**CHAPTER I**

**INTRODUCTION**

1. **The Background of Research**

Writing that covers in communicating, conveying meaning to ourselves and others and the act of writing itself can help the writer to refine her thinking and reshape the views, because it allows the writer to hold the idea in his or her hand and consider it as revealed.[[1]](#footnote-1) Furthermore, writing can help the students to focus on accurate language use, such as grammar and vocabulary. It may well provoke language development of the students because they think as they write.

Written language is more conservative than spoken language. By writing, the writer more apt to obey the presciptive rules taught in school than speak.[[2]](#footnote-2) As one skill of English, writing can help students to learn and develop their English by expressing their knowledge, experience, and so on. It can be expressed in form of essay a paragraph, a letter, a short story, and etc. In respect to the writing ability, students should know their purpose in writing. When the writer asked about why they writing, students often say that they write because their teacher asked them and they need to do in the course.

Writing is, amoung the four language skills, considered as the most difficult skill in the context both first and second or foreign language teaching and learning. It is, therefore, not many students master the skills even in their first language. The difficulty perhaps because writing involves not only linguistic aspect but also non-linguistic ones. It involves the complicated process of moving from concept, thought, and ideas into written text.[[3]](#footnote-3)

Based on curriculum of junior high school which recommended by the government, there are some texts which have to be mastered. One of them is narrative text. Narrative text is a text that tells a series of events in temporal section.[[4]](#footnote-4) When the writer write a narrative, it can be recount a story, describe the characters and express the feelings.

However, it is not easy to write narrative text for students, because the students are usually do not know how to start writing and they can not organize their ideas in order to create a good story. Besides that, the teacher uses the conventional technique in teaching writing, especially narrative text writing and it does not help the students to make a narrative text easily. In this case, the teacher who teach writing should be creative and should use the suitable technique in teaching writing, especially writing narrative text.

There are so many media that can be applied in teaching writing narrative text in order to make students easier in creating it. one of those media that can be used relating to teach narrative text is the using of picture sequences. a picture can support for not just one task but many, sentence combining exercise or sequencing of sentences to the writing of dialogues, letters, reports or essays.[[5]](#footnote-5) According to Ann Raimes, a picture is avaluable resource as it provides are a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of task and a focus of interest of students.[[6]](#footnote-6)

Based on explanation above, picture sequence is a media to make students interested in learning writing, especially on narrative text. By using picture sequences, the students will not find a difficulty to write and explore their ideas because what they will write is focused on the pictures. Picture sequences have a lot of fun and can be adapted to a variety of writing types.

The writer takes review from Rosya Kurniati, she was studied at UIN Syarif Hidayatullah Jakarta until 2015. Her research about “The effectiveness of using pictures on students’ writing of recount text”. According that research, the picture can give effect in English learning can give an interesting for students’ English learning achievment. It could be seen from the average of post-test result in experimental class was 81.02 and the average of gained score was 19.78. the average of post-test result in controlled class was 63.81 and the average of gained score was 11.35.[[7]](#footnote-7) It can be concluded that picture sequence can improve students’ skill in writing narrative text and it became one of appropiate ways in teaching writing.

Like a minor observation the writer has done in MTs Negeri 2 Kabupaten Serang. Based on the writer’s observation, the students got the low score in writing test. On the writing test, the students were asked to write a narrative 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 narrative text. It was not interesting enough for the students. Second, the students were lack vocabularies. It made the students were difficulty in a writing narrative text. Because the teacher just asked the student to write a narretive text without media. So, the last problem was students cannot understand the explanation completely because the teacher use the old method such as explain the material by him self without give students oppurtunity to explore their ideas in writing comprehension.

As the writer read the result from several previous related studies that the average students tend to prefer writing with visual aids rather than just write without anything they see. Hence, based on the assumption above it is expected that picture seqeunces can offer an alternative way on providing the variation media in teaching writing and it can be effective on students’ writing of narrative text. Finally, the writer has intended to study more and select her topic about **“THE EFFECTIVENESS OF PICTURE SEQUENCE IN TEACHING WRITING SKILL ON NARRATIVE TEXT”**

1. **The Identification of the Problem**

The problem that researcher identified are as follows:

1. Student are not interested in writing narrative text because of their lack of ideas.
2. The teacher uses old method such as explaining material by himself without give student oppurtunity to explore ability students in writing comprehension.
3. Students are lack vocabularies in writing narrative text.
4. **The Limitation of the Problem**

As mentioned on the background of the study above, the Picture sequence is one of the alternative solutions that can be used by the teacher in writing. Thus, in this study, the writer focuses only one types of text, narrative text.

1. **Statement of the Problem**

Based on the background of the study above, the writer has started the problem as follows:

1. How is the students ability in writing skill on narrative text at second grade of MTs Negeri 2 Kabupaten Serang?
2. How is the effectiveness of picture sequence on students writing narrative text?
3. **The Objectives of the Research**

Based on the formulated problem above, the aims of study are started as follows:

1. To know students ability in writing skill on narrative text at the second grade of MTs Negeri 2 Kabupaten Serang.
2. To know the effectiveness of picture sequence for students writing skill on narrative text.
3. **Significance of the Study**

This study will give advantages for the students, the teachers, the readers, and also the writer.

First for the students, they have a new way to learn English, especially in writing narrative text. They can be more activity than teachers in the process of learning and teaching. They also are going to have a good writing when they are usually trained to write.

Second for the teachers, it can know students ability in writing skill. Teachers use Picture Sequenceas the teaching media, because it could make their learning in the classroom is more enjoyable and interesting.

Third, the advantages for the readers is that they could get knowledge after reading this study.

1. **Preview Study**

In this research, the writer has reading two preview studies, there are:

1. The first preview study of research is taken from the journal of research and method in education by Misianto and Budi Eko Suetjipto. “The use caption picture media for improving the skills of writing narrative texts and learning process of writing narrative texts”. Based on the findings it can be concluded that use of caption picture media can effectively improve the skills of writing narrative texts.[[8]](#footnote-8)
2. The second preview study of research is arranged by Rosya Kurniati. She was studied at UIN Syarif Hidayatullah Jakarta until 2015. Her title about research is “The effectiveness of using pictures on students’ writing of recount text. According to that research, the picture can give effect in English Learning because can give an interesting for students’ English Learning achievment. It could be seen from the average of post-test result in experimental class was 81.02 and the average of gained score was 19.78. the average of post-test result in controlled class was 63.81 and the average of gained score was 11.35.[[9]](#footnote-9) It can be concluded that picture sequence can improve students’ skill in writing narrative text and it became one of appropiate ways in teaching writing.

There are many differences from two paper above, the writer uses writing skill, use narrative text in process of learning writing to make students easy to determine maid idea, create problem solving, and the writer use quasi experimental in collect the data. In quasi experimental, the writer takes two class. One class for control grup and one class for treatment group. Before treatment, the writer gives pre-test to two class, but after treatment the writer gives post-test only to treatment class.

1. **Assumption and Hypothesis**
2. Assumption

Based on research that has occured with using the picture sequence in teaching writing, the writer assumes that using the picture sequence in teching writing will improve the students’ writing skill at the eight grade students of junior high school at Al-mubarok Islamic Boarding School. This assumption will researched with the experimental research by writer. The writer wil collect data about students’ writing skill before and after treatment, and it will be analyzed by using t-test.

1. Hypothesis

Nunan has stated that “hypothesis is a formal statement about an expexted relation between two or more variables which can be tasted through an experiment.[[10]](#footnote-10) The writer formulates hypothesis as follows:

1. The Null hypothesis (): there is no significant effect between students’ taught by using picture sequence without picture sequence.
2. The experimental hypothesis (): there is significant effect between students’ taught by using picture sequence without picture sequence.
3. **The Organizing of Writing**

Chapter I is introduction, consist of the background of the research, the identification of the problem, the limitation of the problem, statements of the problems, the objectives of the research, significance of the study, the preview study and the assumption and hypothesis.

Chapter II is theoretical framework, consist of review writing, narrative text, picture sequence.

Chapter III is research methodology, consist of the method, the population and sample, the research instrument, the technique of data collection, and the technique of data analyzing.

Chapter IV result of the research which consist of description of the data, data analysis, interpretation of data and discussion.

Chapter V conclusion and suggestion consist of conclusions and suggestions. The final part of this paper consists of a list of references.

**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Writing**
2. **Definition of Writing**

Writing is one of four language skills in learning English, the skills are listening, speaking, reading and writing. It is one of the important skills to be mastered, especially by the students in junior high school. One of them is writing skills.

Many students feel confused on how to begin to write a paragraph or get stuck on constructing certain genre of the text. There is no better way for students to hold the essential value of writing as a form of communication than for them to produce the kind of practical writing that many people do in their every day life. This practical writing has both a clear purpose and specific audience. Much of this everyday writing is “writing to get things done”.[[11]](#footnote-11) Therefore, the writing requires a precision.

When the students create an idea in writing, it is similar as communicated with someone (the audience). The students use the mind in communicating to other people through written form. According to Donough and Shaw on their book Materials and Method 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 format language practice, to see how other skill are. Writing too has developed many insights into the nature of language and learning.[[12]](#footnote-12) 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.

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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 conten clearly so that a broad audience will be able to read and understand the message written by the writer.

Marianne Celce-Murcia said that “By writing a person can communicate using a variety of message to a close or distant, known or unknown reader and readers. Writing as a communicative activity needs to be encouraged and nurtured during the language learners course of study.” [[13]](#footnote-13)

The mean from theory above is by writing, we can more easily communicated to nearest and distant people, in order to easily find out the latest news going on, for example by writing a letter. By teaching writing, students can also learn to express their opinions and criticism through writing. It teaches courage to the students in expressing what is in their minds even with writing.

Writing requires a lot of skills. Writing must also require well-crafted ideas and also requires accuracy in choosing every word, so that the resulting writing can be conveyed and understood by the reader, and the most importantly the students should always practice writing constantly. Such as the theory given by Alan Meyers, “Writing is partly a talent, but it is mostly a skill any skill, it improves with practice.”[[14]](#footnote-14)

Writing is usefully described as a process, somethink which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words on to paper.[[15]](#footnote-15) This gives students time to think about their ideas rather than having to give a direct opinion on which they can’t think of the senteces first, especially at lower levels, and find difficult.

In this study, the writer found that students who are learning to write always have difficulty in writing a story. They find it difficult to start every word they want to write so that the student gets confused and decides to stop writing, but if the students really understand every step of the writing then anything they want to write become easier.

Writing is a process progress, writing to demand experience time chance, exercise, ability particular, and direct teaching to demand idea that logict construct, plain express, and attractive arrangement. Therefore, if students accustom themselves to practicing writing, they can organized their ideas in order to create a good story and also not confused to start writing.

1. **The stages of Writing Process**

In the teaching of writing, the writer can focus on the product of that writing or on the writing process. According to Jeremy Harmer in the writing process there are four elements:[[16]](#footnote-16)

1. Planning

Writers plan what they are going to write. For some writers this my involve making detailed notes. When planning, writers has to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, the writers think of the audience they are writing for, since this will influence not only the shape of the writing. The thirdly, the writer has to consider the content stucture of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

1. Drafting

The writers create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

1. Editing (reflecting and revising)

Writers has produced their draft, then usually they reread what they have written to see if there is a wrong word placement, or perhaps there is a sequence of unclear information and in the way the writing is ambiguous or confusing.

1. Final version

Once writers has edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerable different from both the original plan and the first draft, because things have changed in the editing process.

The writer decided to represent these stages in the following way planning → drafting → editing → final version. By following this stage, students can produce their writing well and without any errors, because the results of their writing have been edited so that no errors in writing.

1. **Kinds of Writing**

There are two main categories of text, they are literary and factual. Within these are various text types. Each text types has a common way of using language.[[17]](#footnote-17)

1. Literary texts include aboriginal reaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. There are three kinds of literary texts: narrative, poetics, and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.
2. Factual Texts

Factual text includes advertisement, announcements, internet websites, current affairs shows, debates, recipes, reports and instruction. The kinds of these texts are recount, response, explanation, discussion, information report, exposition and procedure.

In this study, the writer only used one kind of the text that is literary text, because this text explains one type of the text that is used by the writer. Actually in the literary text also there are other kinds of the text, but the writer only take one kind of the text that want to be studied is narrative text. Here will be described some of the kinds of writing texts:

1. Narrative text

A narrative is a piece of the text which tells a story and in doing so, entertains or informs the reader or listener.[[18]](#footnote-18) Narrative text type tell story using spoken or written language. It can be communicated using radio, television, books, newspaper or computer files. Narrative are usually told by a story teller.

1. Description

Description reproduces the way things look, smell, feel, or sound, it may also evoke moods. Description written that describes and proposes characteristic, behaviour of someone, condition of place and things.

1. Recount text

A recount is a piece of text that retells past even, usually in the order in which they happened.

1. Exposition

Exposition is used giving information, making explanation, and interpreting meaning, it includes editorials, essays, and informative and instructional material.

1. Argumentation

Argumentation is used in persuading and convicing. An argumentation writing, writing tries to purpose evidence or reason to convince and influence the reader to support the opinion, idea, and attitude as well as writer conviction.

In this research, the writer focuses on the narrative text. This type of narrative text tells the story using spoken or written language. Then the writer uses narrative text because this text is very helpful for students who are learning to write. Moreover, narrative text can help the students to get a better understanding and simple to do because narrative text is something what they happened or they once knew, so that can make them easy to write down what they know.

1. **Assessment of Writing**

Analytic scoring test in writing test, there are five major items or categories. They are content, organization, vocabulary, grammar, mechanic.

**Table 2.1 Percentage of the elements of writing[[19]](#footnote-19)**

|  |  |
| --- | --- |
| **Element of Writing** | **Score** |
| Content | 30 |
| Organization | 20 |
| Vocabulary | 20 |
| Grammar | 25 |
| Mechanic | 5 |
| **Total of score** | **100** |

This is the specific criteria of assessment of the writing according to Sara Caushing W, are:[[20]](#footnote-20)

**Table 2.2 Scoring Guidance and The Explanation of Criterion**

|  |  |  |
| --- | --- | --- |
| **Categories** | **Score** | **Criteria** |
| Content | 30-27 | **Excellent to very good**: knowledgeable, substantive, through development of thesis, relevant to assigned topic. |
|  | 26-22 | **Good to average**: some knowledge o subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. |
|  | 21-17 | **Fair to poor**: limited knowledge of subject, little substance, inadequate development of topic. |
|  | 16-13 | **Very poor**: does not show knowledge of subject, non substantive, not partinent, or enough to evaluate. |
| Organization | 20-18 | **Excellent to very good**: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive. |
|  | 17-14 | **Good to average**: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. |
|  | 13-10 | **Fair to poor**: non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |
|  | 9-7 | **Very poor**: does not communicate, no organization. |
| Vocabulary | 20-18 | **Excellent to very good**: sophisticated range, effective word/idiom choice and usage, word from mastery, appropiate register. |
|  | 17-14 | **Good to average**: adequate range, occasional errors of word/idiom form, choise, usage but meaning not obscured. |
|  | 13-10 | **Fair to poor**: limited range, frequent errors of word/idiom form,choise, usage, meaning confused or obscured. |
|  | 9-7 | **Very poor**: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate. |
| Language use (grammar) | 25-22 | **Excellent to very good**: effective complete construction, few errors or agreement, tense, number, word order/function, articles, pronouns, preposition. |
|  | 21-18 | **Good to average**: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured. |
|  | 17-11 | **Fair to poor**: major problems in simpel/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions, meaning confused or obscured. |
|  | 10-5 | **Very poor**: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or enough to evaluate. |
| Mechanics | 5 | **Excellent to very good**: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |
|  | 4 | **Good to average**: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured. |
|  | 3 | **Fair to poor**: frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured. |
|  | 2 | **Very poor**: no mastery of conventions, dominated by errors, spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. |

1. **Narrative Text**
2. **The definition of narrative text**

A Narrative is something that is narrated, example story.[[21]](#footnote-21) A narrative text tells a real or an imaginary story with a clear beginning, middle, and ending.

There are many kinds of narrative such as fairy tale, romance, legend, horror stories, adventure, science fiction, mysteries. Because the content is not only the fact but also the fiction that was imagined by the author.

From the explanation above, the writer can conclude that narrative is a series of the story and the events which has some purpose both to entertain and to inform other. In writing a narrative, the writer should writes the action or the events that happened in chronological order which has a definite beginning and definite ending.

A narrative is telling a story that contains problematic experience and resolution to amuse. Sometimes narration is used as a means of development whereby a writer explains her purpose. Narrative are immensely important part of our daily lives, they tale the form of stories and they are to the found in newspaper, articles, historical reports, advertisement, soap operas, gossip and conversation.

1. **The constructing a narrative text**

The step for constructing a narrative text are:[[22]](#footnote-22)

1. Orientation

(can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place, and where the action happening.

1. Complication

The writers create the conflict among characters.

1. Resolution

In which the characters finally sort our the complication.

1. Coda

That writers write their comment, moral message and what they can learn from the story.

In this part, the writer know that writing narrative text is not just writing essays in general. In writing narrative texts need to pay attention to the steps of writing, so it can be easier to write and the story can be more focused, because the narrative is a type of composition that is telling. In the narrative text there are also some steps that must be considered by the students.

The existence of contructing on the narrative text can facilitated the students in managing the storyline on their writing, so they can imagine how the continuation of the story they want to make. It is important for the reader and writer to make easy to understand and produce the text.

1. **Language features of narrative text**

The language features usually found in a narrative are:

1. Specific characters
2. Time words that connect events to tell when they occur
3. Verbs to show the action that occur in the story
4. Descriptive word to potray the characters and settings.

The language feature of the narrative text also becomes a part that students need to know, because in addition to the students can develop a narrative text of their own, they can also find the language feature of the narrative text and the students can also be easier if they have to search for information from the text.

1. **Picture Sequence**
2. **The definition of picture sequence**

A picture sequences, such a comic strip, provides the subject for writing narrative and for speculating about the story beyond the pictures in the strip.[[23]](#footnote-23)It means that, picture sequences (pictures series) provide to use in writing narrative.

Cartoon strips and instruction of pictures are potentially useful. Experience will show the teacher which strips are the most useful. The strips can be kept as they are and used to contextualize a story or description of a process. First of all the teacher can ask questions to help the students can discuss the technique of the cartoonist in his/her representation of the people and setting the relationship between and the words.

1. **Function of Picture**

Picture is drawing object and it is visual aids that are very useful fo English teaching. As stated before, English is foreign language for Indonesian students, to they have to know the English words when they want to use it. Picture will help students to know the English word understand the meaning of those words when they want to use 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 fokus of interest of students.[[24]](#footnote-24)

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 statement above, it can be known that language should pay attention to learners’ experience which involves situation. Through picture, language learner get both of it because they can directly see the object or the situation of the material. So they can remember it much longer from the sight.

**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **The Method of Research**

The method of this study was quantitative method. The design of this study was quasi experimental design. The writer used quasi experimental design of this study to see the effectiveness of picture sequence towards students writing skill in narrative text, where quasi experimental has pre-test and post-test and experimental and control group, but no random asisgnment of subject.[[25]](#footnote-25) In this study, picture sequence was independent variable which may cause/influence studets’ writing skill in narrative text as the dependent variable.

Quasi experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and consider these factors in their interpretation. Although the true experiments are preferred, quasi- experiental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible.

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For the group of experimental, the writer apply the pictures in teaching writing, and for the control group the teacher does not use any media. Next, for the last stage, the teacher gives the post test effective or not.

1. **Research Design**

**Table 3.1**

**Research Design**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sample** | **Pre-Test** | **Treatment** | **Post-test** |
| Experimental Group | **√** | Using Picture Sequence Media | **√** |
| Control Group | **√** | Without Using Picture Sequence Media | **√** |

1. **Population and Sample**
2. Population

Populationis defined all members of any well-defined class of people, events or object. A population is also the group of the interest to the researcher, the group which the result of the study will ideally generalize. The member of population is 66 students.

1. Sample

Sample is a subset of individuals or case from within a population.[[26]](#footnote-26) It is usually consist of a small group from the population that is observed and about which the generalization is made. Sample is a set observation draw from a population by a defined procedure on talking samples, the writer choose the students at the eighth grade of MTs Negeri 2 Kabupaten Serang as the samples. The total sample is 60 and it is devided into two classes. Sample are 30 students from VIII F and 30 students from class VIII G.

1. **The Technique of Data Collection**

Collecting data is important of this research. Below are some steps that used in this research in order to get valid information that supports the research.

1. Pre-test

Pre-test means a test which administrated at the beginning of course of study, this test is know student writing ability before the students where given treatment and to get the data of their mastery on structure of both two group especially in writing level.

1. Post-test

Post-test means a test which is administrated at the end of the study or after giving treatment in order to find out the result of treatment. Basically the test used for post test is the same with the test used for pre-test.

1. **The Technique of Data Analysis**

To analyze the data has been collected using test, the researcher compares the result of both post-test, experiment class and control class students. The result of pre-test is experiment class is named by X1 and the result of the post-test in control class is named by X2 , the researcher will be analyzed by some steps.

The steps for statistic analyze are :

Determining mean of variable x1 with formula

M1 =

Determining mean of variable x2 with formula

M2 =

Determining derivation score variable x1 with formula

X1 = x1-m1

Determining derivation score variable x2 with formula

X2 = x2-m2

After getting the data from the observation pre-test and post-test, they are analyzed and processed by using statistic calculation of the t-test formula with the significance degree 5% and 1% (0, 05 or 0, 01). The formula of t-test using fisher formula is :

= Mean score of the experiment class

= Mean score of the control class

= Sum of square deviation score in experiment class

= Sum of square deviation in control class

= Number of students of experiment class

= Number of students of control class

= Constant Number

= Degree of freedom df=

**CHAPTER IV**

**RESEARCH FINDING AND DISSCUSSION**

1. **Description of Data**

The writer conducted field research by taking students score of test (Pre-test and Post-test). The pre-test is given before the treatment is begun and the post-test is given after the treatment is finished. The folowing table is the result of the students in experiment class teaching writing through using picture sequence media. The table as follows:

**Table 4.1**

**The score pre-test of experiment class**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Proficiency Descriptions | | | | | |
| C | O | V | G | M | Total Score |
| 1 | AW | 10 | 8 | 15 | 7 | 5 | 45 |
| 2 | AHG | 12 | 12 | 12 | 10 | 4 | 50 |
| 3 | AS | 12 | 15 | 10 | 10 | 3 | 50 |
| 4 | AA | 15 | 15 | 20 | 12 | 3 | 65 |
| 5 | AF | 12 | 12 | 8 | 10 | 3 | 45 |
| 6 | AR | 10 | 8 | 12 | 7 | 3 | 40 |
| 7 | DF | 18 | 12 | 17 | 10 | 3 | 60 |
| 8 | EN | 10 | 10 | 9 | 8 | 3 | 40 |
| 9 | FH | 10 | 10 | 10 | 7 | 3 | 40 |
| 10 | HN | 15 | 15  33 | 15 | 12 | 3 | 60 |
| 11 | IAS | 15 | 10 | 10 | 7 | 3 | 45 |
| 12 | IA | 15 | 15 | 12 | 9 | 4 | 55 |
| 13 | LD | 10 | 10 | 10 | 12 | 3 | 45 |
| 14 | MP | 15 | 13 | 16 | 8 | 3 | 55 |
| 15 | MS | 12 | 15 | 17 | 12 | 4 | 60 |
| 16 | MRA | 15 | 10 | 10 | 7 | 3 | 45 |
| 17 | MRA | 15 | 18 | 15 | 15 | 5 | 65 |
| 18 | NH | 15 | 8 | 10 | 9 | 3 | 45 |
| 19 | NW | 17 | 15 | 18 | 12 | 3 | 65 |
| 20 | NY | 15 | 15 | 15 | 12 | 5 | 60 |
| 21 | NZ | 10 | 8 | 12 | 7 | 3 | 40 |
| 22 | NAA | 20 | 17 | 15 | 8 | 5 | 65 |
| 23 | PA | 15 | 13 | 15 | 9 | 3 | 55 |
| 24 | RM | 10 | 12 | 10 | 10 | 3 | 45 |
| 25 | RN | 15 | 14 | 15 | 8 | 3 | 55 |
| 26 | RDA | 20 | 15 | 15 | 10 | 5 | 65 |
| 27 | RH | 17 | 15 | 10 | 10 | 3 | 55 |
| 28 | SF | 15 | 12 | 15 | 10 | 3 | 55 |
| 29 | SL | 15 | 15 | 15 | 12 | 3 | 60 |
| 30 | SJR | 15 | 13 | 15 | 9 | 3 | 55 |
| Total Score | | | | | | | 1585 |
| Average | | | | | | | 52,5 |

Note:

C: Content

O: Organization

V: Vocabulary

G: Grammar

M: Mechanics

Table 4.1 above explains about students score based on the assesment of writing, consist of content, organization, vocabulary, language use (grammar) and mechanics. The result of students score in pre-test is 1585 and the average is 52,5.

**Table 4.2**

**The score post-test of experiment class**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Proficiency Descriptions | | | | | |
| C | O | V | G | M | Total Score |
| 1 | AW | 12 | 10 | 18 | 15 | 5 | 60 |
| 2 | AHG | 20 | 15 | 16 | 10 | 4 | 65 |
| 3 | AS | 20 | 15 | 15 | 15 | 5 | 55 |
| 4 | AA | 20 | 15 | 18 | 12 | 5 | 70 |
| 5 | AF | 25 | 16 | 15 | 10 | 4 | 70 |
| 6 | AR | 15 | 20 | 15 | 10 | 5 | 65 |
| 7 | DF | 18 | 15 | 16 | 12 | 4 | 65 |
| 8 | EN | 15 | 15 | 10 | 10 | 5 | 55 |
| 9 | FH | 15 | 17 | 15 | 8 | 5 | 60 |
| 10 | HN | 20 | 15 | 20 | 15 | 5 | 75 |
| 11 | IAS | 15 | 10 | 18 | 12 | 5 | 60 |
| 12 | IA | 18 | 15 | 20 | 12 | 5 | 70 |
| 13 | LD | 20 | 15 | 18 | 13 | 4 | 70 |
| 14 | MP | 20 | 18 | 15 | 12 | 5 | 75 |
| 15 | MS | 20 | 15 | 15 | 15 | 5 | 75 |
| 16 | MRA | 12 | 15 | 15 | 13 | 5 | 60 |
| 17 | MRAP | 16 | 11 | 15 | 15 | 3 | 60 |
| 18 | NH | 15 | 10 | 15 | 10 | 5 | 65 |
| 19 | NW | 17 | 15 | 18 | 12 | 3 | 65 |
| 20 | NY | 18 | 15 | 17 | 15 | 5 | 70 |
| 21 | NZ | 20 | 15 | 15 | 11 | 4 | 65 |
| 22 | NAA | 20 | 20 | 15 | 15 | 5 | 75 |
| 23 | PA | 15 | 16 | 18 | 12 | 4 | 65 |
| 24 | RM | 15 | 12 | 15 | 10 | 3 | 55 |
| 25 | RN | 18 | 15 | 16 | 12 | 4 | 65 |
| 26 | RDA | 25 | 15 | 15 | 15 | 5 | 75 |
| 27 | RH | 25 | 13 | 15 | 12 | 5 | 70 |
| 28 | SF | 15 | 15 | 18 | 12 | 5 | 65 |
| 29 | SL | 18 | 15 | 16 | 12 | 4 | 65 |
| 30 | SJR | 20 | 18 | 15 | 12 | 5 | 70 |
| Total Score | | | | | | | 1980 |
| Average | | | | | | | 61,875 |

Note:

C: Content

O: Organization

V: Vocabulary

G: Grammar

M: Mechanics

Table 4.2 above explains about students score based on the assesment of writing, consist of content, organization, vocabulary, language use (grammar) and mechanics. The result of students score in pre-test is 1980 and the average is 61,875.

Besides explaining about students score based on the assesment of writing in experiment class, the writer also iclude the score from the control class it can show the differences in scores of both classes, both in terms of content and others. The following table is the result of the students in controll clas teaching writing through without using picture sequence media. The table as follow:

**Table 4.3**

**The score pre-test of control class**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Profiency Descriptions | | | | | |
| C | O | V | G | M | Total Score |
| 1 | AF | 15 | 12 | 10 | 10 | 3 | 50 |
| 2 | AN | 15 | 15 | 15 | 12 | 3 | 60 |
| 3 | AP | 20 | 15 | 12 | 5 | 3 | 55 |
| 4 | AS | 10 | 10 | 12 | 8 | 5 | 45 |
| 5 | AU | 15 | 12 | 15 | 9 | 4 | 55 |
| 6 | AT | 18 | 13 | 14 | 12 | 3 | 60 |
| 7 | DH | 15 | 12 | 12 | 12 | 4 | 55 |
| 8 | DN | 10 | 12 | 10 | 10 | 3 | 45 |
| 9 | DU | 10 | 10 | 15 | 7 | 3 | 45 |
| 10 | ENS | 15 | 10 | 12 | 10 | 3 | 50 |
| 11 | FH | 15 | 10 | 11 | 10 | 4 | 50 |
| 12 | HR | 15 | 10 | 12 | 10 | 3 | 50 |
| 13 | IF | 15 | 10 | 10 | 10 | 5 | 50 |
| 14 | IJ | 10 | 10 | 15 | 7 | 3 | 45 |
| 15 | JM | 15 | 12 | 10 | 5 | 3 | 45 |
| 16 | LW | 15 | 10 | 12 | 10 | 3 | 50 |
| 17 | MA | 15 | 10 | 10 | 7 | 3 | 45 |
| 18 | MM | 15 | 10 | 17 | 9 | 4 | 55 |
| 19 | MN | 15 | 10 | 10 | 12 | 3 | 50 |
| 20 | MAF | 15 | 14 | 10 | 8 | 3 | 50 |
| 21 | NA | 12 | 13 | 17 | 10 | 3 | 55 |
| 22 | NFS | 15 | 10 | 13 | 9 | 3 | 50 |
| 23 | NJ | 10 | 10 | 12 | 10 | 3 | 50 |
| 24 | PP | 15 | 11 | 10 | 4 | 5 | 40 |
| 25 | RA | 15 | 10 | 10 | 8 | 2 | 45 |
| 26 | RZN | 15 | 12 | 14 | 6 | 3 | 50 |
| 27 | SA | 15 | 17 | 15 | 10 | 3 | 50 |
| 28 | SH | 15 | 10 | 12 | 10 | 3 | 50 |
| 29 | SM | 15 | 10 | 16 | 10 | 4 | 55 |
| 30 | WH | 12 | 10 | 17 | 12 | 4 | 55 |
| Total Score | | | | | | | 1510 |
| Average | | | | | | | 50.3 |

Note:

C: Content

O: Organization

V: Vocabulary

G: Grammar

M: Mechanics

Table 4.3 above explains about students score based on the assesment of writing, consist of content, organization, vocabulary, language use (grammar) and mechanics. The result of students score in pre-test is 1510 and the average is 50.3.

**Table 4.4**

**The score post-test of control class**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Profiency Descriptions | | | | | |
| C | O | V | G | M | Total Score |
| 1 | AF | 15 | 15 | 12 | 10 | 3 | 55 |
| 2 | AN | 15 | 15 | 20 | 10 | 5 | 65 |
| 3 | AP | 20 | 15 | 11 | 9 | 5 | 65 |
| 4 | AS | 15 | 12 | 15 | 9 | 4 | 55 |
| 5 | AU | 15 | 15 | 16 | 11 | 3 | 60 |
| 6 | AT | 18 | 15 | 15 | 12 | 5 | 65 |
| 7 | DH | 20 | 10 | 16 | 10 | 4 | 60 |
| 8 | DN | 15 | 15 | 10 | 11 | 4 | 55 |
| 9 | DU | 15 | 10 | 20 | 10 | 5 | 60 |
| 10 | ENS | 20 | 15 | 15 | 11 | 4 | 65 |
| 11 | DU | 15 | 15 | 13 | 13 | 4 | 60 |
| 12 | HR | 15 | 15 | 15 | 12 | 3 | 60 |
| 13 | IF | 10 | 10 | 10 | 7 | 3 | 40 |
| 14 | IJ | 15 | 8 | 15 | 7 | 5 | 50 |
| 15 | JM | 15 | 15 | 10 | 10 | 5 | 55 |
| 16 | LW | 16 | 15 | 15 | 10 | 4 | 60 |
| 17 | MA | 15 | 12 | 16 | 13 | 4 | 60 |
| 18 | MM | 20 | 12 | 18 | 10 | 5 | 65 |
| 19 | MN | 15 | 15 | 12 | 9 | 4 | 55 |
| 20 | MAF | 15 | 15 | 14 | 12 | 4 | 60 |
| 21 | NA | 20 | 12 | 15 | 8 | 5 | 50 |
| 22 | NFS | 15 | 13 | 10 | 8 | 4 | 50 |
| 23 | NJ | 16 | 7 | 17 | 15 | 5 | 60 |
| 24 | PP | 18 | 15 | 17 | 5 | 5 | 60 |
| 25 | RA | 13 | 10 | 15 | 12 | 5 | 55 |
| 26 | RZN | 16 | 12 | 15 | 12 | 5 | 60 |
| 27 | SA | 18 | 10 | 15 | 12 | 5 | 60 |
| 28 | SH | 12 | 13 | 17 | 9 | 4 | 55 |
| 29 | SM | 15 | 10 | 18 | 13 | 4 | 60 |
| 30 | WH | 15 | 10 | 18 | 10 | 5 | 60 |
| Total Score | | | | | | | 1740 |
| Average | | | | | | | 54,38 |

Note:

C: Content

O: Organization

V: Vocabulary

G: Grammar

M: Mechanics

Table 4.4 above explains about students score based on the assesment of writing, consist of content, organization, vocabulary, language use (grammar) and mechanics. The result of students score in post-test is 1740 and the average is 54,38.

**Table 4.5**

**The result of pre-test and post-test of experiment class**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Name | Pre-test | Post-test |
| 1 | AW | 45 | 60 |
| 2 | AHG | 50 | 65 |
| 3 | AS | 50 | 55 |
| 4 | AA | 65 | 70 |
| 5 | AF | 45 | 70 |
| 6 | AR | 40 | 65 |
| 7 | DF | 60 | 65 |
| 8 | EN | 40 | 55 |
| 9 | FH | 40 | 60 |
| 10 | HN | 60 | 75 |
| 11 | IAS | 45 | 60 |
| 12 | IA | 55 | 70 |
| 13 | LD | 45 | 70 |
| 14 | MP | 55 | 75 |
| 15 | MS | 60 | 75 |
| 16 | MRA | 45 | 60 |
| 17 | MRAP | 65 | 60 |
| 18 | NH | 45 | 65 |
| 19 | NW | 65 | 65 |
| 20 | NY | 60 | 70 |
| 21 | NZ | 40 | 65 |
| 22 | NAAP | 65 | 75 |
| 23 | PA | 55 | 65 |
| 24 | RM | 45 | 55 |
| 25 | RN | 55 | 65 |
| 26 | RDA | 65 | 75 |
| 27 | RH | 55 | 70 |
| 28 | SF | 55 | 65 |
| 29 | SL | 60 | 65 |
| 30 | SJR | 55 | 70 |
| ∑ | | ∑X = 1585 | ∑ = 1980 |
| Average | | M = 52,5 | 61,875 |

Mean of pre test:

X= = = 52,5

Mean of post test:

M1 = = = 61,875

Table 4.5 above describes that the lowest score of students in pre test was 40 while in post test was 55. The highest score of students in pre test was 65 while in post test was 75. Therefore, it can be summarized that the highest scores in post test is higher than pre test. It show that the result of experiment class got the significant improvement after giving treatment and it means that the media used is success in improving students in writing skills.

**Table 4.6**

**The result of pre-test and post-test of control class**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Name | Pre-test | Post-test |
| 1 | AF | 50 | 55 |
| 2 | AN | 60 | 65 |
| 3 | AP | 55 | 65 |
| 4 | AS | 45 | 55 |
| 5 | AU | 55 | 60 |
| 6 | AT | 60 | 65 |
| 7 | DH | 55 | 60 |
| 8 | DN | 45 | 55 |
| 9 | DU | 45 | 60 |
| 10 | ENS | 50 | 65 |
| 11 | FH | 50 | 60 |
| 12 | HR | 50 | 60 |
| 13 | IF | 50 | 40 |
| 14 | IJ | 45 | 50 |
| 15 | JM | 45 | 55 |
| 16 | LW | 50 | 60 |
| 17 | MA | 45 | 60 |
| 18 | MM | 55 | 65 |
| 19 | MN | 50 | 55 |
| 20 | MAF | 50 | 60 |
| 21 | NA | 55 | 50 |
| 22 | NFS | 50 | 50 |
| 23 | NJ | 50 | 60 |
| 24 | PP | 40 | 60 |
| 25 | RA | 45 | 55 |
| 26 | RZN | 50 | 60 |
| 27 | SA | 50 | 60 |
| 28 | SH | 50 | 55 |
| 29 | SM | 55 | 60 |
| 30 | WH | 55 | 60 |
| ∑ | | ∑X = 1510 | ∑ = 1740 |
| Average | | M = 50,3 | 54,38 |

Mean of pre-test:

X = = = 50,3

Mean of post-test:

M2 = = = 54.38

Table 4.6 above describes that the lowest score of students in pre test was 40 while in post-test was 40. The highest score of students in pre-test was 60 while in post-test was 65. Therefore, it can be summarized that the highest score in post-test is higher than pre-test. It caused the control class did not learn using the media such as in experimental class.

1. **Data Analysis**

After getting the data from the pre-test and post-test, the writer analyzed and processed it by using statistic calculation of the t-test. The formula of t-test using fisher formula is :

= Mean score of the experiment class

= Mean score of the control class

= Sum of square deviation score in experiment class

= Sum of square deviation in control class

= Number of students of experiment class

= Number of students of control class

= Constant Number

= Degree of freedom

*df* =

M1 =

M2 =

X1 = X1 – M1

X2 = X1 – M2

df = N1 + N2 – 2

**Table 4.7**

**The comparison of post-test score of each students in experimental class and control class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | X 1 | X 2 | x1 | x2 |  |  |
|
| **1** | 60 | 55 | -1,875 | 0,63 | 3,516 | 0,39 |
| **2** | 65 | 65 | 3,125 | 10,63 | 9,766 | 112,89 |
| **3** | 55 | 65 | -6,875 | 10,63 | 47,266 | 112,89 |
| **4** | 70 | 55 | 8,125 | 0,63 | 66,016 | 0,39 |
| **5** | 70 | 60 | 8,125 | 5,63 | 66,016 | 31,64 |
| **6** | 65 | 65 | 3,125 | 10,63 | 9,766 | 112,89 |
| **7** | 65 | 60 | 3,125 | 5,63 | 9,766 | 31,64 |
| **8** | 55 | 55 | -6,875 | 0,63 | 47,266 | 0,39 |
| **9** | 60 | 60 | -1,875 | 5,63 | 3,516 | 31,64 |
| **10** | 75 | 65 | 13,125 | 10,63 | 172,266 | 112,89 |
| **11** | 60 | 60 | -1,875 | 5,63 | 3,516 | 31,64 |
| **12** | 70 | 60 | 8,125 | 5,63 | 66,016 | 31,64 |
| **13** | 70 | 40 | 8,125 | -14,38 | 66,016 | 206,64 |
| **14** | 75 | 50 | 13,125 | -4,38 | 172,266 | 19,14 |
| **15** | 75 | 55 | 13,125 | 0,63 | 172,266 | 0,39 |
| **16** | 60 | 60 | -1,875 | 5,63 | 3,516 | 31,64 |
| **17** | 60 | 60 | -1,875 | 5,63 | 3,516 | 31,64 |
| **18** | 65 | 65 | 3,125 | 10,63 | 9,766 | 112,89 |
| **19** | 65 | 55 | 3,125 | 0,63 | 9,766 | 0,39 |
| **20** | 70 | 60 | 8,125 | 5,63 | 66,016 | 31,64 |
| **21** | 65 | 50 | 3,125 | -4,38 | 9,766 | 19,14 |
| **22** | 75 | 50 | 13,125 | -4,38 | 172,266 | 19,14 |
| **23** | 65 | 60 | 3,125 | 5,63 | 9,766 | 31,64 |
| **24** | 55 | 60 | -6,875 | 5,63 | 47,266 | 31,64 |
| **25** | 65 | 55 | 3,125 | 0,63 | 9,766 | 0,39 |
| **26** | 75 | 60 | 13,125 | 5,63 | 172,266 | 31,64 |
| **27** | 70 | 60 | 8,125 | 5,63 | 66,016 | 31,64 |
| **28** | 65 | 55 | 3,125 | 0,63 | 9,766 | 0,39 |
| **29** | 65 | 60 | 3,125 | 5,63 | 9,766 | 31,64 |
| **30** | 70 | 60 | 8,125 | 5,63 | 66,016 | 31,64 |
| TOTAL | 1980 | 1740 |  |  | 1580,469 | 1274,219 |
| AVERAGE | 61,875 | 54,38 |  |  |  |  |

Based on the data above is known that:

= 1980

= 1580,469

= 1740

= 1274,219

To know the differences of using picture sequence media in effectiveness student writing skill on narrative text between the score post-test in experiment class (X1) and score post test in control class (X2), the writer used the strategy of t-Test formula to find the empirical evidence statiscally and to make the testing of the hypothesis. The formula as follow:

M1 = = 1980 = 61.875

M2 = = 1740 = 54.38

=

=

=

=

= 3.28

Based calculation above, it is known that the score of to is 3.28 and the degree freedom (df) is 58 in degree of significant 5% from ttable is 1.67 while in degree of significant 1% from ttable is 2.39. So that the alternative hypothesis (Ha) is accepted and the null (Ho) is rejected. It means there is significant effect of using picture sequence media in writing skill on narrative text.

1. **Hypothesis Testing (t-test)**

The writer formulated the Null Hypothesis (Ho) and the alternative Hypothesis (Ha) as follow:

* (Ha) : it means there is significant effect of using picture sequence media in learning writing skill on narrative text.
* (Ho) : it means there is no significant efect of using picture sequence media in learning writing skill on narrative text.

The assumption of this hypothesis as follows:

If to > ttable, the Null Hypothesis (Ha) is rejected. It means there is significant different in students achievement of writing narrative text between students who are taught by using picture sequence media and the alternative hypothesis (Ha) is accepted.

If to > ttable, the Null Hypothesis (Ho) is accepted. It means there is no significant different in students achievement of writing narrative text between students who are taught by using picture sequence media and the alternative hypothesis (Ho) is rejected.

From the result calculation, it is obtained the value of the observation (to) is 3.28 and the degree of freedom (df) is 58 that obtained from N1 + N2 = 30 + 30 – 2 = 58. The writer uses the degree of significance of the table of 5%. In the table significance it can be seen that on the df=58 and the degree of significance is 1.67. if the to compared with each value of degree of significance, the result is 1.67 < 3.28. since to score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected.

1. **Interpretation Data**

In this part, the writer give the interpretation data that was gotten from test during research. Based on the data pre-test and post-test showed before, increased in writing skill could be seen as graphic bellow:

**Graphic 4.1**

**Progress of students ability on writing skill narrative text in post-test between experimental class and control class**

In the graphic above showed the result of the students post-test scores between the experimental class and control class. The writer can be concluded from the lowest score in experimental class is 55 and in control class is 40. After the writer conducts the treatment by using picture sequence media in experimental class and without using picture sequence media in control class and also conduct post-test, the highest score in experimental class was 75 and in control class was 65. Based on the graphics above included that there are significance different achievement students between students experiment class and control class. Therefore students ability in learning narrative text on writing skill can increase with using picture sequence media.

From the result calculation, it is obtained the value of the observation (to) is 3.28 and the degree of freedom (df) is 58 that obtained from N1 + N2 = 30 + 30 – 2 = 58. The writer uses the degree o significance of the teble of 5%. In the table significance it can be seen that on the df=58 and the degree of significance is 1.67. If the to compared with each value of degree of significance, the result is 1.67 < 3.28. Since to score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected. It means teaching writing through picture sequence media more effective than without through picture sequence media.

The writer conducted this research for eight meetings, where two meetings for test namely pre-test and post-test and the six meetings for implementing treatment. The sample of this research was class VIII G as experimental class and class VIII F as control class. The experimental class was given treatment by using picture sequence media on teaching writing skill on narrative text. In this writing stage is divided into four processes, the first is the planning in which the students is required to have a plan in writing the story, then drafting, editing and the last final version. This process aims to let students know the stages in writing a story and so the story they write can be read and understood by the reader.

In learning, pictures can make the class more interesting, and the students will not get bored in learning because they will pay attention to the pictures. Pictures have been used or centuries to help students understand various aspects of foreign laguanges. The picture have motivated the students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture. It means by using pictures, the students can explore their imagination in learning English, especially in writing skill.

According to Ann Raimes, a picture can support for not just one task but many, sentence combining exercise or sequencing of sentences to the writing of dialogues, letters, reports or essays.[[27]](#footnote-27) By using picture sequences, the students will not find a difficulty to write and explore their imagination in learning English.

Thus, it can be inferred that the use picture sequence media is more effective in teaching writing narrative text than without using picture sequence media. It simply illustrates that the students who are taught by using pictures sequence media have a significant differences achievement in learning narrative text on writing between the students who are taught without using picture sequence media. By using picture sequences, the students will not find a difficulty to write and explore their ideas because what they will write with focusing on the pictures. Hence, based on the assumption above it is expected that picture sequences can offer an alternative way on providing the variation media in teaching writing and it can be effective on students’ writing of narrative text.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the result of the research presented on the previous chapter, the conclusion is summarized as follow:

1. This experimental research was done in two tests, consist of pre-test and post-test. The writer takes this research about students writing skill on narrative text, at the second grade of MTs Negeri 2 Kabupaten Serang. Before the writer conducting the research, students have difficulties in understanding narrative text especially when they are difficult to organize their ideas to create a good stories and lack vocabulary. It can be seen from the results of their value in the pretest that mostly gets a bad score. But after they get treatment before the posttest using the picture sequence media, students can more easily develop their writing and easy to know the vocabularies in the text. The students mean of post-test score in experiment class was 75 and control class was 60. To collect the data are test: pre-test and post-test. The formula that was used analyze the data was ttest. It was used to determine whether there was significance difference between students achievement in experimental class and control class.
2. Based on the result of analysis about the effectiveness of using picture sequence media in teaching writing skill on narrative text, it was known that the value of the observation (to) is 3.28 and the degree of freedom (df) is 58 that obtained from N1 + N2 = 30 + 30 – 2 = 58. The writer uses the degree of significance of the table of 5%. In the table significance it can be seen that on the df=58 and the degree of significance is 1.67. if the to compared with each value of degree of significance, the result is 1.67 < 3.28. since to score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected. It means teaching writing through picture sequence media more effective than without through picture sequence media.

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1. **Suggestion**

After conducting the research with the results presented above, the writer intends to offer some suggestions addressed to the teacher, for school and to the next writer are presented:

1. For the teacher

The writer offers suggestion to the teacher can use picture sequence media in teaching writing skill, especially in narrative text. Because based on the result of research, this media was effective to improve students achievement in writing skill. Afterward, the teachers of English should learn more how to enhance their abilities in teaching English and to establish a good atmosphere in the class, so that the students feel happy and enthusiastic in learning English.

1. For school

The writer suggest to school to add the equipment that can support the improvement of students and teachers in teaching learning process. Especially the teachers of English should learn more how to enchange their abilities in teaching English and to establish a good atmosphere in the class, so that the students feel happy and enthusiastic in learning English and the teacher can use the similiar media of teaching which such that media.

1. For the next writer

The result of this research was needed an improvement. The writer hope that the next writer can explore more about the students need to learn about writing with enjoy and fun. The next writer has to know that the students need a good environment of learning process and an interesting media that can explore their imagination of writing.

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