

ABSTRACT

The Effectiveness of Contextual Based Picture Series to Enhance Students' Writing Achievement at First Year Students of SMPN 33 Bandar Lampung

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This present study aimed to find out the difference in writing achievements between students who were taught using the Contextual-Based Picture Series and Conventional Picture Series and to find out the students' perception after they were taught through the Contextual-Based Picture Series. The subjects of this research were the third grade students of SMPN 33 Bandar Lampung. The data were obtained from the pre-test, post-test, and questionnaire. Anova was used to analyze the data.

The result showed that there was statistically significant difference of students' writing achievement between those who were taught using the Contextual-Based Picture Series and Conventional Picture Series. It is revealed from f-value which is higher than f-table with the significance level of less than 0.05 ($57.583 > 3.199$) ($0.000 < 0.05$). As a result, the hypothesis was accepted. For the second research question, the result shows that the students in experimental class give a positive perception towards the implementation of Contextual based Picture Series. In conclusion, the use Picture Series Based on CTL in teaching writing was regarded as being more effective to encourage students to be involved in the process of teaching learning activities and to obtain better result of writing achievements than the use of conventional Picture Series.

Keywords: *contextual teaching and learning, picture series, writing achievement*