## CHAPTER IV

## FINDINGS AND DISCUSSION

## A. Findings

To know more about the students' writing skill who use and do not use picture series, the researcher tested the students using test, the researcher gave the test to students and they answered it. Here, the researcher describes about result of the research on the field that collected by techniques of data collection. English learning process at SMAN 1 Angkinang for tenth grade students have been done eight times in three weeks. It is on Wednesday, Thursday and Saturday for class X that is taught by Mrs. Agusti Riyana.

The researcher did the research on February, $24^{\text {th }}$ 2016, until March $12^{\text {th }}$ 2016, then February $20^{\text {th }} 2016$ the researcher gave the research letter from Official of Education in Kandangan City to Headmaster of State Senior High School of Angkinang 1.

This is result of writing using picture series in class X1 and X5 to know the different score between pre-test and post-test.

1. Description about the students' writing using picture series in pre-test and post-test in the class X1

The researcher conducted the English writing test for the tenth grade at SMAN 1 Angkinang on $24^{\text {th }}$ of February and $12^{\text {th }}$ of March in class X1. The scoring is based on five types with narrative text of essay they are Exposition,

Narrative Techniques and Development, Organization and Cohesion, Use of Language/Conventions \& Grammar, and Conclusion. More information about the scores can be seen in the table.

Table 4.1 The pre-test in class X1

| NO | NAME |  |  | SCORE |  |  |  |  | TOTAL |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\mathbf{E}$ | $\mathbf{N}$ | $\mathbf{O}$ | $\mathbf{U}$ | $\mathbf{C}$ |  |  |  |
| 1 | Abdul Ghani | 2 | 1 | 2 | 2 | 1 | 32 |  |  |
| 2 | Abdillah | 3 | 2 | 3 | 2 | 1 | 44 |  |  |
| 3 | Elsa Farahmah | 1 | 2 | 2 | 1 | 1 | 28 |  |  |
| 4 | Fikri Daniawan | 1 | 1 | 1 | 1 | 1 | 20 |  |  |
| 5 | Fuad Hadi | 1 | 1 | 1 | 1 | 1 | 20 |  |  |
| 6 | Mazid | 3 | 3 | 3 | 4 | 1 | 56 |  |  |
| 7 | Mahliyannor | 2 | 1 | 1 | 1 | 1 | 24 |  |  |
| 8 | Mea Aulia | 1 | 1 | 1 | 1 | 1 | 20 |  |  |
| 9 | Muhammad Risnanda | 1 | 1 | 1 | 1 | 1 | 20 |  |  |
| 10 | Muhammad Syamsudin | 2 | 1 | 3 | 2 | 2 | 40 |  |  |
| 11 | Norhasanah | 2 | 1 | 2 | 2 | 1 | 32 |  |  |
| 12 | Norhalida | 1 | 1 | 1 | 2 | 1 | 24 |  |  |
| 13 | Norliana Sapitri | 2 | 1 | 1 | 2 | 1 | 28 |  |  |
| 14 | Nur Shaleha | 1 | 1 | 1 | 1 | 1 | 20 |  |  |
| 15 | Noor Elisa Wati | 1 | 1 | 1 | 1 | 1 | 20 |  |  |
| 16 | Rahmad Hidayat | 2 | 1 | 1 | 1 | 1 | 24 |  |  |
| 17 | Rizky Amelia | 2 | 2 | 1 | 3 | 1 | 36 |  |  |
| 18 | Siti Mariam | 1 | 1 | 1 | 1 | 1 | 20 |  |  |
| 19 | Tiara Salsabila | 3 | 2 | 2 | 3 | 1 | 44 |  |  |
| 20 | Wafiq Azizah | 2 | 2 | 1 | 1 | 1 | 28 |  |  |
| 21 | Zakianur Isnarawati | 2 | 1 | 1 | 2 | 1 | 28 |  |  |
| 22 | Zairin Fauzani | 1 | 1 | 1 | 1 | 1 | 20 |  |  |
| 23 | Sari Fathul Islamiah | 2 | 1 | 2 | 2 | 1 | 32 |  |  |
| 24 | Muhammad Rizki | 1 | 1 | 1 | 1 | 1 | 20 |  |  |

[^0]Table 4.2 The post-test in class X 1

| NO | NAME |  | SCORE |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\mathbf{E}$ | $\mathbf{N}$ | $\mathbf{O}$ | $\mathbf{U}$ | $\mathbf{C}$ | TOTAL |
| 1 | Abdul Ghani | 2 | 3 | 3 | 3 | 2 | 52 |
| 2 | Abdillah | 4 | 2 | 3 | 3 | 3 | 60 |
| 3 | Elsa Farahmah | 4 | 3 | 4 | 4 | 3 | 72 |
| 4 | Fikri Daniawan | 3 | 2 | 2 | 2 | 2 | 44 |
| 5 | Fuad Hadi | 2 | 1 | 2 | 2 | 1 | 32 |
| 6 | Mazid | 3 | 3 | 3 | 5 | 1 | 60 |
| 7 | Mahliyannor | 2 | 1 | 2 | 2 | 1 | 32 |
| 8 | Mea Aulia | 3 | 3 | 3 | 4 | 2 | 60 |
| 9 | Muhammad Risnanda | 3 | 3 | 2 | 3 | 1 | 48 |
| 10 | Muhammad Syamsudin | 2 | 2 | 3 | 4 | 1 | 48 |
| 11 | Norhasanah | 3 | 2 | 3 | 4 | 2 | 56 |
| 12 | Norhalida | 4 | 3 | 4 | 4 | 3 | 72 |
| 13 | Norliana Sapitri | 4 | 3 | 3 | 4 | 3 | 68 |
| 14 | Nur Shaleha | 3 | 3 | 3 | 4 | 2 | 60 |
| 15 | Noor Elisa Wati | 3 | 3 | 3 | 3 | 2 | 56 |
| 16 | Rahmad Hidayat | 2 | 3 | 3 | 4 | 2 | 56 |
| 17 | Rizky Amelia | 4 | 3 | 3 | 3 | 3 | 64 |
| 18 | Siti Mariam | 1 | 1 | 2 | 4 | 1 | 36 |
| 19 | Tiara Salsabila | 4 | 3 | 3 | 3 | 1 | 56 |
| 20 | Wafiq Azizah | 4 | 3 | 3 | 4 | 1 | 60 |
| 21 | Zakianur Isnarawati | 2 | 2 | 3 | 3 | 2 | 48 |
| 22 | Zairin Fauzani | 2 | 3 | 3 | 3 | 1 | 48 |
| 23 | Sari Fathul Islamiah | 2 | 3 | 3 | 4 | 2 | 56 |
| 24 | Muhammad Rizki | 4 | 3 | 3 | 3 | 2 | 60 |

* E: Exposition

N : Narrative Techniques and Development
O: Organization and Cohesion
U: Use of Language / Conventions \& Grammar
C: Conclusion

* Example to scoring:
$\mathrm{E}=2, \mathrm{~N}=1, \mathrm{O}=2, \mathrm{U}=2, \mathrm{C}=1$
$\underline{2+1+2+2+1} \times 100=32$
25

Table 4.3 The different of pre-test and post-test in class X1

| NO |  | NAME |  | DIFFERENT |  |
| :---: | :--- | :---: | :---: | :---: | :---: |
|  |  | PRE- <br> TEST | POST- <br> TEST | SCORE |  |
| 1 | Abdul Ghani | 32 | 52 |  |  |
| 2 | Abdillah | 44 | 60 | 16 |  |
| 3 | Elsa Farahmah | 28 | 72 | 44 |  |
| 4 | Fikri Daniawan | 20 | 44 | 24 |  |
| 5 | Fuad Hadi | 20 | 32 | 12 |  |
| 6 | Mazid | 56 | 60 | 4 |  |
| 7 | Mahliyannor | 24 | 32 | 8 |  |
| 8 | Mea Aulia | 20 | 60 | 40 |  |
| 9 | Muhammad Risnanda | 20 | 48 | 28 |  |
| 10 | Muhammad Syamsudin | 32 | 48 | 8 |  |
| 11 | Norhasanah | 24 | 72 | 24 |  |
| 12 | Norhalida | 28 | 68 | 48 |  |
| 13 | Norliana Sapitri | 20 | 60 | 40 |  |
| 14 | Nur Shaleha | 20 | 56 | 40 |  |
| 15 | Noor Elisa Wati | 24 | 56 | 36 |  |
| 16 | Rahmad Hidayat | 36 | 64 | 32 |  |
| 17 | Rizky Amelia | 20 | 36 | 28 |  |
| 18 | Siti Mariam | 44 | 56 | 16 |  |
| 19 | Tiara Salsabila | 28 | 60 | 32 |  |
| 20 | Wafiq Azizah | 28 | 48 | 20 |  |
| 21 | Zakianur Isnarawati | 20 | 48 | 28 |  |
| 22 | Zairin Fauzani | 32 | 56 | 24 |  |
| 23 | Sari Fathul Islamiah | 20 | 60 | 40 |  |
| 24 | Muhammad Rizki |  |  |  |  |

* E: Exposition

N: Narrative Techniques and Development
O: Organization and Cohesion
U: Use of Language / Conventions \& Grammar
C: Conclusion

To know the writing skill of students who use picture series between pretest and post-test at tenth grade at SMAN 1 Angkinang academic year 2015/2016 the researcher uses the accounting of formula as follows:
a. Giving interpretation for " $\boldsymbol{t}$ " with consulting t table (" $\boldsymbol{t}_{\text {tabel }}$ "):

Df $=\mathrm{N}-1$
$=24-1$
$=23$
b. Looking for standard Deviation for X1 by using the following formula:

$$
\begin{aligned}
S & =\vee \frac{1}{n-1}\left\{\sum D^{2}-\left(\sum D\right)^{2} / n\right\} \\
& =\vee \frac{1}{24-1}\left\{19808-(624)^{2} / 24\right\} \\
& =\vee 0,043\{19808-16.224\} \\
& =12,414
\end{aligned}
$$

c. looking for $\boldsymbol{t}$, by using the following formula:

$$
\begin{aligned}
\mathrm{T} & =\frac{\sum D}{n} / \frac{s}{\sqrt{n}} \\
& =\frac{624}{24} / \frac{S 12,414}{\sqrt{24}} \\
& =26 / 2,534 \\
& =10,26
\end{aligned}
$$

Thus, $t_{\text {table }} 5 \%=2,07<10,26>1 \%=2.81 . T_{\text {table }}$ is lower than $t_{\text {count }}$. $H_{o}$ (Zero Hypothesis) is rejected and $H_{a}$ (Alternative Hypothesis) is accepted. By this result, the researcher concludes that $\boldsymbol{H}_{\boldsymbol{a}}$ is accepted.

As a result, there are significant differences in students who use picture series in class X1 between pre-test and post-test in their writing skill of tenth grade at SMAN 1 Angkinang academic year 2015/2016.

The researcher use SPSS to more conviencing the count, and the result: (see appendix)
2. Description about the students' writing without using picture series in pre-test and post-test in the class X 5

The researcher conducted the English writing test for the tenth grade at SMAN 1 Angkinang on $24^{\text {th }}$ of February and $10^{\text {th }}$ of March in class X5. The scoring is based on five types with narrative text of essay they are Exposition, Narrative Techniques and Development, Organization and Cohesion, Use of Language/Conventions \& Grammar, and Conclusion. More information about the scores can be seen in the table.

Table 4.4 The pre-test in class X5

| NO | NAME |  |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |
|  |  | E | N | $\mathbf{O}$ | $\mathbf{U}$ | $\mathbf{C}$ |  |
| 1 | Apriliani | 2 | 1 | 2 | 2 | 1 | 32 |
| 2 | Akhmad Haidi Anwar | 2 | 1 | 1 | 1 | 1 | 24 |
| 3 | Ahmad Mukhlis | 3 | 1 | 2 | 1 | 1 | 32 |
| 4 | Agustiani putri | 3 | 2 | 1 | 1 | 1 | 32 |
| 5 | Fitri Heldawati | 1 | 1 | 2 | 1 | 1 | 24 |
| 6 | Muhammad Ferry Rosadi | 1 | 1 | 1 | 1 | 1 | 20 |


| Continuing table |  |  |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | Muhammad Haliluddin | 1 | 1 | 1 | 1 | 1 | 20 |
| 8 | Julaiha | 1 | 1 | 1 | 1 | 1 | 20 |
| 9 | Lidya Wati | 2 | 1 | 2 | 1 | 2 | 32 |
| 10 | Lisa Ariyani | 1 | 1 | 1 | 1 | 1 | 20 |
| 11 | Muhammad Saidi | 2 | 1 | 1 | 1 | 28 |  |
| 12 | Mia Febriani | 3 | 2 | 1 | 2 | 1 | 36 |
| 13 | Muhammad Ramadhani | 1 | 1 | 1 | 1 | 1 | 20 |
| 14 | Muhammad Alfiannor | 2 | 2 | 2 | 1 | 2 | 36 |
| 15 | Maulida | 2 | 2 | 1 | 1 | 1 | 28 |
| 16 | Muhammad Murjani | 1 | 1 | 2 | 1 | 1 | 24 |
| 17 | Muhammad Hendra Yadi | 1 | 1 | 1 | 1 | 1 | 20 |
| 18 | Muhammad Shaufi Tamami | 3 | 2 | 2 | 1 | 1 | 36 |
| 19 | Mufidatul Husna | 2 | 1 | 2 | 1 | 2 | 32 |
| 20 | Raida Susanti | 2 | 1 | 2 | 2 | 1 | 32 |
| 21 | Siti Ramadaniah | 2 | 2 | 1 | 1 | 1 | 28 |
| 22 | Sarifah | 1 | 1 | 2 | 1 | 1 | 24 |
| 23 | Siti Khusnul Khotimah | 3 | 1 | 2 | 3 | 2 | 44 |
| 24 | Tri Muliani | 2 | 2 | 1 | 1 | 1 | 28 |
| 25 | Yoga Yudistira Saputra | 1 | 1 | 1 | 1 | 1 | 20 |
| 26 | Faisal Akbar | 1 | 1 | 1 | 1 | 1 | 20 |

* E: Exposition

N : Narrative Techniques and Development
O: Organization and Cohesion
U: Use of Language / Conventions \& Grammar
C: Conclusion

* Example to scoring:
$\mathrm{E}=2, \mathrm{~N}=1, \mathrm{O}=2, \mathrm{U}=2, \mathrm{C}=1$
$\underline{2+1+2+2+1} \times 100=32$
25

Table 4.5 The post-test in class X 5

| NO | NAME |  |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | TOTAL |  |  |  |  |  |  |
| 1 |  | 3 | $\mathbf{N}$ | $\mathbf{O}$ | $\mathbf{U}$ | $\mathbf{C}$ |  |
| 2 | Akhmad Haidi Anwar | 3 | 3 | 2 | 2 | 2 | 44 |
| 3 | Ahmad Mukhlis | 3 | 2 | 2 | 1 | 44 |  |
| 4 | Agustiani putri | 3 | 2 | 2 | 1 | 44 |  |
| 5 | Fitri Heldawati | 2 | 2 | 2 | 2 | 44 |  |
| 6 | Muhammad Ferry Rosadi | 1 | 1 | 2 | 2 | 2 | 36 |
| 7 | Muhammad Haliluddin | 3 | 1 | 2 | 1 | 1 | 24 |


| Continuing table |  |  |  |  |  |  |  |  | 3 | 2 | 2 | 3 | 2 | 48 |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | Julaiha | 2 | 1 | 2 | 1 | 2 | 32 |  |  |  |  |  |  |  |
| 9 | Lidya Wati | 3 | 2 | 2 | 3 | 2 | 48 |  |  |  |  |  |  |  |
| 10 | Lisa Ariyani | 2 | 2 | 1 | 1 | 1 | 28 |  |  |  |  |  |  |  |
| 11 | Muhammad Saidi | 2 | 2 | 2 | 2 | 1 | 36 |  |  |  |  |  |  |  |
| 12 | Mia Febriani | 3 | 3 | 2 | 2 | 1 | 44 |  |  |  |  |  |  |  |
| 13 | Muhammad Ramadhani | 3 | 3 | 2 | 2 | 1 | 44 |  |  |  |  |  |  |  |
| 14 | Muhammad Alfiannor | 2 | 2 | 2 | 2 | 2 | 40 |  |  |  |  |  |  |  |
| 15 | Maulida | 3 | 3 | 2 | 2 | 1 | 44 |  |  |  |  |  |  |  |
| 16 | Muhammad Murjani | 3 | 3 | 2 | 2 | 1 | 44 |  |  |  |  |  |  |  |
| 17 | Muhammad Hendra Yadi | 3 | 2 | 2 | 2 | 1 | 40 |  |  |  |  |  |  |  |
| 18 | Muhammad Shaufi Tamami | 3 | 2 | 2 | 2 | 1 | 40 |  |  |  |  |  |  |  |
| 19 | Mufidatul Husna | 3 | 2 | 2 | 2 | 1 | 40 |  |  |  |  |  |  |  |
| 20 | Raida Susanti | 3 | 2 | 2 | 2 | 1 | 40 |  |  |  |  |  |  |  |
| 21 | Siti Ramadaniah | 1 | 1 | 2 | 1 | 1 | 24 |  |  |  |  |  |  |  |
| 22 | Sarifah | 3 | 2 | 2 | 2 | 2 | 44 |  |  |  |  |  |  |  |
| 23 | Siti Khusnul Khotimah | 3 | 2 | 2 | 2 | 2 | 44 |  |  |  |  |  |  |  |
| 24 | Tri Muliani | 1 | 1 | 1 | 1 | 1 | 20 |  |  |  |  |  |  |  |
| 25 | Yoga Yudistira Saputra | 1 | 1 | 1 | 1 | 1 | 20 |  |  |  |  |  |  |  |
| 26 | Faisal Akbar |  |  |  |  |  |  |  |  |  |  |  |  |  |

[^1]Table 4.6 The different of pre-test and post-test in class X5

| NO | NAME | DIFFERENT |  |  |
| :---: | :--- | :---: | :---: | :---: |
|  |  | PRE- <br> TEST | POST- <br> TEST |  |
| 1 | Apriliani | 32 | 44 | 12 |
| 2 | Akhmad Haidi Anwar | 24 | 44 | 20 |
| 3 | Ahmad Mukhlis | 32 | 44 | 12 |
| 4 | Agustiani putri | 32 | 44 | 12 |
| 5 | Fitri Heldawati | 24 | 36 | 12 |
| 6 | Muhammad Ferry Rosadi | 20 | 24 | 4 |
| 7 | Muhammad Haliluddin | 20 | 36 | 16 |


| Continuing table |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: |
| 8 | Julaiha | 20 | 48 | 28 |
| 9 | Lidya Wati | 32 | 32 | 0 |
| 10 | Lisa Ariyani | 20 | 48 | 28 |
| 11 | Muhammad Saidi | 28 | 28 | 0 |
| 12 | Mia Febriani | 20 | 36 | 0 |
| 13 | Muhammad Ramadhani | 36 | 44 | 24 |
| 14 | Muhammad Alfiannor | 28 | 40 | 8 |
| 15 | Maulida | 24 | 44 | 12 |
| 16 | Muhammad Murjani | 20 | 44 | 20 |
| 17 | Muhammad Hendra Yadi | 36 | 40 | 4 |
| 18 | Muhammad Shaufi Tamami | 32 | 40 | 8 |
| 19 | Mufidatul Husna | 32 | 40 | 8 |
| 20 | Raida Susanti | 28 | 40 | 8 |
| 21 | Siti Ramadaniah | 24 | 24 | 12 |
| 22 | Sarifah | 44 | 44 | 0 |
| 23 | Siti Khusnul Khotimah | 28 | 44 | 16 |
| 24 | Tri Muliani | 20 | 20 | 0 |
| 25 | Yoga Yudistira Saputra | 20 | 20 | 0 |
| 26 | Faisal Akbar |  |  |  |

* E: Exposition

N : Narrative Techniques and Development
O: Organization and Cohesion
U: Use of Language / Conventions \& Grammar
C: Conclusion

To know the writing skill of students who do not use picture series between pre-test and post-test at tenth grade at SMAN 1 Angkinang academic year 2015/2016 the researcher uses the accounting of formula as follows:

## a. Giving interpretation for " $\boldsymbol{t}$ " with consulting $\mathbf{t}$ table (" $\boldsymbol{t}_{\text {tabel }}$ "):

$$
\begin{aligned}
\mathrm{Df} & =\mathrm{N}-1 \\
& =26-1 \\
& =25
\end{aligned}
$$

b. Looking for standard Deviation for X 1 by using the following formula:

$$
\begin{aligned}
S & =v \frac{1}{n-1}\left\{\sum D^{2}-\left(\sum D\right)^{2} / n\right\} \\
& =\vee \frac{1}{26-1}\left\{5120-(280)^{2} / 26\right\} \\
& =\vee 0,04\{5120-3.015,38\} \\
& =9,175
\end{aligned}
$$

c. looking for $\boldsymbol{t}$, by using the following formula:

$$
\begin{aligned}
\mathrm{T} & =\frac{\sum D}{n} / \frac{s}{\sqrt{n}} \\
& =\frac{280}{26} / \frac{9,175}{\sqrt{26}} \\
& =10,769 / 1,8 \\
& =5,98
\end{aligned}
$$

Thus, $t_{\text {table }} 5 \%=2,06<5,98>1 \%=2.79 . T_{\text {table }}$ is lower than $t_{\text {count }} . \boldsymbol{H}_{\boldsymbol{o}}$ (Zero Hypothesis) is rejected and $\boldsymbol{H}_{\boldsymbol{a}}$ (Alternative Hypothesis) is accepted. By this result, the researcher concludes that $\boldsymbol{H}_{\boldsymbol{a}}$ is accepted.

As a result, there are significant differences in students who do not use picture series in class X5 between pre-test and post-test in their writing skill of tenth grade at SMAN 1 Angkinang academic year 2015/2016. But, the class use picture series better than the class do not use picture series.

The researcher use SPSS to more conviencing the count, and the result: (see appendix).

This is result of writing using picture series and without picture series in class X 1 and X 5 to know the different score in post-test.

## 3. Description about the students' writing using picture series and without picture series in the class X 1 and X 5

The researcher conducted the English writing test for the tenth grade at SMAN 1 Angkinang on $24^{\text {th }}$ of February, $10^{\text {th }}$ of March, and $12^{\text {th }}$ of March in class X 1 and X5. The scoring is based on five types with narrative text of essay they are Exposition, Narrative Techniques and Development, Organization and Cohesion, Use of Language/Conventions \& Grammar, and Conclusion. More information about the scores can be seen in the table.

Table 4.7 The result of students' writing using picture series in the class X1 (Post-Test)

| NO | NAME |  |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | TOTAL |  |  |  |  |  |
|  |  |  | N | O | U | C |  |
| 1 | Abdul Ghani | 2 | 3 | 3 | 3 | 2 | 52 |
| 2 | Abdillah | 4 | 2 | 3 | 3 | 3 | 60 |
| 3 | Elsa Farahmah | 4 | 3 | 4 | 4 | 3 | 72 |
| 4 | Fikri Daniawan | 3 | 2 | 2 | 2 | 2 | 44 |
| 5 | Fuad Hadi | 2 | 1 | 2 | 2 | 1 | 32 |
| 6 | Mazid | 3 | 3 | 3 | 5 | 1 | 60 |
| 7 | Mahliyannor | 2 | 1 | 2 | 2 | 1 | 32 |
| 8 | Mea Aulia | 3 | 3 | 3 | 4 | 2 | 60 |
| 9 | Muhammad Risnanda | 3 | 3 | 2 | 3 | 1 | 48 |
| 10 | Muhammad Syamsudin | 2 | 2 | 3 | 4 | 1 | 48 |
| 11 | Norhasanah | 3 | 2 | 3 | 4 | 2 | 56 |


| Continuing table |  |  |  |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 12 | Norhalida | 4 | 3 | 4 | 4 | 3 | 72 |  |
| 13 | Norliana Sapitri | 4 | 3 | 3 | 4 | 3 | 68 |  |
| 14 | Nur Shaleha | 3 | 3 | 3 | 4 | 2 | 60 |  |
| 15 | Noor Elisa Wati | 3 | 3 | 3 | 3 | 2 | 56 |  |
| 16 | Rahmad Hidayat | 2 | 3 | 3 | 4 | 2 | 56 |  |
| 17 | Rizky Amelia | 4 | 3 | 3 | 3 | 3 | 64 |  |
| 18 | Siti Mariam | 1 | 1 | 2 | 4 | 1 | 36 |  |
| 19 | Tiara Salsabila | 4 | 3 | 3 | 3 | 1 | 56 |  |
| 20 | Wafiq Azizah | 4 | 3 | 3 | 4 | 1 | 60 |  |
| 21 | Zakianur Isnarawati | 2 | 2 | 3 | 3 | 2 | 48 |  |
| 22 | Zairin Fauzani | 2 | 3 | 3 | 3 | 1 | 48 |  |
| 23 | Sari Fathul Islamiah | 2 | 3 | 3 | 4 | 2 | 56 |  |
| 24 | Muhammad Rizki | 4 | 3 | 3 | 3 | 2 | 60 |  |
|  |  | 70 | 61 | 69 | 82 | 44 | 1304 |  |

[^2]The total score of every students times four so that the finish score 100 (example, $4+3+3+3+2 / 25^{*} 100=60$ ), so, based on the table above, it shows that the highest score of students who use picture series is 72 and then, the lowest score is 32 , and accumulate score is 1304 .

Based on the result of the test, it is found that the categories of the writing skill of students who use picture series of tenth grade at SMAN 1 Angkinang academic year 2015/2016 are categorized in:
a. Excellent category, 0 students ( $0 \%$ ) with score $80-100$
b. Good category, 2 students $(8,332 \%)$ with score 70-79
c. Fair category, 8 students $(33,328 \%)$ with score $60-79$
d. Low category, 6 student $(24,996 \%)$ with score $50-59$
e. Very low category, 8 student $(33,328 \%)$ with score $0-49$

Table 4.8 The frequency distribution of the writing skill and category of students who use picture series

| No | Score | Frequency | Percentage | Categories |
| :---: | :---: | :---: | :---: | :---: |
| 1 | $80-100$ | 0 | $0 \%$ | Excellent |
| 2 | $70-79$ | 2 | $8,332 \%$ | Good |
| 3 | $60-69$ | 8 | $33,328 \%$ | Fair |
| 4 | $50-59$ | 6 | $24,996 \%$ | Low |
| 5 | $0-49$ | 8 | $33,328 \%$ | Very Low |
|  |  | 24 | $100 \%$ |  |

To know the writing skill of students who use picture series at tenth grade at SMAN 1 Angkinangacademic year 2015/2016 the researcher uses the accounting of Mean formula as follows:

$$
\begin{aligned}
& M_{x}=\frac{\sum f \times}{N} \\
& M_{x}=\frac{1304}{24} \\
& M_{x}=54,33 \longrightarrow 54
\end{aligned}
$$

Thus the students' writing skill who use picture series of tenth grade at SMAN 1 Angkinangacademic year 2015/2016 can be concluded in fair category.

Table 4.9 The result of students' writing without using picture series in the class $\mathbf{X 5}$ (Post-Test)

| NO | NAME |  |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | E | N | O | U | C | TOTAL |
| 1 | Apriliani | 3 | 2 | 2 | 2 | 2 |  |
| 2 | Akhmad Haidi Anwar | 3 | 3 | 2 | 2 | 1 | 44 |
| 3 | Ahmad Mukhlis | 3 | 3 | 2 | 2 | 1 | 44 |
| 4 | Agustiani putri | 3 | 2 | 2 | 2 | 2 | 44 |
| 5 | Fitri Heldawati | 2 | 1 | 2 | 2 | 2 | 36 |


| Continuing table |  |  |  |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | Muhammad Ferry Rosadi | 1 | 1 | 2 | 1 | 1 | 24 |  |
| 7 | Muhammad Haliluddin | 3 | 1 | 2 | 2 | 1 | 36 |  |
| 8 | Julaiha | 3 | 2 | 2 | 3 | 2 | 48 |  |
| 9 | Lidya Wati | 2 | 1 | 2 | 1 | 2 | 32 |  |
| 10 | Lisa Ariyani | 3 | 2 | 2 | 3 | 2 | 48 |  |
| 11 | Muhammad Saidi | 2 | 2 | 1 | 1 | 1 | 28 |  |
| 12 | Mia Febriani | 2 | 2 | 2 | 2 | 1 | 36 |  |
| 13 | Muhammad Ramadhani | 3 | 3 | 2 | 2 | 1 | 44 |  |
| 14 | Muhammad Alfiannor | 3 | 3 | 2 | 2 | 1 | 44 |  |
| 15 | Maulida | 2 | 2 | 2 | 2 | 2 | 40 |  |
| 16 | Muhammad Murjani | 3 | 3 | 2 | 2 | 1 | 44 |  |
| 17 | Muhammad Hendra Yadi | 3 | 3 | 2 | 2 | 1 | 44 |  |
| 18 | Muhammad Shaufi Tamami | 3 | 2 | 2 | 2 | 1 | 40 |  |
| 19 | Mufidatul Husna | 3 | 2 | 2 | 2 | 1 | 40 |  |
| 20 | Raida Susanti | 3 | 2 | 2 | 2 | 1 | 40 |  |
| 21 | Siti Ramadaniah | 3 | 2 | 2 | 2 | 1 | 40 |  |
| 22 | Sarifah | 1 | 1 | 2 | 1 | 1 | 24 |  |
| 23 | Siti Khusnul Khotimah | 3 | 2 | 2 | 2 | 2 | 44 |  |
| 24 | Tri Muliani | 3 | 2 | 2 | 2 | 2 | 44 |  |
| 25 | Yoga Yudistira Saputra | 1 | 1 | 1 | 1 | 1 | 20 |  |
| 26 | Faisal Akbar | 1 | 1 | 1 | 1 | 1 | 20 |  |
|  |  | 65 | 51 | 49 | 48 | 35 | 992 |  |

* E: Exposition

N: Narrative Techniques and Development
O: Organization and Cohesion
U: Use of Language / Conventions \& Grammar
C: Conclusion
The total score of every students times two so that the finish score 100 (example, $4+3+3+3+2 / 25 * 100=60$ ), so, based on the table above, it shows that the highest score of students who use picture series is 48 and then, the lowest score is 20, and accumulate score is 992 .

Based on the result of the test, it is found that the categories of the writing skill of students who do not use picture series of tenth grade at SMAN 1 Angkinang academic year 2015/2016 are categorized in:
a. Excellent category, 0 students ( $0 \%$ ) with score $80-100$
b. Good category, 0 students ( $0 \%$ ) with score 70-79
c. Fair category, 0 students $(0 \%)$ with score $60-69$
d. Low category, 0 student ( $0 \%$ ) with score 50-59
e. Very low category, 26 student ( $100 \%$ ) with score 0-49

Table 4.10 The frequency distribution of the writing skill and category of students who use picture series

| No | Score | Frequency | Percentage | Categories |
| :---: | :---: | :---: | :---: | :---: |
| 1 | $80-100$ | 0 | $0 \%$ | Excellent |
| 2 | $70-79$ | 0 | $0 \%$ | Good |
| 3 | $60-69$ | 0 | $0 \%$ | Fair |
| 4 | $50-59$ | 0 | $0 \%$ | Low |
| 5 | $0-49$ | 26 | $100 \%$ | Very Low |
|  |  | 26 | $100 \%$ |  |

To know the writing skill of students who do not use picture series of tenth grade at SMAN 1 Angkinangacademic year 2015/2016 the researcher uses the accounting of Mean formula as follows:

$$
\begin{aligned}
& M_{y}=\frac{\sum f y}{N} \\
& M_{y}=\frac{992}{26} \\
& M_{y}=38,15
\end{aligned}
$$

Thus, the writing skill of students who do not use picture series of tenth grade at SMAN 1 Angkinang academic year 2015/2016 can be concluded in very low category.

Then researcher counting the comparison between using picture series and without picture series.

To know the comparison of the writing skill between students who use and do not use picture series, the researcher uses " $t_{\text {test }}$ ". After that the collected data have been processed, the researcher analysis them make conclusion by using $t_{\text {test }}$ formula: $t=\frac{M_{1}-M_{2}}{S E_{M_{1}}-M_{2}}$

Based on the result of the test in appendix, the researcher calculates the mean formula of each major student. To keep the subject identity, the researcher just uses number of identifying the subject.
a. Looking for Mean Variable I by using the following formula:

$$
\begin{aligned}
& M_{x} \operatorname{OrM}_{1}=\frac{\sum f x}{N_{1}} \\
& M_{x} \operatorname{OrM}_{1}=\frac{1304}{24} \\
& M_{x} \operatorname{OrM}_{1}=54,33
\end{aligned}
$$

b. Looking for Mean variable II by using the following formula:

$$
\begin{aligned}
& M_{y} O r M_{2}=\frac{\sum f y}{N_{2}} \\
& M_{y} \text { Or }_{2}=\frac{992}{26} \\
& M_{y} O r M_{2}=38,15
\end{aligned}
$$

c. Looking for standard Deviation for variable I by using the following formula:

The result of $\sum f x^{2}$ of variable $I$ can be seen in appendix .
$S D_{x}$ orSD $=\sqrt{\frac{\sum f x^{2}}{N_{1}}}$
$S D_{x}$ or $S D_{1}=\sqrt{\frac{2717,336}{24}}=\sqrt{113,22}=10,64 \rightarrow 10,6$
d. Looking for standard Deviation for Variable II by using the following formula:

The result of $\sum f y$ of variable II can be seen in appendix.
$S D_{y}$ or $S D_{2}=\sqrt{\frac{\sum f y^{2}}{N_{2}}}$
$S D_{y}$ or $S D_{2}=\sqrt{\frac{1767,385}{26}}=\sqrt{67,97}=8,25$
e. Looking for Standard Error for Mean Variable I by using the following formula:
$S E_{M_{\chi}} \operatorname{OrSE}_{M_{1}}=\frac{S D_{1}}{\sqrt{N_{1}-1}}$
$S E_{M_{x}} \operatorname{OrS} E_{M_{1}}=\frac{10,64}{\sqrt{24-1}}=\frac{10,64}{\sqrt{23}}=\frac{10,64}{4,79}=2,22 \rightarrow 2,2$
f. Looking for Standard Error for Mean Variable II by using the following formula:
$S E_{y} O r S E_{M_{2}}=\frac{S D_{2}}{\sqrt{N_{1}-1}}$
$S E_{M_{y}} O r S E_{M_{2}}=\frac{8,22}{\sqrt{26-1}}=\frac{8,22}{\sqrt{25}}=\frac{8,22}{5}=1,64$
g. Looking for standard Error for comparative Mean Variable I and Mean variable II by using the following formula:
$S E_{M_{1}}-M_{2}=\sqrt{S E_{M_{1}}{ }^{2}+S E_{M_{2}}{ }^{2}}$
$S E_{M_{1}}-M_{2}=\sqrt{2,22^{2}+1,64^{2}}$
$S E_{M_{1}}-M_{2}=\sqrt{4,93+2,6896}$
$S E_{M_{1}}-M_{2}=\sqrt{7,6196}=2.76$
h. looking for $\boldsymbol{t}_{\boldsymbol{o}}$, by using the following formula:
$t=\frac{M_{1}-M_{2}}{S E_{M_{1}}-M_{2}}$
$t=\frac{54,33-38,15}{2.76}$
$t=\frac{16,18}{2.76}=5,862$
i. Giving interpretation for " $\boldsymbol{t}$ " with consulting $\mathbf{t}$ table (" $t_{\text {tabel }}$ "):

- Looking for Degree of Freedom

$$
\begin{aligned}
& \frac{d f}{d b}=\left(N_{1}+N_{2}-2\right) \\
& \frac{d f}{d b}=(24+26-2)=48
\end{aligned}
$$

After the researcher found the df (degrees of freedom), which is 48 , and then consult with $t_{\text {tabel }}$, can be seen in appendix.
j. The researcher makes a conclusion.

1) To know the students ' writing skill between students who use and do not use picture series with the analysis below
a) $H_{a}$ : Students' writing skill who use picture series better than students' writing skill who do not use picture series $\left(M_{x_{1}}\right)>\left(M_{x_{2}}\right)$
b) Mean students' writing skill who use picture series:
$M_{x_{1}}=54,33$
Mean students' writing skill who do not use picture series:
$M_{x_{2}}=38,15$
c) So, students' writing skill who use picture series better than students' writing skill who do not use picture series.
2) After that to know the differences students' writing skill between students who use and do not use pictur series of tenth grade at State Senior High School of Angkinang 1.

- Consulting score of "db/df" with " $t_{\text {tabel }}$ "

$$
t_{\text {tabel }}=\text { Value of critic " } t \text { " }
$$

$>$ In significant degrees t table $5 \%=2.01$
$>$ In significant degrees t table $1 \%=2.68$

- Making hypothesis interpretation:
$>H_{o}$ (Zero Hypothesis): there are no significant differences.
$>H_{a}$ (Alternative Hypothesis): there are significant differences.
$>$ Consulting " $t$ " with " $t_{\text {table }}$ "
$5,86>2.01$
$\frac{d f}{d b}=\left(N_{1}+N_{2}-2\right)$

$$
\frac{d f}{d b}=(24+26-2)=48
$$

After that the researcher finds the df (degrees of freedom), which is 48 , the researcher uses nearest df in the table, that is df at 47 . The table is put in appendix.

Thus, $t_{\text {table }} 5 \%=2.01<5,86>1 \%=2.68 . T_{\text {table }}$ is lower than $t_{\text {count }} . \boldsymbol{H}_{\boldsymbol{o}}$ (Zero Hypothesis) is rejected and $\boldsymbol{H}_{\boldsymbol{a}}$ (Alternative Hypothesis) is accepted. By this result, the researcher concludes that $\boldsymbol{H}_{\boldsymbol{a}}$ is accepted.

As a result, there are significant differences in students who use and do not use picture series in their writing skill of tenth grade at SMAN 1 Angkinang academic year 2015/2016.

## 4. Description about the effective or not in using picture series

The researcher conducted the English writing test for the tenth grade at SMAN 1 Angkinang. The researcher concluded from the results that have been obtained, that the experimental class has increased significantly than the control class in the writing skill. So, using picture series in learning more effective than without using picture series

## B. Discussion

From the statistical measurement above shows that $H_{o}$ (Zero Hypothesis) is not accepted or rejected; $H_{a}$ (Alternative Hypothesis) is accepted, because value of $t_{\text {count }}$ is higher than of $t_{\text {table }}$ (value of critic " t "). It means :

- "there is significant different in students' writing using picture series between pre-test and post-test in class X1".
- "there is significant different in students' writing using picture series between pre-test and post-test in class X5".
- "there are significant differences in students' writing using and without using picture series of tenth grade at SMAN 1 Angkinang academic year 2015/2016".
- "there is effective in students' writing using picture series more than without picture series".

Based on result of the test there are different highest and lowest scores of the test. The highest score of students who use picture series is 72 and the highest score of students who do not use picture series is 48 . While the lowest score of the students who use picture series is 32 and the lowest score of the students who do not use picture series is 20 .

Based on the table 4.7, writing skill of students who use picture series with five components, they are exposition, narrative techniques and development, organization and cohesion, use of language/conventions \& grammar, and conclusion. exposition total score is 70 , narrative technique and development total score is 61, organization and cohesion total score is 69, use of language/conventions \& grammar total score is 82 , and then conclusion total score is 44 . This evidence supports the claims of Wright (1989, p. 2) picture is one media which is suggested for helping the success of teaching-learning.

Based on the table 4.9, writing skill of students who do not use picture series with five components, they are exposition, narrative techniques and development, organization and cohesion, use of language/conventions \&
grammar, and conclusion. exposition total score is 65 , narrative techniques and development total score is 51 , organization and cohesion total score is 49 , use of language/conventions \& grammar total score is 48 , and then conclusion total score is 35 .

Based on the result of the test, there are differences between the highest and lower score. The highest score of the test students' writing skill who use picture series in use of language/conventions \& grammar total score is 82 , the highest score of the test of the writing skill students who do not use picture series in exposition total score is 65 . And then the lowest score of the writing skill of students who use picture series in conclusion total score is 44 , the lowest score of the writing skill students who do not use picture series in conclusion total score is 35.

The researcher also finds a difference mean score between the students who use and do not use picture series. The mean score of the students who use picture series is 54,33 , it means the writing skill of students who use picture series is in low category. In other hand, the mean score of students who do not use picture series is 38,15 , it means the writing skill of students who do not use picture series is in very low category. Then, it is related with the collecting numerical data that are analyzed using mathematically. That the researcher found the result of the test from the subjects or $t_{\text {count }}$ is higher than $t_{\text {table }}$. The conclusion is there are significant differences in the writing skill between students who use and do not use picture series.

According to the result of the research, the students who do use pictue series can influence their writing skill than the students who do not use picture series. According to English teacher, the backgrounds on applying the strategy are the status of state school that have not qualified especially in media, actually this is the new school, so the school is still trying to adapt with its status, it is also because of the students who graduated from this school are hoped can wtire English actively. And because of the new students are from different school, then their proficiency in writing skill are not in the same level. Therefore, the school needs the strategy for supporting the students in writing skill.

Based on the theory in chapter 2, all of the students want have interesting class. So, with use the right of instructional media can influence their writing skill, because media can built students' interesting in teaching learning process. In this case, the students who use picture series have extra interesting in learning and the students who do not use picture series just bored learning and there is not addition of other media. Then, when the researcher tested the writing skill of all of students, the result is the students who use picture series are better than the students who do not use picture series in writing skill.

Based on the result of the research, the researcher gives the interpretation that media (picture series) can influence students' proficiency, especially in writing skill. Therefore, based on the result of the research the writing skill of students who use picture series is better than the writing skill of students who do not use picture series. Finally, findings revealed that the use of pictures series technique made more effective the process approach implemented in the class.

There was a marked improvement in the writing skills of using picture series technique. Finding that is in line with, Raimes (1983, p. 28) who states that "A picture sequence, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip".


[^0]:    * E: Exposition

    N : Narrative Techniques and Development
    O: Organization and Cohesion
    U: Use of Language / Conventions \& Grammar
    C: Conclusion

    * Example to scoring:
    $\mathrm{E}=2, \mathrm{~N}=1, \mathrm{O}=2, \mathrm{U}=2, \mathrm{C}=1$
    $\underline{2+1+2+2+1} \times 100=32$

[^1]:    * E: Exposition

    N : Narrative Techniques and Development
    O: Organization and Cohesion
    U: Use of Language / Conventions \& Grammar
    C: Conclusion

    * Example to scoring:
    $\mathrm{E}=2, \mathrm{~N}=1, \mathrm{O}=2, \mathrm{U}=2, \mathrm{C}=1$
    $\underline{2+1+2+2+1} \times 100=32$
    25

[^2]:    * E: Exposition

    N : Narrative Techniques and Development
    O: Organization and Cohesion
    U: Use of Language / Conventions \& Grammar
    C: Conclusion

