentage
1	I like study vocabularies by reading an English article	Strongly agree	1	4%
		Agree	20	80%
		Neutral	4	16%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.6 indicates that the students' attitude in learning vocabularies by reading an English article is very high. This case is proven by the students' answer. 1

students or 4% choose strongly agree, 20 students or 80% choose agree, 4 students or

16% choose neutral and there were no students choose disagree and strongly disagree.

Table 4.7

The students' attitude toward reading an English article

No	Statement	Item of choice	Frequency	Percentage
2	Reading an English article is a good method in improving students' vocabulary	Strongly agree	6	24%
		Agree	18	72%
		Neutral	1	4%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.20 indicates that the students' attitude in determining that one of the

good method in improving students' vocabularies by reading an English article. This

case is proven by the students' answer. 6 students or 24% choose strongly agree, 18

students or 72% choose agree, 1 student or 4% choose neutral, and there were no

students choose disagree or strongly disagree.

Table 4.8
The students' attitude in attending the material (Reading article)

No	Statement	Item of choice	Frequency	Percentage
3	The frequency of the meeting can influence the effectiveness of this methode	Strongly agree	6	24%
		Agree	10	40%
		Neutral	9	36%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.8 indicates that the frequency in the meeting to the effectiveness of the technique. This case is proven by the students' answer. 6 students or 24% choose strongly agree, 10 students or 40% choose agree 9 students or 36% choose neutral, and there were no students choose disagree and strongly disagree.

Table 4.9

Students' perception about reading an English article

No	Statement	Item of choice	Frequency	Percentage
4	Reading an English article is more enjoyable and interesting than another method	Strongly agree	3	12%
		Agree	9	36%
		Neutral	10	40%
		Disagree	3	12%
		Strongly disagree	-	0%
Total			25	100%

Table 4.9 indicates that Reading an English article is more enjoyable and interesting than another technique in improving students' vocabulary. This case is proven by the students' answer. 3 students or 12% choose strongly agree, 9 students or 36% choose agree, 10 students or 40% choose neutral, 3 students or 12% choose disagree and there were no students choose strongly disagree.

Table 4.10

Students' attitude toward reading an English article

No	Statement	Item of choice	Frequency	Percentage
5	Reading an English article can make the students be bored in learning vocabulary	Strongly agree	-	0%
		Agree	6	24%
		Neutral	9	36%
		Disagree	9	36%
		Strongly disagree	1	4%
Total			25	100%

Table 4.10 indicates that Reading an English article did not make the students boring in learning vocabulary. This case is proven by the students' answer. There were no student choose strongly agree, 6 student or 24% choose agree, 9 student or 36% choose neutral, 9 students or 36% choose disagree, 1 students or 4% choose strongly disagree.

Table 4.11

Reading an English article with the students' vocabulary

No	Statement	Item of choice	Frequency	Percentage
6	Reading an English article can improve students' vocabulary	Strongly agree	2	8%
		Agree	11	44%
		Neutral	10	40%
		Disagree	2	8%
		Strongly disagree	-	0%
Total			25	100%

Table 4.11 indicates that most of the students were agree that reading an English article can improve students' vocabulary. This case is proven by the students' answer. 2 students or 8% choose strongly agree, 11 students or 44% choose agree, 10 students or 40% choose neutral, and 2 students or 8% choose disagree and there were no students choose strongly disagree.

Table 4.12

Reading an English article in learning (bored)

No	Statement	Item of choice	Frequency	Percentage
7	This method just make the students be boring to study English than another technique	Strongly agree	-	0%
		Agree	-	0%
		Neutral	12	48%
		Disagree	12	48%
		Strongly disagree	1	4%
Total			25	100%

Table 4.12 indicates that most of the students disagree that by reading an English article can make the students be boring in practicing their vocabulary. This case is proven by the students' answer. There were no students choose strongly disagree, or choose agree. And there were 12 students or 48% choose neutral, 12 students or 48% choose disagree, and 1 students or 4% choose strongly disagree.

Table 4.13

Students' attitude in self confidence through reading an English article

No	Statement	Item of choice	Frequency	Percentage
8	Reading an English article can not improve my self confidence in practicing vocabulary because I'm shy with my friends	Strongly agree	1	4%
		Agree	5	20%
		Neutral	6	24%
		Disagree	10	40%
		Strongly disagree	3	12%
Total			25	100%

Table 4.13 indicates that most of the students disagree if reading an English article can not improve the students' self confidence in practicing their vocabularies. This case is proven by the students' answer. 1 student or 4% choose strongly agree, 5 students or 20% choose agree, 6 students or 24% choose neutral, 10students or 40% choose disagree, and there were 3 students strongly disagree.

Table 4.14
Students' attitude in learning vocabulary (students' time)

No	Statement	Item of choice	Frequency	Percentage
9	Reading an English article just wastes my time in studying English.	Strongly agree	-	0%
		Agree	2	8%
		Neutral	2	8%
		Disagree	18	72%
		Strongly disagree	3	12%
Total			25	100%

Table 4. 14 indicate that most of students disagree if reading an English article just waste the time in studying English. This case is proven by the students' answer. There were no students choose strongly agree, 2 students or 8% choose agree, 2 students or 8% choose neutral, 18 students or 72% choose disagree, and 3 students or 12% choose strongly disagree.

Table 4.15

Students' attitude in learning vocabulary by reading an English article

No	Statement	Item of choice	Frequency	Percentage
10	Retelling fable should be done every day	Strongly agree	2	8%
		Agree	15	60%
		Neutral	7	25%
		Disagree	1	4%
		Strongly disagree	-	0%
Total			25	100%

Table 4.15 indicates that reading an English article should be done every day. This case is proven by the students' answer. 2 students or 8% choose strongly agree, 15 students or 60% choose agree, 7 students or 25% choose neutral, 1 students or 4% choose disagree and there were not students choose strongly disagree.

Table 4.16

Students' attitude toward the material based on students' level.

No	Statement	Item of choice	Frequency	Percentage
11	This material was suitable with your level.	Strongly agree	2	8%
		Agree	15	60%
		Neutral	4	16%
		Disagree	4	16%
		Strongly disagree	-	0%
Total			25	100%

Table 4.29 indicates that most of students agree if reading an English article was suitable with their level. This case is proven by the students' answer. 2 students or 8% choose strongly agree, 15 students or 60% choose agree, 4 students or 16% choose neutral, 4 students or 6% choose disagree and there were not students choose disagree.

Table 4.17

Students' attitude in learning the method to improve the students' vocabulary

No	Statement	Item of choice	frequency	Percentage
12	After reading an English article I can improve my spirit in studying English.	Strongly agree	4	16%
		Agree	12	48%
		Neutral	9	36%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

The table 4.17 indicates that most of students agree if reading an English article can improve their spirit in learning English. This case is proved by the students' answer. 4 students or 16% choose strongly agree, 12 students or 48% choose agree, 9 students or 36% choose neutral, and there were not students choose disagree and strongly disagree.

B. Discussion

According to Martin H Manser, Vocabulary is total number of word in a language, words known to a person; the of here year old, last of words with their meanings, especially at the back of for teaching a foreign language. And jack c Richard said that Vocabulary or word also called a base word or a word family is defined as including the base from (e.g., make) and its inflections and derivatives (e.g., makes, made, making, maker and markers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them. Vocabulary is a core component of the basis for how learner speaks, listen, read and write well.

Looking the result of data analysis, the researcher presents the discussion of data given to the students. Based on the pre-test, the students have low vocabulary of English with mean score 133. And after they were taught through reading an English article, the students achievement increase with mean score 183,5. Based on the result of post-test, it means that the total score between the result of pre-test and post-test are significantly different.

Seeing the comparison of students pre-test and post-test above, the researcher can conclude that there was improvement of students' vocabulary after giving treatment through reading an English article.

The standard deviation of students is 0,9431. The result of t_{table} (t_t) with significant 5% we got 2,6 to with significant 1% we got 2,80. With comparing t_t and t_o which is got pre-test and post-test, the researcher gives interpretation "t_o" is bigger than "t_t" is showed as follows :

$$2,06 \leq 10,4935065 \geq 2,80$$

Since "t_o" is bigger than "t_t", the score of the students' vocabulary before and after treatment is significant. It means that by reading an English article can improve students vocabulary.

After that, finding t_{table} (t_t) as follows :

$D_F = N - 1$

$D_F = 25 - 1$

$D_F = 24$

Based on the table "t_t" standard of significant 5% with $D_F = 24$ is 2,06 and standard of signicant 1% with $D_F = 2,80$. Based on the result above, the researcher gives interpretation that t_{table} (t_t) is smaller than t_{value} (t_o)

$$2,06 \leq 10,4935065 \geq 2,80$$

Where 2,06 is smaller than 10,4935065 and 10,4935065 is bigger than 2,80.

Based on paired of the samples statistic and sample test above. The result of this research indicates that null hypothesis is rejected and alternative hypothesis is accepted.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the findings, data analysis and the discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion. Both items are presented as follows:

A. Conclusions

Having analyzed the data finding, analysis and the discussion in the previous chapter, the researcher has come to the following conclusions:

1. Reading an English article is one of the good ways in improving the students' vocabulary especially at the eleventh year students of SMA Negeri 4 Palopo. Where by reading an English article the students can find a new English vocabulary that never saw before. And it was proven by the students after conducted the treatments by using Reading an English article, it was found that this method can give significant development toward the students' vocabulary ability in English where We can see the result $2,6 \leq 10,4935065 \geq 2,80$. So there was improvement for the students' vocabulary.

2. After giving some treatment to the students in the class, most of the students have a good responds about the method that used by the researcher. And most of the students are enjoy when studying English vocabulary by using reading an English article the was given by researcher.

B. Suggestions

Having concluded the result of this research, the researcher further suggests some points as follows:

1. As an English teacher, they have to give motivation to their students to improve their vocabulary every day.

2. As an English teacher, they have to choose an interesting method in learning English especially when they are learning vocabulary.

3. The teachers should be creative in choose a good method in learning English.

4. The teachers should provide fun and enjoyable situation in order students are not bored.

5. The students should improve their learning in English every day, especially in memorizing vocabulary.
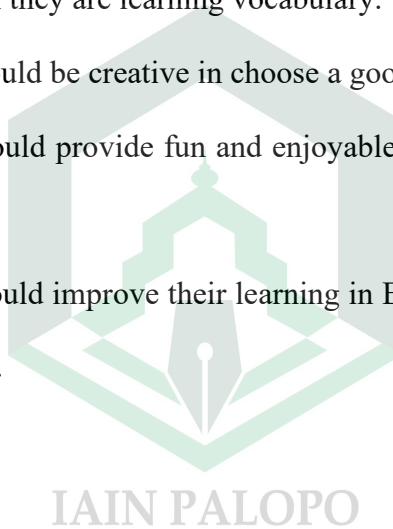
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