

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research findings and discussion that include data of research findings, hypothesis testing and discussion.

A. Research Findings

The present research is designed to find out the ability of the eight graders of MTS Darul Hikmah Tawang Sari in academic year 2016/2017 in writing recount text when they were taught writing by using picture series and when they were taught writing without using picture series. The subjects of the research consist of two classes. The data were described into two tables. The table 4.1 showed students' score and achievement in control class and the table 4.4 showed the students' score and achievement in experimental class. The data of this research were the pretest scores and posttest scores of control group and experimental group. The scores are presented as follows.

1. The Data of Control Class

Table 4.1

The Students' Scores of Control Class

NO	STUDENTS	PRETEST	POSTEST	GAINED (D)	D2
1	AAPN	55	68	13	169
2	AAM	68	75	7	49
3	APA	66	75	9	81
4	BDP	70	80	10	100
5	BLK	65	75	10	100
6	CS	60	77	17	289
7	DLN	66	76	10	100
8	FNM	55	65	10	100
9	FH	65	80	15	225
10	HEF	64	78	14	196
11	IF	65	77	12	144
12	ISK	50	65	15	225
13	KN	60	72	12	144
14	LHA	66	77	11	121
15	MZR	65	78	13	169
16	MKH	65	78	13	169
17	NR	66	77	11	121
18	NMS	65	75	10	100
19	NH	60	75	15	225
20	PAF	65	79	14	196
21	PMJ	60	75	15	225
22	RAH	57	65	8	64
23	SFB	68	73	5	25
24	SFNF	70	74	4	16
25	SEK	65	80	15	225
26	SMC	60	75	15	225
27	SAZ	65	70	5	25
28	TRAD	70	75	5	25
29	WNK	67	70	3	9
30	WA	68	78	10	100
31	YMA	65	77	12	144
32	YP	65	80	15	225
	S Students (x)	2041	2394	353	4331

Control class is a class which was taught writing recount text without using picture series. The subject of pretest in control group consisted of 32 students. Based on the result in pretest, the highest score is 70 and the lowest score is 50.

a. **Pretest of Control Class**

Table 4.2

The Output of Statistic Data of Control Class's Score in Pretest

Statistics

PRETEST

N	Valid	32
	Missing	0
Mean		63.78
Median		65.00
Mode		65
Sum		2041

Based on the table 4.2 above, show mean of pretest score 63.78. It means the mean score is low.

b. Posttest of Control Class**Table 4.3****The Output of Statistic Data of Control Class's Score in Pretest****Statistics**

POSTTEST

N	Valid	32
	Missing	0
Mean		74.81
Median		75.00
Mode		75
Sum		2394

Based on the table 4.3 above, show *Mean* of post-test score 74.81. The gain of mean score between pretest and posttest was 11.03.

2. The Data of Experimental Class

Table 4.4

The Students' Scores of Experimental Class

NO	STUDENTS	PRETEST	POSTTEST
1	AFFU	68	83
2	AMZ	65	85
3	ATA	66	80
4	AR	70	88
5	ANPS	65	85
6	BVP	68	75
7	BPN	55	83
8	BRS	68	85
9	BAS	66	90
10	DMS	70	80
11	DN	50	88
12	FNC	65	78
13	FHR	66	85
14	FFS	65	90
15	FLIB	68	95
16	IFP	66	76
17	IMA	68	86
18	KA	70	87
19	MSP	57	80
20	MK	60	85
21	MFA	70	88
22	MZ	65	85
23	NFMH	67	80
24	NF	65	88
25	NNF	65	80
26	NDM	65	87
27	NSH	57	85
28	PHN	67	85
29	RFN	65	78
30	SM	68	85
31	SAN	55	80
32	VKS	70	95
33	WQNN	65	88
34	YMS	70	85
		2210	2873

Based on the table 4.4 above, it shows that the lowest score in pre-test was 50 and the highest score was 70. The highest score of post-test was 95 , the lowest score was 75 .

a. Pretest Experimental Group

Table 4.5

Descriptive Statistic prettest

Statistics

Pretest Experimental
Group

N	Valid	34
	Missing	0
Mean		65.00
Median		66.00
Mode		65
Std. Deviation		4.905
Minimum		50
Maximum		70

Based on the table 4.5 above, shows *Mean* of pre-test score 65.00.

It means the mean score is low.

b. Posttest Experimental Class

Table 4.6

Descriptive Statistic posttest

Statistics

Posttest Experimental
Class

N	Valid	34
	Missing	0
Mean		84.50
Median		85.00
Mode		85
Std. Deviation		4.711
Minimum		75
Maximum		95

Based on the table 4.6 above, shows *Mean* of posttest score 84.50. It can be concluded the gain of mean score between pretest and posttest was 19.05.

B. Hypothesis Testing

The hypothesis of this research are:

1. Null Hypothesis (H_0)

“There is no significant difference on the students’ writing achievement who were taught before using picture series and after using picture series”

2. Alternative Hypothesis (H_a)

“There is significant difference on the students’ writing achievement who were taught before using picture series and after using picture series”.

To know whether there are any significant different students writing achievement between the students who are taught and the students who are no taught by using picture series, the calculating result should show whether H_0 is rejected meanwhile H_1 is accepted. To analyzed the data the researcher by using SPSS 16 version, the result can be seen on table as below.

Table 4.7
Group Statistic

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
SCOR	Control class	32	74.81	4.344	.768
	Experimental class	34	84.50	4.711	.808

Based on table 4.7, it shows there are two class, it was experiment class and control class. First Control class, shows N cell there are 32, *Mean* of score control class (74.81), *Standard Deviation* for control class (4.334), and standard error mean for control class (.768). While, in Experimental class or class 2, shows cell there are 34, *Mean* of score experimental class (84.50), *Standard Deviation* for experimental class (4.711), and *Standard Error Mean* for experimental (.808).

From the result above it can conclude, that there is significant different of students' score mean between those who are taught by using picture series and those who aren't.

Table 4.8
Independent Sample Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SCOR Equal variances assumed	.279	.600	-8.669	64	.000	-9.688	1.117	-11.920	-7.455
Equal variances not assumed			-8.691	63.975	.000	-9.688	1.115	-11.914	-7.461

From the result of t-test on above it can conclude, that significant level (sig) is 0.000, and it is lower than 0.05 ($0.000 < 0.05$). It was found that there is significant difference of students' achievement before and after those who are taught by using picture series and those who are not. It means that teaching writing in recount text using picture series is effective. The null hypothesis stated there is no significant differenced who are taught by using picture series and who are no taught by using picture series. Alternative hypothesis stated is accepted in other word there is an effective of using picture series for teaching writing recount text.

C. Discussion

The gain of the mean score of control group between pretest to posttest was 11.03 and gain of the mean score of experimental group between pretest and posttest was 19.05. Although the pretest score experiment class was better of pretest score control class, but the gain score experimental class was high.

From the research finding above the data were analyzed with the helped of SPSS program 16.0 version. The students who are taught without by using picture series did not make significant improvement, as seen from the mean score of pretest was 63.78, as seen from the mean score of posttest was 74.81. The students who are taught by using picture series make significant improvement, as seen from the mean score of pretest was 65.00 and the mean score of posttest was 84.50. So, the gain of the mean pretest score experimental class better of pretest score control class, but the gain of score experimental class is high. The calculation of the achievement using t-test show that there is significant difference of students' achievement before and after those who are taught by using picture series and those who are not. It means that teaching writing in recount text using picture series is effective. The null hypothesis stated there is no significant differenced those who are taught by using picture series and those who are not is rejected.

The use of picture series in teaching writing ability was effective. It can help students to express their ideas in writing recount text not only

based on their imagination, can also attract their attention, and can make the class run conductive and make them in relax condition. Those are the reasons of the improvement of the students' ability in writing recount text, which have been taught by using picture series. From the research finding, it can be concluded that using picture series can improve students writing ability in language learning. According to Wright (1989:17) pictures contribute to improve the students' interest and motivation in the teaching learning process. Furthermore, he explains that pictures have a sense of the context of the language and it can be a specific reference point or stimulus to the students. Joklova (2009:19) states "The picture is used in a more meaningful and 'real-life-communicative' way than being just displayed for students to say what they can actually see."

Furthermore, picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not costly, and relatively easy to get. Those benefits are also supported by Smaldino et al. (2005:9) who suggests that the use of picture series will make the students interested in writing English. Furthermore, Wright (1989:2) also states that picture series contribute to interest and motivation, a sense of the context of the language, and a specific important point or stimulus. According to Smaldino (2005:9) there are some advantages of picture series by using picture series will make the students interested in writing English because picture series is one of the visual

teaching media, Picture series will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing their ideas and also Picture series will improve students' motivation in writing.

It can be said, that the writing achievement in the experiment class has proven that picture series can be good method in developing writing recount text. The findings of the present research confirm the findings of preceding studies by Ariningsih (2010), Puspitasari (2014), Saputri (2014, and Awaliah (2014), which found out that using picture series in teaching writing recount text is an effective technique and it can helped students to generate ideas and also give motivation and attention in teaching learning process. Beside that by using picture series it can be considered successful and the research findings also indicated that the students' mean scores in writing skill increased. The last, Using picture series is an alternative media that can be applied in teaching and learning English especially writing skill. The students can easily to accept material that was conveying by them teacher in class and the students more enthusiast.