# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

## A. Research Findings

1. The individual Score of Pretest and Posttest

**Table:4.1**

**The individual Score of Pretest and Posttest**

| No | Students' Name | Pretest | Posttest |
|----|----------------|---------|----------|
| 1  | AL-RAURA ZETAHIRA | 75 | 77 |
| 2  | ANITA EVIFANIA | 65 | 75 |
| 3  | ARIANTO | 62 | 70 |
| 4  | AYU ANDINI | 70 | 78 |
| 5  | BUDI SANTOSO | 60 | 75 |
| 6  | CHINTYA GERALDINE SASOLE | 55 | 67 |
| 7  | DESTRIANA PUTRI | 67 | 75 |
| 8  | DIAN PATJATRIANA | 70 | 73 |
| 9  | GERRY RISMANTO | 71 | 76 |
| 10 | HANA NOBERTA KRISTIANI | 68 | 83 |
| 11 | INDAH OKTOPIA | 77 | 80 |
| 12 | ISNITTA AULYA SUDIRMAN | 57 | 79 |
| 13 | JHALIKA NUR ADZAN | 65 | 67 |
| 14 | KRISTINA SIHOMBING | 73 | 76 |
| 15 | LULUK SULASTRI | 64 | 75 |
| 16 | MARSIANA RIKA | 74 | 78 |
| 17 | NOPIYANTI SARAGIH | 65 | 70 |
| 18 | RIZKA SELLY NOVIRA | 65 | 73 |
| 19 | SABRINA AISA FITRIANI | 63 | 69 |
| 20 | SRI AYUNI | 55 | 65 |
| 21 | SULTRA TARI | 58 | 72 |

| 22 | TAUFIK HIDAYAT | 69 | 76 |
|----|----------------------|------|------|
| 23 | YULIA CITRA APRIYANTI | 54 | 70 |
|    | **TOTAL** | **1502** | **1699** |

According to the table 4.1 above, those the scores are the result of what the students done in pretest and posttest. The individual score was gained by analyzed students' writing composition with the analitic rating scale of writing or rubric scoring. From the score of pretest and posttest its has been shown that there a differentiate scores. For the pretest and posttest scores that have analyzed by the researcher, the researcher found that the maximal score of pretest 77 and minimal score 54, for maximal score of posttest was 83 for maximal and 65 for the minimal score.

2. The Mean Score of Pretest and Posttest

Identify mean score was counted by dividing total number gaining data with the total number of sample. Based on the table: 4.1 the differentiate of the score of the pretest and posttest was shown. According to the table: 4.1, in pretest result was identified the maximal score 77, minimal score 54, mean score 65.3 and in posttest result was identified maximal score 83, minimal score 65, and mean score 74.

Those mean scores was investigated by decreasing mean score of posttest 74 and mean score of pretest 65.3 then got 8.7 as the result. The result decreasing mean score of posttest and pretest was proved there is a significance distinction between pretest and posttest. And number of distinction of pretest and posttest is 8.7. This number the researcher called

as earlier speculation to prove the using of picture series in teaching writing skill is effective or not.

3.  Standard Deviation of Pretest and Posttest

    Table: 4.1 was shown the number of the standard deviation of pretest and pretest. Absolutely, to know this number it need to applied a statistic pattern of calculating standard deviation, but in this research the researcher using Microsoft excel. Based on the table: 4.1 the number of standard deviation of pretest 7 and posttest 4.6. This number was researcher took as requirement of effect size level determining of the using picture series in teaching writing skill.

4.  T-test

    As what the researcher explained on the previous chapter, t-test is the way to know if the picture series is effective or not to use in teaching narrative text. Using Microsoft Excel in analyzing the data the researcher has found a valuable score that could be a good reason for who want to implement picture series in teaching writing particulate teaching narrative text. Make sure how picture series work good as a media in teaching writing narrative text, below the table of t-test of the students achievement of pretest and posttest.

**Table: 4.2**

**T-test of Students Achievement of Pretest and Posttest**

| No | Students' Name | X1 | X2 | Gain (d) | d^ |
|----|----------------|-----|-----|----------|-----|
| 1 | AL-RAURA ZETAHIRA | 75 | 77 | 2 | 4 |
| 2 | ANITA EVIFANIA | 65 | 75 | 10 | 100 |
| 3 | ARIANTO | 62 | 70 | 8 | 64 |
| 4 | AYU ANDINI | 70 | 78 | 8 | 64 |
| 5 | BUDI SANTOSO | 60 | 75 | 15 | 225 |
| 6 | CHINTYA GERALDINE SASOLE | 55 | 67 | 12 | 144 |
| 7 | DESTRIANA PUTRI | 67 | 75 | 8 | 64 |
| 8 | DIAN PATJATRIANA | 70 | 73 | 3 | 9 |
| 9 | GERRY RISMANTO | 71 | 76 | 5 | 25 |
| 10 | HANA NOBERTA KRISTIANI | 68 | 83 | 15 | 225 |
| 11 | INDAH OKTAPIA | 77 | 80 | 3 | 9 |
| 12 | ISNITTA AULYA SUDIRMAN | 57 | 79 | 22 | 484 |
| 13 | JHALIKA NUR ADZAN | 65 | 67 | 2 | 4 |
| 14 | KRISTINA SIHOMBING | 73 | 76 | 3 | 9 |
| 15 | LULUK SULASTRI | 64 | 75 | 11 | 121 |
| 16 | MARSIANA RIKA | 74 | 78 | 4 | 16 |
| 17 | NOPIYANTI SARAGIH | 65 | 70 | 5 | 25 |
| 18 | RIZKA SELLY NOVIRA | 65 | 73 | 8 | 64 |
| 19 | SABRINA AISA FITRIANI | 63 | 69 | 6 | 36 |
| 20 | SRI AYUNI | 55 | 65 | 10 | 100 |
| 21 | SULTRA TARI | 58 | 72 | 14 | 196 |
| 22 | TAUFIK HIDAYAT | 69 | 76 | 7 | 49 |
| 23 | YULIA CITRA APRIYANTI | 54 | 70 | 16 | 256 |
| TOTAL | | 1502 | 1699 | 197 | 2293 |
| $\bar{X}$ | 8.5652 | t-table = 1.7171 | | | |
| t-count | 7.8289 | | | | |

Note: t-count more than t-table thus there is a significance influence on students achievement in writing skill. T-table has found by decreasing the number of students -1 (23-1=22, α=0.05)

Based the table: 4.2 research shown that the difference mean score of pretest and posttest ($\bar{X}$) 8.5652, T-count 7.8289, the difference score pretest and posttest (*d*) 197, and the total number (*n*) 23. T-table 1.7171, this number has gained by decreasing the number of sample -1 (23-1=22), and α=0.05 as standard significance.

5. Hypothesis

In this research there two consideration as follow: (a) $H_o$ ignored if $t_{count} > t_{table}$ . The null hypothesis is excepted it meant that using Picture Series is not effective to teach writing skill and (b) $H_o$ excepted if $t_{count} \leq t_{table}$ . The Alternative Hypothesis is excepted it meant that using picture series is effective to teach writing skill.

Based on the table: 4.1 t-count 7.8289 and t-table 1.7171, this number was purposing to second consideration of research hypothesis that is ) $H_o$ excepted if $t_{count} \leq t_{table}$ , the alternative hypothesis is excepted. Because t-count more than t-table thus this research meant that using picture series to teach writing skill is effective. This statement has answered the first question of this research that sound "Is the picture series effective use in teaching writing skill to the tenth grade students of SMA Negeri 01 Balai in the academic year of 2018/2019?". The answer is yes, using picture series to teach writing narrative text to the tenth grade students of SMAN 01 Balai is effective.

6. Effect Size

This is to know how strong the effect of using picture series in teaching writing narrative text. The researcher has calculated the data with the formula below:

$$ES = \frac{(\times_2 - \times_1)}{SD}$$

Note

ES = Effect Size

$\times_1$ = mean score of pretest experiment group

$\times_2$ = mean score of Posttest experiment group

$SD$ = Pooled Standard Deviation

Inf.

$\times_1$ = 65.3

$\times_2$ = 74

$SD$ = 11.6

Question: ES=?

$$ES = \frac{(74 - 65.3)}{11.6}$$

$$ES = \frac{8.7}{11.6}$$

$$ES = 0.75$$

According to the result by using the formula above the researcher got 0.75. This is the number of the effect size level. Refer to the table of interpreting

of effect size that has been mentioned on the previous chapter, this number is close with >0.5. Thus the effect size of using picture series in teaching narrative text has strong effect. Finally the last question of this research is has been answered.

**7. Discussion**

This research has been ran good as well as, during the researcher hold the action of implementing picture series in teaching narrative text to the tenth grade students of SMAN 01 Balai, there are many good things that have gotten by the researcher. It could be a good reason and reinforce the researcher is sight toward picture series. Picture series in this research has been played a good role to the students. By using picture series the researcher was proving what Pirrozzolo and Wittrock was right. Pirrozzolo and Wittrock (1981:212) cited by Lidyawati and Nirwanto (2016:39) emphasize the importance of picture series which can be shown as follows.

a. Pictures are very useful for presenting new grammatical and vocabulary items. They help to provide the situations and contexts which light up the meaning of words or utterances, and help the teachers to avoid resorting to translation or to lengthy explanation of meaning.

b. Pictures can be used for revision from one lesson to another as well as for long-term revision of vocabulary and structures.

c. Pictures can be used as the basic of written work, for instance, question writing.

d. Pictures increase students' motivation and provide useful practice material as well as test material.

e. Pictures can be used to give students an opportunity to practice the language in real contexts or in situations in which they can use it to communicate their ideas.

When the teacher asked the students after experiment class about what students felt during students learned writing narrative text using picture series, the students said that picture series help them to create the story, help and make the students easy to understand what should the students do, and also the most importance students statement that the researcher got during the action of experiment class is the class was fun. The reason why the students are not interesting to join the class and as the risk they got bad score when the teacher give the students test because the students are not enjoy to join teaching and learning process. So a good condition to make student interest to learn is we need create an enjoyable class.

This research was conducting in three time the first time for the pretest, second time the researcher hold the treatment that is teaching narrative text using picture series it meant that the research here as the teacher tough the students for one meeting, and the last that is the third time the researcher conducted the posttest. The result of this research was surprised, its ran as well as the research planed and shown a good contribution in teaching process. The using of picture series in teaching writing is a good media to apply in the class, as the evidence the researcher through this research has confirmed

Cahyono's (2009) that cited by Muhibuddin (2016:295) previous statement that the picture series technique can build and improve students' writing skills, particularly in the aspects of content, organization and grammar.

Finally this research was answered the question of this research, according to the previous chapter this research has two points they are: effectiveness and effect size of using picture series in teaching writing skill. Through the data analyzing process in research finding the researcher has answered and reached the point of this research, the result of this research absolutely convenient to the what hope before the research finding is has been finished. Teaching writing by using picture series has shown a good progress to the tenth grade students of SMAN 01 Balai, its proved from pretest and posttest data. In fact, the researcher state that using picture series to teach writing skill is effective, according this fact the first question of this research is has been answered by the researcher.

The last step that has the research done to reinforce his statement that using picture series is effective in teaching writing, the researcher conducted effect size formula. The effect size here in this research is absolutely useful to answered the second question of this research that is to how strong the effect of using picture series to teach writing. Based research findings, its was presented that using picture series to teach writing is has strong effect. In fact that picture series media is a good and appropriate media in teaching writing.