

**The Implementation of Picture-Cued Tasks in Writing Class: An
Action Research at SMA Muhammadiyah 4 Yogyakarta**

A Skripsi

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Sarjana Pendidikan



Nur Anggraini Saputra

2012 054 0045

**English Education Department
Faculty of Language Education
Universitas Muhammadiyah Yogyakarta**

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APPROVAL

Universitas Muhammadiyah Yogyakarta

Faculty of Language Education

English Education Department

We hereby approve the *Skripsi* of

Nur Anggraini Saputra

2012 054 0045

Candidate for the degree of *Sarjana Pendidikan*

August, 20th 2016

Sri Rejeki Murtiningsih, Ph.D.

The Skripsi Advisor

August, 20th 2016

Indah Puspawati, S.Pd., M.A.

Examiner I

August, 20th 2016

Puthut Ardianto, S.Pd., M.Pd

Examiner II



Gerendroyono, S.Pd., M.Pd

Dean of Faculty of Language Education

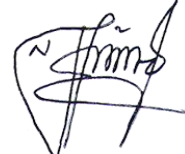
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Statement of Authenticity

I hereby certify that this *skripsi* is definitely my original work. I am completely responsible for the content of this *skripsi*. Any theories, findings, and research techniques which are not my own work are quoted or cited in accordance with the standard referencing practices. Theoretical contribution and findings in this *skripsi* are truly my original words and have not been submitted for any degrees in other Universities or Institutions.

Yogyakarta, June 2016

The researcher,

A handwritten signature in black ink, appearing to read 'Nur Anggraini S', written over a faint, stylized circular or oval shape.

Nur Anggraini S

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First of all, I thank to Allah Subhanahu Wata'ala for his blessing and mercy until I am able to accomplish my *skripsi*. I want to express my deepest gratitude to my beloved father and mother. Thank you for your unstoppable support till now. I sincerely thank to my beloved sister and little brother for being my spirit in accomplishing this *skripsi*.

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I truly realize that this *skripsi* still needs constructive critics to be a remarkable *skripsi*. I do hope this *skripsi* can be useful for readers especially for students of English Education Department Universitas Muhammadiyah Yogyakarta.

Yogyakarta, June 2016

Nur Anggraini S.

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Abstract

This study is conducted to describe the implementation of picture-cued tasks in writing class. Writing becomes an important and challenging skill in language learning. Writing is needed in many aspects especially in educational aspect. However, many students have problems in their writing such as lack of vocabularies, lack of grammar knowledge, and lack of ideas. Therefore, it is necessary to have teaching strategies to solve the students' problems in writing. One of the strategies is using picture-cued tasks. Hence, this study clarified in detail about how picture-cued tasks helped solve the students' problem in writing. The students' responses toward the implementation of picture-cued tasks is also described in this study. I used action research in this study. This study took place at SMA Muhammadiyah 4 Yogyakarta and the participants were the students of class 11 IPS 3. I used observation and interview to collect the data. The findings of this study uttered that picture-cued tasks could solve the students' problem in writing such as problems in mastering vocabularies and generating ideas. However, picture-cued tasks did not work well to solve the students' problem in using past tense. Thus, it is necessary to combine other teaching strategies to get the best performance on the students' writing.

Keywords: Picture-cued tasks, writing skill, narrative text