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CHAPTER IV

RESULT AND DISCUSSION

A. Result

In this section, the researcher presents data that answers the research question which aims to find differences in the writing ability of eleventh graders of SMA PGRI Pekanbaru before use series of pictures and students after use a series of pictures.

How is the students' ability in writing before using series of picture at SMA PGRI PEKANBARU?

To answer this research question, The researchers present data on students' pre-test writing scores, which were obtained before students received treatment. The pre-test was administered without the use of media series of pictures, but the researcher provided explanations on narrative text material, and students wrote narrative texts without utilizing media. Data on students' pre test writing scores are explained in the table as follows:

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Table IV. 1
Student's Pre-Test Score

Respondent	Pre-Test		Final Score
	Rater 1	Rater 2	
Student 1	57	53	55
Student 2	62	58	60
Student 3	64	62	63
Student 4	61	65	63
Student 5	59	60	59,5
Student 6	54	53	53,5
Student 7	62	56	59
Student 8	55	62	58,5
Student 9	64	61	62,5
Student 10	58	59	58,5
Student 11	60	52	56
Student 12	60	58	59
Student 13	54	52	53
Student 14	54	50	52
Student 15	63	65	64
Student 16	60	61	60,5
Student 17	63	62	62,5
Student 18	54	55	54,5
Student 19	56	58	57
Student 20	62	56	59
Student 21	57	58	57,5
Student 22	65	64	64,5
Student 23	52	50	51
Student 24	54	54	54
Student 25	60	58	59
Student 26	54	50	52
Student 27	51	53	52
Student 28	57	52	54,5
Total	1632	1597	1614,5
Mean	58,29	57,04	57,66

In accordance with the data above, the researcher summed up the scores from the two raters and divided the total by two to get the average of the two raters, which gave the students' pre-test writing average of 57,66.

Next, to find out the frequency of students' writing pre-test results, the researcher explains it in the following table:

Table IV. 2
Frequency of Score Pre-Test

Frequency			
Intervals	Classification	Pre-Test	Percentage
80-100	very good	0	0%
70-79	Good	0	0%
60-69	Fair	9	32%
50-59	Poor	19	68%
0-49	very poor	0	0%
N		28	100%

The table shows that, based on the pre-test results, 0 students received a score of 0% in the very good category, 0 students received a score of 0% in the good category, and 9 students received a score of 32% in the fair category. 19 pupils (68% of the total) fell into the poor category, while 0 students (0% of the total) fell into the very poor category.

The researcher then uses the following table to illustrate the descriptive results of the students' writing pretest.

Table IV. 3
Descriptive Score of Pre-Test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	28	51	65	57,66	4,035
Valid N	28				

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The table indicates that the number of students is 28. The lowest score recorded among the 28 students on the pre-test is 51. The highest score recorded among the 28 students on the pre-test is 65. The average score of all 28 students on the pre-test is 57.66. This is calculated by summing up all individual scores and dividing by the number of students (28).

The steps in finding results in this research are that the researcher gave a pre-test to students before using series of pictures, then the researcher gave a treatment to the students and the last the researcher gave a post-test to the students after the students were taught to use the series of pictures.

2. How is the students' ability in writing after using a series of picture at SMA PGRI PEKANBARU?

To answer this research question, the researcher presents data on students' post-test writing scores. Post Test is given after students are given treatment. The post-test was carried out by distributing questions containing test writing to students using a series of pictures and guided by the researcher. Data on students' post test writing scores are explained in the table as follows:

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Table IV. 4
Students' Post-Test Score

Respondents	Post- Test		Final score
	Rater 1	Rater 2	
Student 1	77	78	77,5
Student 2	74	81	77,5
Student 3	71	76	73,5
Student 4	78	79	78,5
Student 5	71	73	72
Student 6	76	77	76,5
Student 7	76	77	76,5
Student 8	71	79	75
Student 9	77	75	76
Student 10	73	73	73
Student 11	75	76	75,5
Student 12	71	74	72,5
Student 13	67	72	69,5
Student 14	74	79	76,5
Student 15	78	80	79
Student 16	78	77	77,5
Student 17	75	73	74
Student 18	71	76	73,5
Student 19	76	76	76
Student 20	77	75	76
Student 21	70	77	73,5
Student 22	77	80	78,5
Student 23	76	77	76,5
Student 24	71	77	74
Student 25	74	77	75,5
Student 26	73	76	74,5
Student 27	74	81	77,5
Student 28	78	77	77,5
Total	2079	2148	2113,5
Mean	74,25	76,71	75,48

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From the data above, the researcher added the scores from the two assessors and divided the total by two to get the average of the two assessors, resulting in a student's writing exam result of 75,48.

The researcher then provided an explanation in the following table to determine the frequency of students' writing based on the post-test results:

Table IV. 5
Frequency Score of Post-Test

Frequency			
Intervals	Classification	Post-Test	Percentage
80-100	very good	0	0%
70-79	Good	28	100%
60-69	Fair	0	0%
50-59	Poor	0	0%
0-49	very poor	0	0%
N		28	100%

The table shows the post-test results. It shows that 0 students received a score of 0% in the very good category and a presentation percentage of 0%, 28 students received a score in the good category and a presentation percentage of 100%, 0 students received a score of 0% in the fair category, 0 students received a score of 0% in the poor category, and 0 students received a score of 0% in the very poor category.

Next, to find out the descriptive results of the students' post-test writin, the researcher explains it using the following table:

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Table IV. 6
Descriptive Score of Post-Test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Post test	28	70	79	75,48	2,246
Valid N	28				

Based on the table above, it can be concluded that the lowest post-test score is 70 and the highest post-test score is 79, so an average of 75,48 is obtained.

3. Is there any significant difference in the writing ability of the eleventh graders of SMA PGRI Pekanbaru who use a series of pictures and students who don't use a series of pictures?

To demonstrate a significant difference in students' writing ability before and after being taught using a series of pictures in the eleventh grade at SMA PGRI Pekanbaru, data were collected from pre-test and post-test scores. These scores were analyzed using SPSS. To determine whether parametric or non-parametric analysis was appropriate, the researcher first conducted a normality test using the Kolmogorov-Smirnov method in SPSS 23, as described below:

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Table IV. 7
Normality of Data

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		28
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,20161173
Most Extreme Differences	Absolute	,142
	Positive	,100
	Negative	-,142
Test Statistic		,142
Asymp. Sig. (2-tailed)		,157 ^c

The table indicates that the significance level for the students' pre-test and post-test, determined using the one-sample Kolmogorov-Smirnov test, is 0.157, which is greater than 0.05. Therefore, it can be concluded that the research data on students' writing ability, as measured by the pre-test and post-test, follows a normal distribution.

Table IV. 8
Description of Students' Pre-Test and Post-Test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	28	51	65	57,66	4,035
Post Test	28	70	79	75,48	2,246
Valid N	28				

From the table, it can be concluded that the pre-test results, conducted before using the series of pictures, had an average score of 57.66. There was a noticeable improvement in the post-test results, conducted after using the series of pictures, with an average score of

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75.48. The minimum pre-test score was 51, while the minimum post-test score was 70. Additionally, the maximum score for the pre-test was 65, and the maximum score for the post-test was 79.

After obtaining the students' pre-test and post-test writing ability scores, the researcher determines the frequency distribution of the student writing assessments based on the scores within predefined intervals. The frequency distribution of these writing assessments will be detailed in the following table:

Table IV. 9
Frequency Score of Pre-test and Post-Test Score

Intervals	Classification	Frequency			
		Pre-Test	Post-Test	Percentage	
				Pre-Test	Post-Test
80-100	Very Good	0	0	0%	0%
70-79	Good	0	28	0%	100%
60-69	Fair	9	0	32%	0%
50-59	Poor	19	0	68%	0%
0-49	Very Poor	0	0	0%	0%
N		28	28	100%	100%

The table reveals that in the pre-test results, no students fell into the very poor category (0%), 19 students were categorized as poor (68%), and 9 students were in the fair category (32%). No students scored in the good or very good categories (0% each). In the post-test results, it is evident that no students fell into the very poor, poor, or fair categories (0% each). All 28

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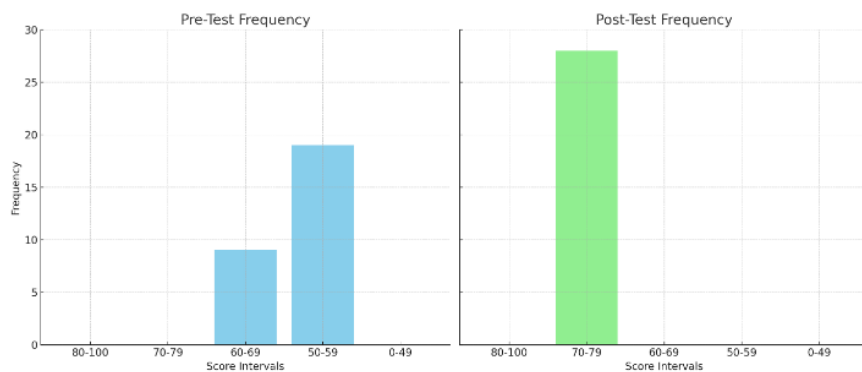
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students were categorized as good (100%), and none scored in the very good category (0%).

To enhance clarity in illustrating the differences between students' pre-test and post-test results, the researcher provided an explanatory diagram.

Diagram IV. 1

Frequency Diagram of Pre-Test and Post Test Score



The next step for the researchers is to determine if there is a significant difference in the average writing abilities of students when using a series of pictures versus not using them. This analysis will be conducted using a paired sample t-test in SPSS 23. The results of this test presented in the following table:

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Table IV. 10

Paired Samples Test									
		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE TEST - POST TEST	-17,82143	4,21025	,79566	-19,45399	16,18886	22,398	27	,000

The data results indicate that H_a is accepted because the sig (2-tailed) value is 0.000, which is less than 0.05. This demonstrates a significant difference in the writing abilities of eleventh-grade students at SMA PGRI Pekanbaru before and after using a series of pictures.

B. Discussion

Depending on the research findings, the use of a series of pictures has significantly improved the writing abilities of eleventh-grade students at SMA PGRI Pekanbaru. This improvement is evident when comparing the students' writing scores before and after the intervention. Prior to using the series of pictures, the average score of the students was 57.66. After implementing the series of pictures, the average score increased to 75.48. This notable difference in scores indicates that the series of pictures positively impacted the students' writing abilities.

Furthermore, hypothesis testing supports this conclusion. The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, as shown by the significance value (sig 2-tailed) of 0.000, which is

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less than the threshold of 0.05. Therefore, it can be concluded that the use of a series of pictures was successful in enhancing the writing ability of the eleventh-grade students at SMA PGRI Pekanbaru.

The findings of this study align with those of a pre-experimental research conducted by Romadlona & Khofshoh (2023), their research concluded that utilizing picture series media is effective in enhancing students' narrative writing skills in practical contexts. And then the study's findings confirm the theory of Al Halim & Arifin (2022), who stated that picture series might help students explore their ideas. After watching the picture series, the students were able to create and use their imagination to write. Furthermore, this study can build on prior research on the usage of series of pictures in student writing skills, allowing series of pictures to be utilized as a reference for English teachers while teaching writing.

So in this research concluded that the use series of pictures significantly enhances students' writing abilities. Various cited studies indicates that using this media can stimulate students' creativity and imagination, thereby improving their achievement in writing narrative texts. Therefore, this approach can be an effective strategy for English teachers in developing students' narrative writing ability.

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