THE EFFECTIVENESS OF PICTURE SERIES IN WRITING RECOUNT TEXT

(An Experimental Study on English Subject at The tenth Grade students of SMA Negeri 1 ManyakPayed)

THESIS

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ABSTRACT

SitiMardyana, The Effectiveness of Picture Series in Writing Recount Text (An Experimental Study on English Subject at The tenth Grade students of SMA Negeri 1 ManyakPayed).

This research is aimed to identify the Effectiveness of picture series to improve students'writing skill in recount text and knowing the implementation of picture series in teaching learning process. The design of this study is quasi experiment and randomized control group pretest and post test design. The object of this study was the tenth grade students of SMA Negeri 1 ManyakPayed. The research was conducted at august 15th 2016. It was quantitative data; the researcher used the mean score of the test. Moreover, after 6 meetings of treatments within this study, it was found that the t_{test} form independent t $_{test}$ by quantifying the completion of the value of Mean, Standard Deviation, and Variance from both classes to find s_{gab}. Then, the t_{test} was 2, 57. With the level of significant $\alpha = 0, 05$ and df = (n1 + n2 – 2) = (30 + 30 – 2) = 58, the t $_{table}$ is 1, 68 (t 0, 95 (40) =1, 68). Thus, the result of t_{test} and t_{table}, it found that $t_{test} > t_{table}$, by 2, 57> 1, 68. It is indicated that there is significant difference in achievement between used picture series and without picture series. On the other hand, H_a is proved to be accepted within this study.

Keywords: picture series, writing ability.

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CHAPTER I
INRTODUCTION

A. Background of the Study

Writing is one of productive skill in the English language. It means that writing involves communicating a message that can be read and analyzed by the reader. Writing is one of skill which has to master by the tenth grade students of senior high school. According to Heaton, writing skill is complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements.[1] Then, according to Harmer on his book, *"The Practice of English Language Teaching"*, he states each skill has difficulties for student but writing has become the most complicated skill to be learned because writing is production skill and need a feedback.[2] This case has led to the idea that learning to write or to communicate certain idea clearly and comprehensively is need time, effort, and concentration.

In teaching writing, pictures series is one of a media in study which can be used to help the teacher in delivering a material which is given to the student. This media is to stimulate the participation of the student in learning process. It is needed to make learning process more attractive. It makes the material easier to be accepted by the student. Media is mediator between teacher and student in teaching and learning process. As one of a media in learning process, pictures series is also intended to make student's motivation in study be increase. Picture

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[1] J.B. Heaton, *Writing English Language Test* (New York : Longman Group : 1995) p.135
[2] Jeremy Harmer, *the practice of English Language Teaching* (New York : Longman Group : 1991) p.52

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series are an art which issued to draw are unmovable goods if they are arranged well. Picture is a drawing object. It is one of visual aids that are very useful in teaching, especially for English teaching. Pictures can really help the learners to ease them in comprehending the meaning of a word, a sentence, or a paragraph. By using picture, the learners can get the imagination about the objects or the situations. Picture consists of lines and shapes which are drawn, painted, or printed on a surface. It also shows a person, thing, or scene.

Media is an object that can be touched, seen, heard, and observed. One of media which is used to help the students in writing recount text is pictures series. Pictures can be used to help the students in making cohesive and systematic sentences to be the series of events which is constructed in a chronological order. Pictures series have a number of related composite pictures linked to form a series or sequences. It makes the students writing recount text will be cohesive and systematic. Pictures series also have pictures with full color. It helps the students attracted to create their idea in writing recount text. The students have imagination about pictures they saw. The pictures inspire the students in expressing their ideas into paragraph. Pictures series will be effective towards students' writing skill in recount text because the students have motivation to increase their potential in writing recount text after they imagine the pictures.

The picture series is one of solutions that can help the teachers to explain language meaning and construction. The teachers are able to cope with the problem in teaching English. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture

is one of the media of communication that can show people, place and thing that are far from us. Picture can make anyone getting clearer ideas or information than language term.

On the other hand, the objectives of writing for the students in senior high school are required to learn and to master the functional text. Kinds of functional texts in senior high school are narrative, descriptive, recount and argumentation. Especially, recount text learned by the students in the eleventh grade of senior high school. In recount text, students usually asked to write a story based on the themes which are the teacher given. Based on the situation, the writer's did a test in SMA Negeri 1 Manyak payed at the tenth grade of students. Based on the writer's correction the test, the students got the low score in writing test. On the writing test, the students were asked to write a recount text based on the topic that the writer given. The score of students' writing test was bad. That was happened because of some factors. The first factor was students have to be able to create their idea to make a recount text. It was not interesting enough for the students. Second, the students were lack vocabularies. It made the students were difficulty in a writing recount text. Because the teacher just asked the student to write a narrative text without media and reality. The last problem was students cannot make a good chronological order in writing recount text because the teacher did not explain how to make a good paragraph in writing recount text. The students have to express their idea on their mind into a good paragraph or passage. This task is not as easy as it seems. Students not only have to produce various sentences, but they also have to concern on three basic elements of paragraph

structure: unity, clarity, and cohesive while constructing those sentences into a paragraph. It is evidences why writing become the most complicated skill for the students.

On the other hand, the specific problem faced by the students in writing recount text is to create cohesive and systematic sentences when they write story. When we write a recount text, we write about events in the order that they happen. In other words, we use time order to organize our sentences. Hence, they need a media to help students in creating their ideas, making their writing cohesive or systematic and making series of events which is constructed in a chronological order.

Based on the explanation and problems above, the writer intends to conduct quasi experimental study. Writer will give two tests, there are pre test and post test. In pre-test, writer asks students to write paragraph recount text without give media picture series. In the second meeting, writer will asks students to write recount text with picture series. Writer will ask students to write recount text base on pictures. After that writer will analysis the different between pre-test and post-test, and title of this research is, **"**The Effectiveness of Pictures Series in Writing Recount Text (An Experimental Study on English Subject at the Tenth Grade Students of SMAN 1 Manyak Payed)".

B. Problem of study

Considering what the writer has discussed in the background, the problem of the study can be stated as follow "is there any significant difference between

the students` ability in writing recount text taught with and without using picture series?"

C. Hypothesis

The hypotheses of the study are proposed in terms of null hypotheses (Ho) and alternative hypotheses (Ha). They are follows:

Ho : There is no significant different between the students' ability in writing text with and without using picture series.

Ha : There is significant different between the students' ability in writing recount text with and without using picture series.

D. Purpose of the Study

The purpose of this research is "to find out the significant difference between the student's ability in writing recount text taught with and without using picture series".

E. Terminology

There are several terminologies in to avoid misunderstanding about the research the study. The terminologies are as follow:

1. Picture series

According to Wright, he states that picture sequence consists of cartoon strips and instruction strips. Cartoon strips and instruction strips are potentially useful. The strips can be kept as they are and used to contextualize a story on

description of a process.[3] It means that, picture sequence need to use by the teacher to make students think chronologically on their writing based on which describe of a process. Another statement comes from Rimes on her book Techniques in Teaching Writing, she states that pairs of pictures or pictures in sequences provide for a variety of guided and free writing exercise. A picture sequences, such a picture series, provides the subject for writing recount and for speculating about the story beyond the pictures in the strip.[4] It means that, picture sequences (pictures series) provide to use in writing recount. Because in pictures sequences have related number to make the students create the cohesive paragraph.

2. Writing

Writing is a skill of English language which requires students to represent and develop their own idea in a written form. Many students feel confuse on how to begin to write a paragraph or get stuck on constructing certain genre of the text. To be able to write well can be difficult even for the professionals.

3. Recount Text

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones.

Jeremy Harmer, *the practice of English Language Teaching* (New York : Longman Group : 1991), p.*201*

[4] Ann Raimes, Techniques in Teaching Writing, (New York: Oxford University Press, 1983), p. 36.

F. The Significant of the Study

In this research, there are several benefits that can be gained, there are:

1. For students

   This research tries to apply a new technique in teaching writing which uses pictures series. The purpose is to motivate students and make them enjoy and happy when they writing, and make them easy to get idea in writing.

2. For Teacher

   This research will be a new consideration as teaching technique. It will be one of good technique in teaching writing, and teacher can apply it properly to get better students' achievement.

3. For School

   The application of technique that becomes objective in this research is gaining better achievement of students. Finally it can be realized that it will improve the quality of school in general.

   Writer used the guide book *Pedoman Penulisan Skripsi Jurusan Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Zawiyah Cot Kala Langsa 2011* as a guide to write this thesis.

CHAPTER II
LITERATURE REVIEW

A. Pictures Series

1. Definition of Pictures series

According to Wright on his book Pictures for Language Learning said that, "pictures are not just an aspect of method, but through their representation of places, objects, and people they are essential part of the overall experience".[5]

It means that, pictures can help the learners to understand the meaning of a word because it represents the meaning of it. According to Raimes, pictures will bring everything the outside world into the classroom in a vividly concrete way. So a picture is a valuable resource as it provides:

1. A shared experience in the classroom;

2. A need for common language forms to use in the classroom;

3. A variety of tasks;

4. A focus of interest for students.[6]

Based on the theory, students will be focus and interested in writing using picture. Students have imagination about the picture that they saw. Therefore, it can influence to the students' writing skill because they write many sentences based on the picture and their imagination.

From the explanation above, it can be concluded that pictures series is one of a media in study which can be used to help the teacher in delivering a material

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[5] Andrew Wright, Pictures for Language Learning, (Cambridge: Cambridge University Press, 1989), p. 2.
[6] Ann Raimes, Techniques in Teaching Writing, (New York: Oxford University Press, 1983), p. 27—28.

which is given to the student. This media is used to stimulate the participation of the student in learning process. It is needed to make learning process more attractive. It makes the material easier to be accepted by the student. Media is mediator between teacher and student in teaching and learning process. As one of a media in learning process, pictures series is also intended to make student's motivation in study be increase. Pictures series are an art which is used to draw are unmovable goods if they are arranged well.

Picture is a drawing object. It is one of visual aids that are very useful in teaching, especially for English teaching. Pictures can really help the learners to ease them in comprehending the meaning of a word, a sentence, or a paragraph. By using picture, the learners can get the imagination about the objects or the situations. Picture consists of lines and shapes which are drawn, painted, or printed on a surface. It also shows a person, thing, or scene.

2. Types of Picture and Types of Use

Andrew Wright explained in his book Pictures for Language Learning states that, there are 20 types of picture that can be found, they are:[7]

1. Pictures of a single object

2. Pictures of one person

3. Pictures of famous people

4. Pictures of several people

5. Pictures of people in action

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[7] Andrew Wright, Pictures for Language Learning, (Cambridge: Cambridge University Press, 1989). p.193 .

6. Pictures of places

7. Pictures from history

8. Picture with a lot of information

9. Pictures of the news

10. Pictures of fantasies

11. Pictures of maps and symbols

12. Pairs of pictures

13. Pictures and texts

14. Sequence of picture (Picture Series)

15. Related pictures

16. Single stimulating pictures

17. Ambiguous pictures

18. Bizarre pictures

19. Explanatory pictures

20. Student and teacher drawings

As it is mentioned above, it can be concluded that the activities which use of the different types of pictures are given and referred to their activity number. It is very important that these are not seen as exclusive. The same pictures can often be used for purposes other than those listed here. Indeed, with imagination, pictures can be used in such a variety of ways that no definitive guide could be given.

3. Function of Picture

After identifying the definition and the types of pictures, it is also necessary to know what the functions of pictures are. Here are some functions of picture for the teaching-learning activity. According to Andrew Wright some functions of pictures are:[8]

1. Structures and Vocabulary

    Pictures are very useful for presenting new grammatical and vocabulary entries. They also help to provide the situations and the contexts that light up the meaning of words or utterances, and help the teachers to avoid giving a long translation that might confuse the learners.

2. Function and Situation

    Pictures can be used for the revision from one lesson to another. Pictures also can be used as the basis of the written work, for example question writing. Pictures also can increase the learners" motivation and provide a useful practice material.

3. Skills

    Pictures can be useful to give the learners an opportunity to practice the language in real context or in the situations in which they can use it to communicate their ideas.

    Based on the statements above, it can be concluded that pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Pictures have some functions that related to structure and vocabulary, function and situation, and skills.

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[8] Andrew Wright, Pictures for Language Learning, (Cambridge: Cambridge University Press, 1989), P.4-5

4. Criteria for Good Picture

According to Andrew Wright, there are some characteristics for selecting the good pictures for the learners as follows:[9]

1. The aid must be easy to prepare and organized by the teacher

2. The aid must be interesting for the learners, especially for the young learners.

3. The aid must be meaningful and authentic

4. The aid must be sufficient amount language

The teachers should consider those four criteria to choose a good picture in the teaching learning for the learners.

5. Picture Sequences (Picture Series)

According to Wright, he states that picture sequence consists of cartoon strips and instruction strips. Cartoon strips and instruction strips are potentially useful. The strips can be kept as they are and used to contextualize a story on description of a process.[10] It means that, picture sequence need to use by the teacher to make students think chronologically on their writing based on which describe of a process. Another statement comes from Rimes on her book Techniques in Teaching Writing, she states that pairs of pictures or pictures in sequences provide for a variety of guided and free writing exercise. A picture sequences, such a picture series, provides the subject for writing recount and for

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[9] Andrew Wright, Pictures for Language Learning, (Cambridge: Cambridge University Press, 1989). *p.3*

[10] Andrew Wright, Pictures for Language Learning, (Cambridge: Cambridge University Press, 1989),.p.*201*

speculating about the story beyond the pictures in the strip.[11] It means that, picture sequences (pictures series) provide to use in writing recount. Because in pictures sequences have related number to make the students create the cohesive paragraph.

Whereas, according to Scrivener, traditionally pictures stories have been used as a starting point for writing exercises, but they are also very useful for focusing on specific language points or as material for speaking and listening activities. Most pictures stories seem inevitably to involve practice of the past simple and it means that pictures stories as a starting point in writing exercises. Sometimes, it is also useful in focusing other skills, like speaking and listening activities.

B. Recount Text

1. Definition of Recount Text

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones.

Anderson explains that recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience

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[11] Ann Raimes, Techniques in Teaching Writing, (New York: Oxford University Press, 1983), p. 36.

about what happened in the past and when it happened.[12] Furthermore, Knapp and Watkins also clarify that recount text is a sequential text that does little more than sequencing a series of events. It can be considered as the simplest type of narrative genre. Recount texts can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.[13]

2. The Structure of Recount Texts

In making a recount text, there is an important point which is worth knowing. According to Anderson's theory, a recount text has three main parts (Generic Structure). They are:[14]

1. Orientation: the opening of the text, the introduction of the topic of the text. It give background information about who, what, where, and when.

2. Event: It is usually told in a series of paragraphs which retell the events in the order of sequence when they happened.

3. Reorientation: it functions as the closing statement. It is a paragraph which contains a personal comment of the writer.

The language features of the text of recount are:

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[12]Anderson Mark, and Anderson, Kathy. *Text Type in English 1*.(Australia: Macmillan. 1997). p.49
[13] Knapp,P. and Watkins,M.Genre, Texts, Grammar:Technologies for Teaching and Assessing Writing.(Sydney: University Of New South Wales Press. 2005)
[14] Anderson, Mark, and Anderson, Kathy. *Text Type in English 1*. (Australia:Macmillan.1997).P.53

1. The use of proper nouns

2. The use of past tenses

3. It is organized in a chronological order, using time connectors that signal the order of sequences or events, for example, then, next, after, meanwhile, they functions as connectors.

4) The use of adjectives and adverbs for details.

c. How to Teach Recount Texts

Teaching recount texts to the students of Senior High schools is similar to the teaching of writing to students in common. The topics of writing recount texts can be selected from the students personal experiences as the nature of recount is to tell stories of events which emphasizes on the sequences. Through the use of Dialogue Journal writing, the process of teaching and learning writing recount texts can be improved since it allows students to experience writing their own pieces by going through the process of writing such as planning, drafting, editing, and rewriting which has been depicted in the wheel process shown above.

C. Writing

1. The General Concept of Writing

Writing is a skill of English language which requires students to represent and develop their own idea in a written form. Many students feel confuse on how to begin to write a paragraph or get stuck on constructing certain genre of the text. To be able to write well can be difficult even for the professionals.

In writing skill, students have to be able to create their idea in writing. It was not interesting enough for the students. They did not have inspiration or idea in writing. When students write something while they are also collecting things like facts and concepts, it leads them to uncover something new. They know they will be making significant discoveries as they write. Yet, students tend to have problems when they started writing. Many students know they will solve problems if they can just get started and keep on going. They have all kinds of strategies to keep the writing flowing, particularly during early drafting since all students revise their first drafts. When students revise their writing, it is time to reflect on their draft and perhaps gotten comments from other people, they are ready to revise. According to Clouse, when we revise the writing remember that its really rewriting. Experienced writers work and rework drafts several times. With each revision, know that you are acting like an experienced writer.[15]

When we create an idea in writing, it is similar as we communicate with someone (the audience). We use our mind in communicating to other people through written form. According to Do enough and Shaw on their book Materials and Methods in ELT: A Teacher's Guide, they state that teacher should need, for instance, to call on kinds of communicative criteria; on the concepts of product and process; and on the role of formal language practice, to see how other skills are. Writing too has developed many insights into the nature of language and learning.[16]

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[15] Barbara Fine Clouse, *A Trebles hooting Guide for Writers*, (New York: McGaw-Hill, 2005), p. 4

[16] Jo McDonough and Christopher Shaw, *Materials and Methods in ELT : A Teacher's Guide (2nd Ed),* (Oxford: Blackwell Publishing Ltd, 2003), p. 153.

It means that in writing skill the teacher has to make the concept of product and process in writing activities. Writing has developed and accumulated many insights in the language and learning.

It can be concluded that, writing is difficult language process because writing is more complex than other language skill. The writer must include the entire scope of information and provide the premises and content clearly so that a broad audience will be able to read and understand the message.

2. The Writing Process

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer explains the some stages of the writing process. The stages are presented as follows:[17]

1) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

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[17] Jeremi Harmer,How to Teach English Writing,(Essex:Person Education Limited,1998),P.11

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only it, but also encourages students to find and correct their mistakes in writing.

4) Final Version

In this last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

D. Teaching Writing

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially teaching English to Speakers of Other Language (TESOL). In this case, the teachers have to know how to teach writing. Harmer states that there are several reasons why teacher should teach writing. The reasons are reinforcement,

language development, learning style, and writing as a skill.[18] Moreover, the several reasons will be presented as follows:

a) Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b) Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the on going learning experience.

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

d) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. it seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement.

From the explanation which is delivered by Harmer. It can be seen that those reasons give instructions to the teacher as their job to teach writing.

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[18] Harmer, Jeremy. How to Teach English. (Essex: Pearson Education Limited. 1998) P.79

However, Harmer still states that there are several strategies for teacher to consider (1) the way to get the students to plan. (2) The way to encourage the students to draft, reflect and revise. (3) The way to respond to the students' writing.

CHAPTER III
RESEARCH METHOD

A. Research Design

The method of this study was quantitative method. The design of this study was true experimental design. The writer used true experimental design of this study to see the effectiveness of pictures series towards students' writing skill in recount text. According to Millan, the purpose of quasi experimental design is to determine cause and effect between independent and dependent variable. A common situation for implementing quasi-experimental study involves several classes or schools that can be used to determine the effect of curricular materials or teaching methods.

In this study, pictures series was the independent variable which may cause/influence students' writing skill in narrative text as the dependent variable. The writer used pre-test and post-test on the control and experiment class, to see the effectiveness of pictures series by looking pre-test, and post-test measurement and comparing the gained scores between both classes. The effectiveness can be seen from the improvement of students' score of experiment class in the post-test. The score was taken by the writer after student had been given some treatments and from the comparison of both classes. The experiment class was given the

technique by using pictures series in the classroom and the controlled class without using pictures series.[19]

1. The Static Group Comparison Designs

This design attempts to make up for the lack of a control group but falls short in relation to showing if a change has occurred. In the static group comparison study, two groups are chosen, one of which receives the treatment and the other does not. A posttest score is then determined to measure the difference, after treatment, between the two groups. As you can see, this study does not include any pre-testing and therefore any difference between the two groups prior to the study is unknown.

2. The Research Treatments

Picture series is one of a media in study which can be used to help the teacher in delivering a material which is given to the student. This media is used to stimulate the participation of the student in learning process. It is needed to make learning process more attractive. It makes the material easier to be accepted by the student. Media is mediator between teacher and student in teaching and learning process. As one of a media in learning process, pictures series is also intended to make student's motivation in study be increase. Pictures series are an art which is used to draw are unmovable goods if they are arranged well.[20]

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[19] James H. McMillan,Sally Schumacher,*Research in Education Evidence-Based Inquiry 66TH Edition,*(Boston: Allyn and Bacon,2006),p.24

[20] Dewi Awaliyah,*Effectiveness of Picture Series Towards students' Writing Skil lin Narative Text*, (Jakatra: UIN Syarif Hidayatullah,2014). p.17.

In this research, writer will use picture series to treatment students to improve their ability in writing especially in writing recount text.

3. The Research Variables

The dependent variable is the variable a researcher is interested in. The changes to the dependent variable are what the researcher is trying to measure with all their fancy techniques. In our example, your dependent variable is the person's ability to throw a ball. We tried to measure the change in ball throwing as influenced by hunger.

An independent variable is a variable believed to affect the dependent variable. This is the variable that you, the researcher, will manipulate to see if it makes the dependent variable change. In our example of hungry people throwing a ball, our independent variable is how long it is been since they have eaten.

The variables of this research are:

a. Independent Variable : the effectiveness picture series

b. dependent variable : writing ability

4. The Research Setting (Location of The Study)

Location of research is a place where research is done. This experimental research takes place in Sekolah Menengah Atas Negeri 1 manyak payed. It is located on Jln. Medan-Banda Aceh Km 475 , Tualang Baru, Manyak Payed, aceh Tamiang regency, Aceh 24471.

5. The Population And Samples

a. Population

Population is the goal that should be investigated and the results population. Population is the problem we are investigating. It could be human population, institutions, social agencies, regions, groups or whatever, that would be a source of information.[21]

Sogiyono wrote in his book that Hadari Nawawi said that Population is the whole object of research that consists of people, objects, animals, plants, symptoms, test scores or events as a source of data that have certain characteristics in a study.[22]

In this research the population is got from students SMA Negeri 1 Manyak Payed. The tenth grade students of SMAN 1 Manyak Payed are population for this research. The tenth grade students have eight classes.

Table 3.1 Populations

NO	CLASS	POPULATION
1	X-1	32
2	X-2	33
3	X-3	30
4	X-4	30
5	X-5	33
6	X-6	32
7	X-7	30
8	X-8	32
	Total	**276**

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[21] Moh Kasiran, *Metodologi penelitian Kuantitatif-Kualitatif,(*Malang:UIN-Malang Press, 2008). p. 35

[22] Margono, *Metodologi Penelitian Pendidikan,* (Bandung: Rineka Cipta, 2007). p. 118

b. Sample

Sample is a part of a number of characteristics possessed by this population.[23] Sample is part of the studied population is lacking depth. Sample was taken when we do not feel able to examine the entire population. The main requirement is that the sample should be representative of the population.[24]

c. Sampling Selection Technique

Sampling of this research use random sampling design, in this research use simple probability sample. The writer will take two classes with draw technique, writer get class X-3 and X-4. Class X-4 as control class and second class X-3 as experiment class.

6. The Research Instrument

a. Test (Pre-test and Post-test)

In collecting the data, the writer used writing test. Test as the instrument of the study. The writer asked the students to write recount text using pictures series. The students had to make a simple recount text about their experience. They must think the cohesive, unity, and clarity in their writing.

b. Research Instrument

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[23] Sugiyono, *Metodologi Penelitian Pendidikan,(Mixed Methods),* (Jakarta:ALFABETA, 2011). p. 119

[24] Moh Kasiran, *Metodologi penelitian Kuantitatif-Kualitatif,(*Malang:UIN-Malang Press, 2008). p.56

According to Hughes, to be valid a test must provide consistently accurate measurements. It must therefore be reliable.[25] Reliable based on Heaton, if the test administer to the same candidates on different occasions, then, to the extent that it produces differing results, it is reliable.[26] To make the test more valid, the writer made commands for the test writing. First, the writer writes explicit specifications for the test which take account of all that is known about the constructs that are to be measured. The writer also included a representative sample of the content of these in the test. Second, the writer use direct testing. Its reference should be made to the research literature to confirm that measurement of the relevant underlying construct has been demonstrated using the testing techniques that are be employed.

As a writing test, the writer could require candidates to write down a recount text based on the picture series. To administered the writing test, the writer used as analytic score in order to be more reliable in scoring students' writing. The following rating scale devised by Jacob :[27]

Table. 3.2 Scoring Guidance

Aspect	Score	Criteria	Comments
Content	27-30	Very good to excellent: Knowledge, substantive, relevant to topic.	

	22-26	Good to average: Some knowledge of subject, adequate range, mostly relevant to topic but lack detail.	
	17-21	Poor to fair: Limited knowledge of subject, little substance, inadequate development of topic.	
	13-16	Very poor : Does not show knowledge of subject, non substantive, not enough to evaluate.	
Organization	18-20	Very good to excellent: Fluent expression, ideas clearly stated and supported, well organized, logical sequencing, cohesive	
	14-17	Good to average: Main idea is stand out, logical but incomplete sequencing	
	10-13	Poor to fair: Mon fluent, ideas disconnected, lack of development	
		Very poor: Does not show knowledge of subject, non substantive, not enough to evaluate.	
vocabulary	18-20	Very good to excellent: Sophisticated range, effective word, idiom choice and appropriate register.	
	14-17	Good to average: Adequate range, occasional errors of word	

	10-13	Poor to fair: Limited range, frequent errors.	
	7-9	Very poor: Essentially translation, little knowledge of English vocabulary	
language	22-25	Very good to excellent: Effective complex construction, few errors of agreement, tense, number, word order, article, noun and preposition.	
	18-21	Good to average: Simple construction, several error of agreement, tense, number, word order, article, noun, and preposition, meaning confused or obscured.	
	5-15	Very poor: Virtually, no mastery of sentence construction rules, dominated by error, does not communicate.	
mechanics	5	Very good to excellent: Demonstrates mastery of convention, few errors of spelling, punctuation, paragraphing and capitalization.	
	4	Good to average: Occasional error of spelling, punctuation, paragraphing and capitalization but meaning is not obscured.	
	3	Poor to fair: Poor hand writing, frequent error of	

		spelling, punctuation, paragraphing and capitalization.	
	2	Very poor: No mastery of convention riles, dominated by error of spelling, punctuation, paragraphing nd capitalization.	

SCORE:

Content:__ + Organization:__ + Vocabulary:__ + Language Use:__ +

Mechanics:__ = (TOTAL SCORE)

The data from the test are presented in a table. They also categorized according to criteria: excellent, good, fair, bad. It is done to discover the average achievement in cognitive aspect of student after picture series as media learning. Graphic is also used to present final result of student category.[28]

Table. II. List of Category of Score

Score	Category
90-100	Excellent
75-90	Good
65-75	Fair
<65	poor

b. Validity

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[28] Muhammad Arif Fadilah,*Using Comic Strip in Teaching Chronological Order Text,* (Langsa:STAIN Zawiyah Cot kala Langsa,2013)*, p.40*

Validity is the test has the assessment result are appropriate, meaningful, and useful in terms of purpose of the assessment.[29] Validity and reliability is important aspects in a research. Validity is using of a measurement tool to measure a thing that should be measured.[30] Reliability is consistency of a measurement tool to measure a subject and produce a constant result although used in different time.[31] The writer uses the following formula to have validity and reliability of measurement tool that uses in this research. The formulas are:

Correlation Product moment

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Explanation:

r_{xy} = Correlation Coefficient

X = Amount of item score

Y = Amount of total score

N = Amount of participant

Distribution (r_{table}) for $\alpha = 0,05$ and (dk = n − 2)

Criterion:

[29] Brown, H. Douglas. *Language Assessment : Principles and Classroom Practices,* San Francisco: State University of San Francisco, 2007, p. 22

[30] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, Bandung: Alfabeta, 2009, p. 121

[31] Bambang, Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa asing.* Yogyakarta: Graha Ilmu, 2006, p. 125

If $r_{calculation} \geq r_{table}$ its mean valid

If $r_{calculation} \leq r_{table}$ its mean invalid[32]

c. Reliability

According to Brown, a reliable test is consistent and dependable.[33] It means that if the same test is given to the same students or two different groups, the test should find the same result. The writer using Cronbach alpha formula as follows:

$$r_{11} = \left(\frac{n}{(n-1)} \right) \left[1 - \frac{\sum \sigma_i^2}{\sigma^2_t} \right]$$

Explanation:

r_{11} = Reliability is sought

n = Number of items

$\sum \sigma i^2$ = Total variance score for each item

σ_t^2 = Variance total

B. The Procedure of Data Collection

1. The Teaching process

a. RPP Management

RENCANA PELAKSANAANPEMBELAJARAN

(EXPERIMENT CLASS)

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[32] Sugiono. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*.(Bandung: Alfabeta, 2009), p. 228

[33] Brown, H. Douglas, *Language Assessment : Principles and Classroom Practices,* San Francisco: State University of San Francisco, 2007, p. 20

Nama Sekolah : SMA N 1 Karang Baru

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Alokasi waktu : 8x45 menit (pertemuan 1-8)

A. STANDARD KOMPETENSI

1. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount, narrative,* dan *procedure* dalam konteks kehidupan sehari-hari

B. KOMPETENSI DASAR

1.1 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount, narrative,* dan *procedure*

C. INDIKATOR

1. Mengidentifikasisocial functiondari teks recount.

2. Mengidentifikasi generic structure dan language feature dari teks recount.

3. Menulis teks recount berdasarkan picture series.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan mampu menulis teks recount

berdasarkan picture series.

E. LEARNING MATERIAL

Recount texts

• Generic structure

A recount text is a text that telling the reader about one story, action, or

activity. Its goal is to entertaining or informing the reader.

a. Orientation : It tells who was involved, what happened,

where the events took places, and when it happened.

b. Sequence of events : It tellswhat happenend and in what

sequence.

c. Reorientation : itconsists of optional-closure of

events/ending.

• Language features of recount text

- Simple past tense is used to express something that happened in the past. Here

is the pattern:

S + Verb II

For example:

a. I woke up at half past seven

b. I played game

- Adverb of Time

  Yesterday, last week, last Sunday, etc

- Word Showing Order

  One of the language features of recount is the use of words that show the

  order in which the events in the text happened

  First, second, next, after that, then, etc.

F. Proses pembelajaran

no	Kegiatan	Alokasi waktu
1	**Kegiatan awal** 1. Salam dan tegur sapa 2. Guru mengabsen siswa 3. Guru memotivasi siswa	
2	**Kegiatan inti** 1. Guru bersama siswa membahas tentang recount text, dan cara menulis recount text.	

	2. Guru meminta siwa menulis recount text sebagai pre-test. 3. Siswa mengerjakan tugas menulis recount text
3	**Kegiatan penutup** Guru menyimpulkan materi yang diajarkan Guru memberikan siwa untuk mengungkapkan hambatan yang dialami siswa selama proses pembelajaran

PERTEMUAN KE DUA

no	Kegiatan	Alokasi waktu
1	**Kegiatan Awal** Salam dan tegur sapa. Guru mengabsen siswa. Guru memotivasi siswa.	
2	**Kegiatan inti** Guru memberikan pertanyaan sebagai lead-in kepada siswa. Guru mengenalkan contoh teks recount kepada siswa. Siswa dengan arahan dari guru mengidentifikasi generic structure dari teks tersebut.	

3	**Kegiatan penutup**	
	Guru menyimpulkan materi yang diajarkan	
	Guru memberikan siwa untuk mengungkapkan hambatan yang dialami siswa selama proses pembelajaran	

PERTEMUAN KE TIGA

no	Kegiatan	Alokasi waktu
1	**Kegiatan Awal**	
	Salam dan tegur sapa	
	Guru mengabsen siswa	
	Guru memotivasi siswa	
2	Siswa mengidentifikasi language feature teks tersebut bersama dengan guru. Siswa diminta untuk menjodohkan gambar dengan kalimat yang telah disusun acak secara berpasangan. Siswa diminta untuk mengidentifikasi language feature dari teks yang diberikan secara berpasangan.	
3	**Kegiatan Penutup**	10 menit
	Guru menyimpulkan materi yang diajarkan	
	Guru memberikan siwa untuk mengungkapkan	

	hambatan yang dialami siswa selama proses pembelajaran	

PERTEMUAN KE EMPAT

no	**Kegiatan**	Alokasi waktu
1	Kegiatan awal Salam dan tegur sapa Guru mengabsen siswa Guru memotivasi siswa	10 menit
2	Guru memberikan contoh teks recount. Siswa diminta untuk mengidentifikasi generic structure, language feature dan social function dari teks tersebut. Siswa diminta untuk melengkapi sebuah cerita dengan verb form yang benar. (attachment 9)	70 menit
3	**Kegiatan penutup** Guru menyimpulkan materi yang diajarkan Guru memberikan siwa untuk mengungkapkan hambatan yang dialami siswa selama proses pembelajaran	

PERTEMUAN KE LIMA

no	Kegiatan	Alokasi waktu
1	Kegiatan awal 1. Salam dan tegur sapa 2. Guru mengabsen siswa 3. Guru memotivasi siswa	
2	Guru memberikan gambar berseri kepada siswa dengan judul "lost Time". Guru meminta memberikan latihan kepada siswa untuk menulis recount text secara mandiri berdasarkan gambar yang diberikan oleh guru. Siswa mengerjakan latihan yang diberikan oleh guru.	
3	**Kegiatan penutup** Guru menyimpulkan materi yang diajarkan Guru memberikan siwa untuk mengungkapkan hambatan yang dialami siswa selama proses pembelajaran	

PERTEMUAN KE ENAM

no	Kegiatan	Alokasi waktu
1	**Kegiatan awal** 4. Salam dan tegur sapa	

	5. Guru mengabsen siswa	
	6. Guru memotivasi siswa	
2	Guru memberikan gambar berseri kepada siswa dengan judul "My Terrible Experience". Guru meminta memberikan latihan kepada siswa untuk menulis recount text secara mandiri berdasarkan gambar yang diberikan oleh guru. Siswa mengerjakan latihan yang diberikan oleh guru.	
3	**Kegiatan penutup** Guru menyimpulkan materi yang diajarkan Guru memberikan siwa untuk mengungkapkan hambatan yang dialami siswa selama proses pembelajaran	

PERTEMUAN KETUJUH

no	Kegiatan	Alokasi waktu
1	**Kegiatan awal** 7. Salam dan tegur sapa 8. Guru mengabsen siswa 9. Guru memotivasi siswa	
2	Guru memberikan gambar berseri kepada siswa.	

	Guru meminta memberikan latihan kepada siswa untuk menentukan judul yang sesuai dengan gambar dan menulis recount text secara mandiri berdasarkan gambar yang diberikan oleh guru. Siswa mengerjakan latihan yang diberikan oleh guru.	
3	**Kegiatan penutup** Guru menyimpulkan materi yang diajarkan Guru memberikan siwa untuk mengungkapkan hambatan yang dialami siswa selama proses pembelajaran	

PERTEMUAN KE DELAPAN

no	Kegiatan	Alokasi waktu
1	**Kegiatan awal** 10. Salam dan tegur sapa 11. Guru mengabsen siswa 12. Guru memotivasi siswa	
2	Setelah melakukan rangkaian pembelajaran tentang menulis recount text, guru memberikan post-test kepada siswa. Guru meminta siswa untuk menulis tecount text	

	berdasarkan gamabar yang diberikan guru kepada siswa	
3	**Kegiatan penutup** Guru menyimpulkan materi yang diajarkan Guru memberikan siwa untuk mengungkapkan hambatan yang dialami siswa selama proses pembelajaran	

G. RUBRIK PENILAIAN

Aspect	Score	Criteria	Comments
Content	27-30	Very good to excellent: Knowledge, substantive, relevant to topic.	
	22-26	Good to average: Some knowledge of subject, adequate range, mostly relevant to topic but lack detail.	
	17-21	Poor to fair: Limited knowledge of subject, little substance, inadequate development of topic.	

	13-16	Very poor : Does not show knowledge of subject, non substantive, not enough to evaluate.	
Organization	18-20	Very good to excellent: Fluent expression, ideas clearly stated and supported, well organized, logical sequencing, cohesive	
	14-17	Good to average: Main idea is stand out, logical but incomplete sequencing	
	10-13	Poor to fair: Mon fluent, ideas disconnected, lack of development	
		Very poor: Does not show knowledge of subject, non substantive, not enough to evaluate.	
vocabulary	18-20	Very good to excellent: Sophisticated range, effective word, idiom choice and appropriate register.	
	14-17	Good to average: Adequate range, occasional errors of word	
	10-13	Poor to fair:	

		Limited range, frequent errors.	
	7-9	Very poor: Essentially translation, little knowledge of English vocabulary	
language	22-25	Very good to excellent: Effective complex construction, few errors of agreement, tense, number, word order, article, noun and preposition.	
	18-21	Good to average: Simple construction, several error of agreement, tense, number, word order, article, noun, and preposition, meaning confused or obscured.	
	5-15	Very poor: Virtually, no mastery of sentence construction rules, dominated by error, does not communicate.	
mechanics	5	Very good to excellent: Demonstrates mastery of convention, few error of spelling, punctuation, paragraphing and capitalization.	
	4	Good to average: Occasional error of spelling, punctuation,	

		paragraphing and capitalization but meaning are not obscured.	
	3	Poor to fair: Poor hand writing, frequent error of spelling, punctuation, paragraphing and capitalization.	
	2	Very poor: No mastery of convention riles, dominated by error of spelling, punctuation, paragraphing and capitalization.	

2. Testing Procedure

In this research, writer use experiment. First, writer will choose two classes as sample of research, one class as experiment class and the other as control class. In experiment class writer will give pre-test in first meeting, give treatment in second meeting and give post test in last meeting. While in control class writer only give pre-test in first meeting and give post-test in second meeting.

C. The Procedure data Analysis

1. The Mean Score

Test of mean score can be obtained with the following steps:.[34]

$$M = \frac{\sum fx}{N}$$

2. The Score of normality Distribution Test

Test of normality data can be obtained with the following steps:[35]

a. Searching smallest and biggest score.

b. Searching value span (R)

R = Bigger score − Smallest score

c. Searching to the number of class (BK)

BK = 1 + 3.3 log n

d. Searching long value in class

$$I = \frac{R}{BK}$$

e. Making tabulation with table of benefactor.

f. Searching mean (mean)

$$X = \frac{\sum f. \, xi}{n}$$

g. Searching the Standard Deviation

$$S^2 = \frac{n \sum f.X_1 - (\sum f.X_1)^2}{n(n-1)}$$

h. Listing expected frequency.

i. Searching Chi Square ($X^2_{calculated}$)

$$X^2 = \sum_{i}^{k} = 1 \frac{(fo-fe)^2}{fe}$$

j. Comparing $X_{Calculated}$ dengan X_{table}

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[34] Nyoman Dantes,*Metode Penelitian,(*Yogyakarta:penerbit ANDI), P.178

[35] Wanda Sujannah. *The Inflience of Cooperative Learning Method in Teaching Simple Present Tense to the Eight Grade Students of SMPN 2 Karang Baru,* (Langsa:STAIN Zawiyah Cot Kala Langsa, 2013). P.29

3. Homogeneity Variants

Homogeneity was conducted to test whether the second data in a research is homogeneous, by comparing the variance. Looking for the biggest variance values and the smallest Variance value with the formula:[36]

$$F = \frac{biggest\ variance}{smallest\ variance} = \frac{S_1^2}{S_2^2}$$

If $F_{calculated} \geq F_{table}$, means is not homogenious.

If $F_{calculated} \leq F_{table}$, means is homogenious.

4. Determination of the Combined Variance

Determine combine variance (S^2) with the following formula:

$$S^2{}_{comb} = \frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n_1+n_2-2}$$

5. The criteria of Proven Hypothesis in Experimental Study

In this research to measure the hypothesis of two samples independent used T-test with the following formula :[37]

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{gab}\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

Where:

t   = t Price is calculated.

$\bar{x}_1$ = average final test of the experimental group.

$\bar{x}_2$ = average final test of the control group.

S_1 = Standard deviation of the final test of the experimental class.

S_2 = standard deviation of the final test of the control class.

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[36] Wanda Sujannah. *The Inflience of Cooperative Learning Method in Teaching Simple Present Tense to the Eight Grade Students of SMPN 2 Karang Baru,* (Langsa:STAIN Zawiyah Cot Kala Langsa, 2013).,*30*

[37]Sugiyono, *Statistika untuk Penelitian*. (Bandung: Alfabeta, 2011). P. 138.

n_1 = the number of experimental students.

n_2 = the number of control class students.

CHAPTER IV
FINDINGS AND DISCUSSION

The research finding and discussion that have been obtained throughout statistical equation is attached in this chapter. The result of quantitative data resulted from pre-test and post-test for both experimental and control group.

A.   The Findings

The researcher has done the research in SMA Negeri 1 Manyak Payed on August 15th until September 16th 2016. The aims of this research is to know the effectiveness of picture series in teaching writing and significant difference between teaching writing recount text with picture series and without it.The test was done into two classes, there are experiment class and control class. The data were collected from students pre-test and post-test of both classes. The data which is obtained is described into two tables.

Table 4.1. Data Result Experiment Class

No	Name of Students	control Class	
		Pre Test	Post Test
1	AS	58	83
2	API	60	88
3	AB	55	72
4	AP	56	80
5	AS	51	75
6	DP	52	85
7	DS	48	71
8	DW	72	90
9	EM	70	90
10	Kh	73	90
11	Lu	72	85
12	MK	64	70
13	MRi	60	84

14	MRF	61	85
15	MNA	49	51
16	NK	59	73
17	NF	62	80
18	NFa	70	71
19	NM	66	76
20	No	58	80
21	N A	62	88
22	NF	41	51
23	PSA	50	63
24	PA	64	80
25	RA	41	75
26	RS	52	72
27	RNS	63	89
28	R F	59	63
29	RP	63	72
30	SR	60	81
	Amount	1772	2313
	Average	59,17	77,23
	Max	73	90
	Min	41	51

Based on the table above, the experimental class showed that there are differences in score before and after treatment. The pre test, the lowest score is 41, the highest score is 73 and the average score is 59, 17. After done treatment students' score has increased, in post test the lowest score is 51, the highest score is 90 and the average score is 77,23.

Table4.2.Data Result Control class

No	Name of Students	control Class	
		Pre Test	Post Test
1	AR	51	72
2	AM	41	46
3	AS	64	70
4	ASa	56	70
5	DS	68	54
6	Ka	55	74

7	KA	41	46
8	KAf	55	71
9	KN	60	74
10	MA	50	73
11	Mu	63	62
12	MS	72	88
13	MAM	69	70
14	SH	67	82
15	SM	70	79
16	SW	66	74
17	SS	67	61
18	SV	55	74
19	SD	58	88
20	RC	54	66
21	Sa	64	69
22	SR	49	74
23	Sb	70	84
24	SAF	67	65
25	SDL	61	69
26	SI	60	72
27	WY	60	65
28	MAM	63	74
29	SMP	62	70
30	WA	41	53
	Amount	1779	2089
	Average	59,17	70,47
	Max	72	88
	Min	41	46

Based on the table above, the control class showed that there are differences in score before and after treatment. The pre test, the lowest score is 41, the highest score is 72 and the average score is 59, 17. After done treatment students' score has increased, in post test the lowest score is 51, the highest score is 88 and the average score is 70, 47.

B. The Result of Research

1. Validity and Reliability

The validity and reliability are important to examine the test. The examination was used to know the test is reasonable to use in the research. The validity and reliability was shown in the following table.

Validity and Reliability Test of Items

No. Item	Validity		Criterion	Reliability		Criterion
	$r_{calculation}$	r_{table}		$r_{calculation}$	r_{table}	
1	0,657	0,361	Valid	0,813	0,367	Reliable
2	0,780	0,361	Valid			

According to Sugiyono, by using $\alpha = 0,05$, if $r_{calculation} \geq r_{table}$ the data is valid. Based on the table, it showed at the first item $r_{calculation}$ which had score 0,657 was bigger than $\geq r_{table}$ which had score 0,361. It concluded that the first question was valid. While when we looked at the second question, we noted that the data was valid. In appendix 4, the researcher found that all question were valid. To determine the test was reliable, $r_{calculation} \geq r\_table$. $r_{calculation}$ which had score 0,813 is bigger than 0,367. Based on the table above, in appendix 4 was obtained that the test was reliable.

2. Data Result Student Experiment Class

The outcome of the pretest in the experimental class obtained an average value of 59,17 and a standard deviation of 8,48. Experimental class pretest data listed in the following table (complete data in appendix 6).

Data Result Pretest Experiment Class

Interval	F	Average	Standard Deviation
41 – 45	2		
46 – 50	3		
51 – 55	4		
56 – 60	8	59,17	8,48
61 – 65	7		
66 – 70	2		
71–75	4		
Total	**30**		

Furthermore, the giving posttest on the experimental class obtained an average of 77,23 and a standard deviation of 9,88. Posttest experimental class data are listed in table below (complete data in appendix 8)

Data Result Posttest Experiment Class

Interval	F	Average	Standard Deviation
51 – 57	2		
58 – 64	2		
65 – 71	3	77,23	9,88
72 – 78	7		
79 – 85	10		
86 – 92	6		
Total	**30**		

Based the pretest and posttest result saw an increase in student learning outcomes after experimental class were treated using picture series. This increase is quite high after using picture series.

3. Data Result Student Control Class

The outcome of the pretest on the control class obtained an average value of 59,17 and a standard deviation of 8,57. Pretest data control class is listed in table below (complete data in appendix 11)

Data Result Pretest Control Class

Interval	F	Average	Standard Deviation
41 – 45	3		
46 – 50	2		
51 – 55	5		
56 – 60	5	59,17	8,57
61 – 65	6		
66 – 70	8		
71– 75	1		
Total	**30**		

Furthermore, the giving the posttest obtained control class average standard deviation of 59,17 and 8,57. Posttest data control class is listed in table below (complete data in appendix 13

Data Result Posttest Control Class

Interval	F	Average	Standard Deviation
46 – 52	2		
53 – 59	2		
60 – 66	5		
67 – 73	10	70.47	10,38
74 – 80	7		
81 – 87	2		
88 – 94	2		
Total	**30**		

Based the pretest and posttest result saw an increase in student teaching outcomes control class that do not use picture series, although the increase is not so great is happening on the use of picture series.

C. The Result of Data Analysis

1. The Result of Data Normality

Data normality test was conducted to determine whether the data are normal techniques used in connection with (normality test) as follows (calculations in appendix 9 and 14)

The Result of Calculation Normality Test

Analysis	Test	$X^2_{calculation}$	X^2_{table}	Explanation
Experiment Class	Pretest	4,45	11,070	Normal
	Posttest	7,38	14,067	Normal
Control Class	Pretest	7,83	11,070	Normal
	Posttest	3,29	14,067	Normal

Based on the table above shows that the significant level $a= 0,05$ obtained $X^2_{calculation} < X^2_{table}$, concluded that data from the experimental class and control class normally distributed posttest shows that testing requirements may continue.

2. The Result of Homogeneity Test Data

Homogeneity test was conducted to determine whether the samples came from subjects who have the same variance. Result appendix 15 and 16 can be seen in the table the following:

The Result of Homogeneity Test Data

Analysis	$F_{calculation}$	F_{table}	Explained
Pretest	1,03	1,85	Homogeneous
Posttest	1,10	1,85	Homogeneous

Based on the table above shows that the significant level $a = 0,05$ obtained $F_{calculation}= 1,03$ and $F_{table}= 1,85$, and $F_{calculation}= 1,10$ and $F_{table}= 185$. Because $F_{calculation}<F_{table}$ are $1,03< 1,85$ and $1,10< 1,85$. Its means that both classes have the

same variance (homogeneous), so that the samples used to represent the population can continue to test the hypothesis.

D. Testing Hypothesis

Whether there is effectiveness the picture series to the learning outcomes of students then tested the hypothesis test using the formula t. The test result obtained with dk = $n_1 + n_2$ -2, and significant level (α) = 0,05, so obtained 5,683 ≥ 1,671. (Test Data Appendix 17)

Summary of Calculation Hypothesis Test

Sumber Variansi	$\bar{x}$	$Dk(n_1 + n_2 - 2)$	t_{hitung}	t_{tabel}
X 1	77,23	58	2,57	1,67
X 2	70,47			

Result obtained from testing the hypothesis that the learning outcomes of students who usedpicture series more superior then without the usedpicture series. Based on testing criteria, because $t_{calculation} \leq t_{table}$, it can be concluded that H$_0$ is rejected and H$_a$ is accepted. It means: "there is significant different between students' ability in writing recount text with and without using picture series".

E. Discussion

Pretest data analysis result show that both classes of samples (the experiment class and control class) that is homogeneous has the same initial capabilities, so both classes can use this sample further research. The next two

classes are given different learning treatment, given the experimental class using picture series and control class without used of picture series.

The first discussion is about the result finding of pre-test score. The independent t $_{test}$ of pre-test result on the appendix 17 showed the comparison scores between experimental and control class. The table showed that the independent t $_{test}$ for both classes before giving treatment was 0,085. Then, the t $_{table}$ by df = (n_1 + n_2 − 2) = (30 + 30 − 2) = 58. Based on the level of significant 5% (0, 05), so the t $_{table}$ form 54 is 1, 67 ($t_{0, 95 (40)}$ =1, 67), because the 40 is closer to 58. It is settled that t $_{test}$ is lower than t $_{table}$. It was found that t $_{test}$ < t $_{table}$, by 0.028 < 1, 68. This result indicated that there is no significant different between the class testing data from pre-test result. In other words, it is implied that the experimental and control class were similar in term of their ability before taking on experimental research treatments.

Then, the post-test results were compared through the independent t $_{test}$, as attached the table of 4.17, with the level of significant α = 0, 05 and *df* = (n_1 + n_2 − 2) = (30 + 30 − 2) = 58, the result of t $_{table}$ with the level of significant 0, 05 is 1, 68 (t $_{0, 95 (58)}$ =1, 68) and the result of t $_{test}$ is 2,57. It is settled that t $_{test}$ is higher than t $_{table}$. If the condition t $_{test}$ < t $_{table}$, H_0 would be accepted and H_a would be rejected. In other hand, if the condition of t $_{test}$ > t $_{table}$, H_0 would be rejected and H_a would be accepted. Thus, it was found that t $_{test}$ > t $_{table}$, by 2,57 > 1, 68. It is indicated that, H_a is approved to be accepted within this study.

The next point in discussion is the normality distribution of data for the study for both pre-test. The study has three points to be developed. They are

comprehension, meaning construction, and technical terms. The table result of calculation normality test showed that by the level of significant $\alpha = 0, 05$ and $df = (1-0, 05)$ (*the range of class-1*) $= 7$, it is figured out that $x^2\ _{table} = 14,067$ for experimental class. Then, as the level of significant $\alpha = 0, 05$ and $df = (1-0, 05)$ (*the range of class-1*) $= 6$, it is figured out that $x^2\ _{table} = 12,592$ for control class. As in $x^2\ _{count}$ for experimental class is 4,45 and $x^2\ _{count}$ for control class is 7,83. It is interpreted that $x^2\ _{count}$ for the both groups were lower than $x^2\ _{table}$. It is concluded that the data from the pre-test from the pre-test for these both classes have normal distribution.

After post-test was conducted, the data from both classes also had normality distribution. It proved on the result, which was presented on the table. By the level of significant $\alpha = 0, 05$ and $df = (1-0, 05)$ (*the range of class-1*) $= 6$, it is figured out that $x^2\ _{table} = 12,592$ for experimental class. Then, as the level of significant $\alpha = 0, 05$ and $df = (1-0, 05)$ (*the range of class-1*) $= 7$, it is figured out that $x^2\ _{table} = 14,067$ for control class. As in $x^2\ _{count}$ for experimental class is 7,38 and $x^2\ _{count}$ for control class is 3,29. It is interpreted that $x^2\ _{count}$ for the both group is lower than $x^2\ _{table}$. To conclude of normality distribution of data, there is examination criteria should be meet. The data have normality distribution if the condition of $x^2_{count} < x^2_{table}$, and if the condition of $x^2_{count} > x^2_{table}$, the data did not have normality distribution.

The next part of discussion is the variance homogeneity for pre-test result. the table. Showed that $F\ _{count}$ for both class is 1,03 and $F\ _{table}$ is 1, 85 on $\alpha = 0, 05$. Moreover, crossing these values of $F\ _{count}$ and $F\ _{table}$, it prescribe that $F\ _{count} < F$

$_{table}$, 1,03 < 1,85. It is concluded that the samples shared the same level of competency or homogeneity. Next, for post-test result, it was showed on table 4.9. It was indicated that F_{count} for both class is 1, 10 and F_{table} is 1, 85. Moreover, crossing these values of F_{count} and F_{table}, it prescribe that $F_{count} < F_{table}$, 1, 10 < 1, 85. It is concluded that the samples shared the same level of competency or homogeneity. These results of variance homogeneity are aiming at the equality of research samples for both classes. By meeting the condition, the criteria condition of finding homogeneity will be occurring, if $F_{count} < F_{table}$ The sample shared the same competence or homogeneity. Then if $F_{count} > F_{table}$, the condition do not meet and stated inhomogeneity. It concluded that for both classes have same ability in writing recount text.

CHAPTER V
CONCLUSION AND SUGGESTION

The chapter five draws the conclusions from the result of collected data to answer the research question of the study. Then, in this chapter, suggestions also were provided to state recommendations about research in English language teaching and learning.

A. Conclusion

Based on the analysis of data gathered during this study, it can be concluded that there was a significant difference between the students' progress in the experimental group and the control group. The differences of scores in the experimental and control groups were verified through the t-test.

The students' ability in writing recount text using picture series is better than teaching writing without using picture series. It base on the value of post test between control class and experiment class who taken after doing treatment.

B. Suggestions

Considering the result obtained in this study and discussion in the previous chapter, there are several suggestions that the writer would like to mention, such as:

1. To the English Teacher

English teacher should be creative to teach students in the class, especially in teaching writing. As a recommendation, the teacher can use

interesting media to teach English such as use picture series, so students can produce better writing.

2. To Other Researchers

This research discussion about the effectiveness of picture series to improve students ability in writing, it is can be used as an additional reference for other researcher who want to do research.

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