



**THE EFFECT OF USING PICTURES SET TECHNIQUE
ON STUDENTS' WRITING ABILITY IN NARRATIVE
TEXT AT XI GRADE SMA NEGERI 3
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd.) in English*

Written By:

**FITRIANI HARAHAHAP
Reg. No. 12 340 0010**

ENGLISH EDUCATION PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2017



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Padangsidimpuan, 18 January 2017
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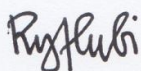
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Fitriani Harahap, entitled "*The Effect of Using Pictures Set Technique on Students' Writing Ability in Narrative Text At XI Grade SMA N 3 Padangsidimpuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.
Thank you.

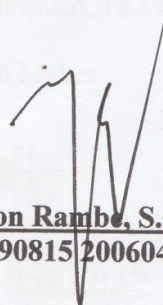
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LEGALIZATION

Thesis : THE EFFECT OF USING PICTURES SET TECHNIQUE ON
STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT
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ABSTRACT

This research focused on the effect of using Pictures Set Technique on students' writing ability in narrative text at XI Grade SMA N 3 Padangsidimpuan. The students' problems in vocabulary were: 1) Students' writing ability was low; 2) The students were lack in vocabulary mastery; 3) they were low in structure and grammar mastery; 4) The students were difficult to develop and organize ideas. Finally, the students difficult to do writing and failed in writing competence. The purpose of this research was examine whether there is the significant Effect of using Pictures Set Technique on Students' writing Ability in Narrative Text at XI Grade SMA N 3 Padangsidimpuan.

The method was used in this research was experimental research. The population was the XI grade SMA N 3 Padangsidmpuan. Total population were 10 classes. Two classes were chosen randomly as the sample. They were XI IPA-4 (experimental class) and XI IPA-5 (control class). It was taken after conducting normality and homogeneity test. The data was derived from pre-test and post-test. To measure the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class after using pictures set technique was higher than control class. Mean score of experimental class before using pictures set tehniqe was 68.32 and mean score after using pictures set tehniqe was 82.7. Meanwhile, the mean score of control class in pre-test was 60.82 and in post-test was 65.12. Besides it, the score of t_{count} was bigger than t_{table} ($8.41 > 2.042$ and 2.045). It meant that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant effect of using pictures set technique on students' writing ability at XI grade SMA N 3 Apdangsidimpuan.

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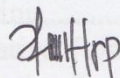
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Finally, I realize that there are some weaknesses in my thesis. Therefore, I greatly appreciate any critics, ideas and suggestions for improvement of the thesis.

Padangsidempuan, 10 December 2016

The Researcher,



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of skills among four basic skills in English. It must be mastered by students. Writing has very important role to foreign learners in acquiring English and it is very necessary to be learnt. Actually, writing activity has big influence in many areas in the world such as; working, technology and especially in education area. Therefore, there are some reasons why is writing necessary in education area.

First reason, writing is an expression of language that used by the writer to convey idea into form of letter, symbol and word to the readers. It is a tool of writer to communicate information and ideas to the readers in written form too. In the other words, writing is a media of communication between the writer and the reader. For example, the students create a written like; a short story, poetry and others. They can share or publicize their writing into book, journal, and news paper then the reader can read it.

Second reason, writing can be used as a tool to transfer knowledge, opinion, and experience from our mind into written form. Writing can be a great tool to help them to combine their experience, knowledge, or opinion. For example, in teaching leaning process the students can share their knowledge or experience to other people through their writing.

Then, writing can help the students to focus on accurate language use, such as grammar and vocabulary. It becomes well tool to provoke language development of the students because they are thinking when the students are writing. The last, writing can help introvert students because they are difficult to pronounce and to demonstrate their ideas so that they can express their ideas through written form. Moreover, there are some peoples better when they express themselves in writing than any other. In short, the researcher gives the conclusion about the narrative above that writing is an expression language to express our mind into written form and it can be used as tool to transfer knowledge from mind into written form, to express ideas and opinion.

The other side, writing is not an easy skill to master. Writing is the hardest among other skills. Jack C. Richards and Willy A. Renandya state that “writing is the most difficult skill for second language learners to master”.¹ In writing, writer does not only write down what in their mind but also how to make the reader easy to understand what they have written, the reader gets the message from their writing and the writer should make their writing meaningful too. Meanwhile, in writing the students also should possess ability to organize their writing into good parallel of sentences and good arranging paragraph. So, based on the reasons above writing become as the most difficult skill to be learnt among other skills.

¹Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 303.

Thus, students' ability in writing is still a problem and writing is not satisfied yet in some of schools especially at XI grade SMA N 3 Padangsidempuan. Based on interviewed from English teacher in SMA N 3 Padangsidempuan she is Siti Zubaidah Pemilu said that there were some problems owned by students in writing ability. This happened because most of students faced with some difficulties to make a good written. The difficulties were classified into four categories namely; students' writing ability are low, the students are less in vocabulary mastery, they are less in structure and grammar mastery and they are difficult to organize and develop ideas into a good paragraph. Here the researcher would like to explain based on illustration below.

The first problem, students' writing are low because the students are lack in vocabulary mastery whereas the influence of vocabulary very necessary in writing skill. They are difficult to make a written because their vocabulary were too limited. Moreover, when the students are writing they spent too much time to find meaning of the words in the dictionary. So, it become a great problem for them in writing.

The second problem, they are cannot apply structure and grammar correctly. The students are hard to write because inability to use correct structure and grammar. When they are writing the students do not know which one verb for present, past and future tense. As example, in writing narrative text most of students still use present tense whereas narrative text used past tense. The using of structure and grammar are very important in writing. The students are

expected to make written product grammatically and it should be applied correctly. So, it becomes as a great obstacle for them in writing and most of students are difficulties how to use the elements of language like; structure and grammar in writing activity.

The last problem, related with developing and organizing ideas. The students do not able to develop their writing. Even though they do not have sufficient ideas on what story they were going to write. Some time, they can write the sentences but the students do not know and how to make them into the sequence of sentences and organize their writing into chronological and coherent written. Most of students only write the simple sentences without paying attention the unity of the text.²

Technique can be applied to help students and to solve their problems in writing. By using technique can make the students easier in learning English especially in writing ability. The other side, according to Gelach and Ely in Hamzah say that technique can be used as the way, tool or media by the teacher to get the students' purposes.³ Moreover, technique also makes the students more interest, easier to develop their writing particularly for foreign language. According to Oxford and Ehrman in Douglas states that "second learning

²Private Interview, Teacher of English SMA N 3 Padangsidempuan, (Padangsidempuan, March 16th 2016 at: 14.30 wib).

³Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses belajar Mengajar yang Kreatif dan Efektik*, (Jakarta: Bumi Aksara, 2008), p. 2.

language needs strategies as the specific actions, behaviors, steps, or techniques used by students to enhance their own learning”.⁴

Actually, many kinds of technique that can be used and applied by teacher in teaching writing and make the students more interest. It also can help to increase students’ writing ability. For examples; clustering, guided writing, one pictures, RAFT (Role, Audience, Format and Topic), quick writing, map, pictures set technique etc. Based on the techniques mentioned, the researcher chooses pictures set technique to solve those problems.

Moreover, pictures set technique is never used by English teacher to solve students’ writing difficulty at XI grade SMA N 3 Padangsidempuan. Then, English teacher only teaches what is presented on students’ book without improvement. So, the pictures set technique is very suitable to be used in teaching writing process because this technique have many advantages for students in learning writing.

There are some advantages by using pictures set to teach writing. Ann Raimes says that “using pictures as topic for several writing gives the opportunity to develop not merely wide variety task but also a sequence of task, the students move from one level to another, gathering more vocabulary, knowledge of idiom, sentence structure”.⁵ Then, picture set is one of interesting media for learners. By using picture set, the students will not fell bored in

⁴H. Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition*, (San Francisco: Pearson Longman, 2007), p.119.

⁵Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), p. 34.

learning process. Second, picture set can stimulate students' imagination and the students can be easier to determine topic because they get the information from the pictures. Additionally, by using pictures set students can develop writing competence because the students will be easy to develop paragraph. Their writing will be coherence among of sentences and become a good paragraph because the students can tell event of story which related to the topic and the students are guided to write until the end of the story. So that this technique very useful in teaching English especially in writing ability.

Based on the illustration above, picture set are expected able to help and to solve students' problem in writing. So that the researcher will do the research because there are some problems happen at XI grade SMA N 3 Padangsidempuan and the researcher will conduct experimental research that purpose to solve students' problems in writing ability by title "The Effect of Pictures Set Technique on Students' Writing Ability in Narrative Text at XI Grade SMA N 3 Padangsidempuan".

B. Identification of the Problem

Based on the background above, there are some problems in writing skills at XI grade SMA N 3 Padangsidempuan are: 1) Students' writing ability is low; 2) The students are lack in vocabulary mastery; 3) they cannot apply structure and grammar correctly; 4) The students do not able to develop and organize ideas.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher limits the problem to investigate the effect of pictures set technique to students' writing ability in narrative text at XI Grade SMA N 3 Padangsidempuan in 2015/2016 academic year.

D. Definition of Operational Variables

In arranging a research, theories are very important to explain some concepts or terms are applied in concerned research. The terms are as follows:

1. Pictures Set

Heaton says that pictures and diagrams serving as stimuli for descriptions of object, people, place and process may be all used to advantage in a test as well as those involving the writing of directions, instructions, classifications, comparisons and narratives.⁶

Pictures set is pairs of pictures or pictures in sequence provide a variety of guided and free writing exercises. A pictures set, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip.⁷ It can be said, pictures set is the combination of pictures that gives series of story like a comic. Picture set is not only provides the students with the basic material for their composition but also stimulates their imaginative powers.

⁶J.B. Heaton, *Writing English Language Test*, (United States of America: Hong Kong, 1998), p. 142.

⁷Ann Raimes, *Technique in Teaching Writing...* p. 36.

2. Writing Narrative

Writing skill is media for communication between a writer and reader. It is a way of sharing information, experiences or ideas. According to David Nunan writing is “both a physical and mental act. Writing is the physical act of communicating words or ideas to some medium. It is mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader”.⁸

Next, narrative is a text happens in the past that purposed to entertain the readers. According to Sanggam that “narrative is any written English text in which the writer wants to amuse, entertain people and to deal with actual or vocarious experience in different ways”.⁹ It means that writing narrative text is the activity to communicate and express the words or ideas into written that happen in the past with purpose to entertain the readers like a writing legend.

E. Formulation of the Problem

The problem is this research can be formulated as follows below:

1. How is the students’ writing ability in narrative text before using Pictures Set Technique at XI grade SMA N 3 Padangsidempuan?
2. How is the students’ writing ability in narrative text after using Pictures Set Technique at XI grade SMA N 3 Padangsidempuan?

⁸David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 88.

⁹Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Graha Ilmu, 2008), p. 73.

3. Is there significant effect of using Pictures Set Technique to students' writing ability in narrative text at XI grade SMA N 3 Padangsidimpuan?

F. Purposes of the Research

Based on the questions above, the purposes of the research are:

1. To describe the students' writing ability at XI SMA N 3 Padangsidimpuan in narrative text before using Pictures Set Technique.
2. To describe the students' writing ability at XI grade SMA N 3 Padangsidimpuan in narrative text after using Pictures Set Technique.
3. To examine the significant effect of using Pictures Set Technique to students' writing ability in narrative text at XI grade SMA N 3 Padangsidimpuan.

G. Significances of the Research

The result of the research is expected to be useful for:

1. Headmaster, the research is expected can be usefull and as positive input to advance the school. Then, it can be used encourage the English teacher to use best technique in teaching and learning activity especially in writing process.
2. English teachers, the research can be made as reference to encourage and to streamline learning innovation in teaching writing.
3. Next researchers, it can be used as addition reference for same problems especially research in writing.
4. Readers, to enrich scientific writing of reader, especially English students in IAIN Padangsidimpuan.

H. Outline Of Thesis

In this script, the writer organizes the script into five chapters. Each chapter consists of many sub chapters with detail as follows:

Chapter one is introduction. It consists of seven subtitles. Those are: background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significant of the research and definition of the operational variables.

Chapter two is theoretical description, which consist of four subtitles. It explains about pictures set technique, concept of writing, related finding, conceptual frame work and hypothesis.

Chapter three is research methodology. It consists of is six subtitles. Those are; place and schedule of the research, research design, population and sample, the instrument of collecting data, technique of collecting data and technique f analyzing data.

Chapter four is research finding. It consists of three subtitles. Those are: description of data, discussion of the research and limitation of the research.

Chapter five consists of two subtitles, they are conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. General Concept of Pictures Set Technique

a. Definition of Pictures Set Technique

Teaching process is not only about how to transfer knowledge to learners but also how to make the learners more understand and interested in teaching writing too. To make the teaching process more enjoyable for students, teaching by using technique is very needed in order to facilitate teaching learning process itself like technique by using picture.

Picture can be defined as a visual representation of something such as; a person, scene, produced, photograph and painting. According to Hornby “picture is painting, drawing, sketch, of sth, especially as work of art”.¹ Wriyth says that “pictures are not just an aspect of method through their representation of places, objects, and people there are an essential part of the overall experiences”.²

In addition, Heaton’s statement that pictures and diagrams serving as stimuli for descriptions of object, people, place and process may be all used

¹A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner’s Dictionary of Current English* (New York : Oxford University Press, 1974), p. 631.

²Andrew Wright, *Pictures for language Learning*, (New York: Cambridge University Press, 1989), p. 2.

to advantage in a test as well as those involving the writing of directions, instructions, classifications, comparisons and narratives.³

From the definitions can be concluded that picture is not only drawing or painting from concrete thing but also visual representation of object like persons, things, place and other. It can give directions, instructions, classifications, comparisons and stimulates for students to do writing.

Then, pictures set is one of technique that use pictures and it is very suitable for teaching writing. In pictures set technique, the teacher will apply many pictures in writing process and it also gives the series of the event step by step until the end of the story. From the pictures the students will tell the story and develop paragraph of it. So, the students can be easy to develop ideas and make into good paragraph.

Ann Raimes states that “pictures set is parallel pictures in sequence provide for variety of guided and free writing exercises. Pictures sequence like a comic strip. It will provide the subject matter for writing narrative and pictures set will provide material that offers guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter”.⁴ Moreover, Brown says that pictures sequence is a

³J.B. Heaton, *Writing English Language Test ...* p. 142.

⁴Ann Raimes, *Technique in Teaching Writing ...* p. 36.

sequence of some of pictures in a story line provides a suitable stimulus for writing production.⁵

As conclusion pictures set technique is a technique uses parallel of pictures that provide some material like; grammar, vocabulary and others. It does not only provide guidance of writing but also stimulates with imaginative powers and can be used to develop paragraph into good paragraph.

b. Kinds of Pictures

Andre Wright says that there are many kinds of pictures can be found such as; pictures of maps, pairs of pictures, pictures and text, sequence of pictures single simulating pictures, etc. The explanation of the items as follows below:

1) Random pictures story.

The teacher displays ten to twenty pictures on the wall of the classroom. He or she then invents a story which makes reference to each picture. The pictures can be taken in any other. The teacher can point to the appropriate pictures or leave the students to guess what pictures he/she referring to. It is advisable to give each pictures number. As they listen. The students note down the sequence of pictures they think the teacher has chosen.

2) Pictures in the mind

The teacher describes people, places or objects in the term of appearance and behaviour. The students listen and they tell each other what they were or draw then describe it.

3) Pictures of maps

Pictures of symbol can be found in road traffic booklet, holiday brochures, etc.

4) Pairs of pictures

⁵H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Pearson Longman, 2004), p. 227.

Pairs of pictures are always useful. (two copies of the same issue of a magazine will provide pairs of pictures). Pictures which are similar, rather than identical, can be also used in matching activities. The students must describe the differences between them.

5) Pictures and text

Some pictures have captions or articles accompanying them; cartoons, newspaper, advertisements, pictures cut out of old book, etc, it is a shame to throw the text away. Even if the text is above the productive level of the students it could be used for reading for gist. Consider retaining the text and sticking them on a separate piece of card.

6) Sequences of pictures

Comic strips and instruction strips of pictures are potentially useful. Experience will show the comic 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 grasp the meaning of the strips. Intermediate and advanced level students can discuss the technique of the cartoonist in his/her drawing and the words.

7) Related pictures

Pictures which are related to each other can be treated as separate pictures and used in mini dialogues. However, they can also be kept together and provide a basis for topic work involving a variety of skills. Themes might include; advertising, fashion, holidays, and the culture of the foreign country. Related pictures can also be used in various grouping activities, and in ordering activities.

8) Single stimulating pictures

Some photographs show images of people in their environment with great sensitivity, which can stimulate speculation and the expression of experiences and feeling. This can lead to storytelling.⁶

From the explanation above, the writer sees that many kinds of

pictures that can be divided according to the form, usage and function.

These can help students in teaching learning process.

⁶Andrew Wright, *Pictures for language ...* p.175-201

c. The Using of Pictures Set Technique

According to Ann Rimes there are some ways to use pictures set, they are:⁷

- 1) Individually work, the students write down list of the sentence based on the series of pictures frame by frame. Whereas in group, each members of group make combining or linking the sentences to make continuous prose.
- 2) In small group, the whole class' work with the sequence of the pictures but with pictures out of order. Then, they discuss which one the correct pictures with the topic. Next, the students write the correct story of the picture.
- 3) In the group, for example there are four sequences of picture, one group is given two pictures while another receives the other two. Then, each group writes down what they think. Then, they exchange papers and read each other's. Only then do they show each other their two pictures.
- 4) The students are given cards, each containing a separate sentence which describes the pictures. Then, they match sentences to parts of the picture and arrange the sentences in order. Then the students are given a parallel picture. In groups, they use the paragraph they have just assembled to write a parallel paragraph about the parallel picture. Both the first

⁷Ann Rimes, *Technique in Teaching Writing ...* p. 37-39.

picture and the sentences describing it serve as a model for the new piece of writing.

- 5) Now the students discuss the first picture and write their own description of the picture, either in groups or as a whole class activity, they read their descriptions aloud and discuss them. Then the students write about the parallel picture, using their own writing as a model. It usually is used by advanced learner.

Based on the explanation above that there are five ways to use pictures set. The researcher does not apply all of ways but the researcher only uses one way that is the second ways. The second way is easier to be used by students and make the students give full attention because the pictures have incorrect arrangement.

d. Advantages of Picture Set Technique

Harmer gives the statement that by showing pictures or by drawing them on the board the teacher can also ensure that the students understand the meaning of a word.⁸ Other expert declares that all English second language (ESL) writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine, advertisements, diagrams, graphs, tables, charts, and maps.⁹

⁸Jeremy Harmer, *How to Teach English*, (England: Addition Wesley Longman, 1998), p. 55.

⁹Ann Raimes, *Technique in Teaching Writing ...* p.27.

Pictures set technique gives many benefits in learning process especially in writing process. In this case, the researcher will give the advantages of pictures set based on the Raimes and Wright statement.

First, according to Raimes there are five advantages of pictures set, namely:¹⁰

- 1) Pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities.
- 2) By using pictures, the students can discuss what they see after close observation of the material immediately need the appropriate vocabulary, idiom, and sentence structure.
- 3) By using pictures the students can provide common vocabulary and common forms. Combining the sentence and sequencing of sentences to the writing of original dialogs, letters, reports, or essays.
- 4) Pictures can provide a stimulating focus for students' attention in the classroom.
- 5) Pictures bring the outside world into the classroom in a vividly concrete way and everybody likes to look at pictures.

Second expert says that is Wright, the advantages of pictures in speaking and writing are as follows:¹¹

¹⁰*Ibid.*, p.27

¹¹Andrew Wright, *Pictures for language ...* p.17.

- 1) Pictures can motivate the students and make them want to pay attention and want to take part in teaching process.
- 2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- 3) Pictures can be described as an objective way or interpreted or responded to subjectively.
- 4) Pictures can cue responses to questions or cue substitutions through controlled practice.
- 5) Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

Based on the illustration before that picture set technique have advantages are: it can motivate the students, provide students' experiences, stimulating focus in arranging the sentences, it provide vocabulary, idiom, and sentence structure. Then, the students easy describe an object, and make the students more paying attention in teaching learning process too. So, picture set technique is very helpful for the learners and it has important roles to students. Moreover, by using the pictures set technique, the students will be more effective in teaching and learning process especially in the writing.

2. General Concept of Writing

a. Definition of Writing

Writing gives contribution to human life. The importance of writing can be seen in peoples' daily activities and in social life, such as personal letter, social life, office activity and business activity and particularly in academic activities.

In academic activities, writing is a skills of language that used to communicate indirectly or written form. Writing is activity to share the ideas, opinions, feeling and thinking of writer too. Writing also has important role to students because it will make the students increase their ability, develop creativity and gather the informations. Moreover, writing can be a efficient and effective tool to communicate for some peoples.

Nevertheless, there are many experts explain about the definition of writing. According to Ken Hyland says that "writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic".¹² Then, J. Michael O'Malley And Lorraine Valdez Pierce say that "writing is a personal act in which writers take ideas or prompts and transform them into self initiated topic".¹³

¹²Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004), p. 9.

¹³J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers*, (USA: Addison Wesley Publishing, 1996), p136

Meanwhile, other definition given by John Langan that “writing is a natural gift, many people believe, mistakenly, that writing should flow in a simple, straight line from the writer’s head into the page”.¹⁴ Lincoln and Hefferenan in Sanggan state that “writing is psychological activity of the language user to put information in the written text”.¹⁵

From the definitions above, the researcher can conclude that writing is the way to product language from mind into written form or from writers’ mind into the page by employing some aspects such as; word choices, organize the ideas, structure and grammar. By doing writing, the writer can share the ideas, informations, experiences, thoughts and explore the power topic into written form. It is also the activity to communicate thought between the writer and the readers.

b. Process of Writing

Process of writing has important role to make a written. There are many experts give the opinion about it but the researcher only takes Alice Oshima, Jonathan Sarwono and Yudhy Purwanto statement.

¹⁴John Langan, *Exploring Writing Sentences and Paragraphs Second Edition*, (New York: McGraw-Hill, 2010), p. 12.

¹⁵Sangggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p. 215.

Alice Oshima states that there are four processes to make a good writing, they are; prewriting, organizing, writing and polishing. The explanation can be seen below:¹⁶

1) Prewriting

Prewriting is the way to get ideas, to choose a topic and collect ideas to explain the topic. In prewriting, there are some techniques can be used in prewriting but in case will be used is listing. Listing is the prewriting technique, here the students write the topic at the top piece of paper then they write the ideas of the topic quickly. Don't stop and do not think whether the ideas good or bad until she/he cannot find the ideas anymore.

2) Organizing

Organizing is the writing process to organize the ideas into simple outline. Here, the students write topic sentence then they give more information about the topic sentence or write supporting sentences.

3) Writing

Writing is the next step to write a rough draft, suing the outline as guide. Write a rough draft as pass as possible without stopping and don't think about the grammar, punctuation or spelling. Just write down the ideas on paper. Later, you will fix the errors later.

¹⁶Alice Oshima, *Introduction to Academic Writing Third Edition*, (New York: Pearson Longman, 2007), p. 16-18.

4) Polishing

There are two steps in polishing they are revising and editing. The First is revising, attack the big issues of the content organization. Then editing, make into smaller issues and repair about the grammar, punctuation and mechanics.

Jonathan Sarwono and Yudhy explain that there are some processes of writing namely; prewriting, writing, revising, editing and publishing. The explanation can be seen below:¹⁷

1) Prewriting

In prewriting, there are three steps done by the writer/learner namely; finding an idea, building the idea, planning and paying attention of the structure.

2) Writing

Writing is the process of real writing. The writer writes down the idea or what she/he done in the first step.

3) Revising

In revising steps, the writers/learners should do some steps. The first is adding, the writers/learners add some words or phrases in the written. The second is rearranging paragraph, the writers/learners rearranging the paragraph and make the paragraph better than before. The third is

¹⁷Jonathan Sarwono and Yudhy Purwanto, *English for Academic Purposes a Successful Way to Learn Scientific English*, (Yogyakarta: Penerbit Andi, 2013), p. 61-62.

removing, the writers/learners remove some unimportant words or phrases of written. The last is replacing, the writers/learners can replace the word phrase into better placement.

4) Editing

In editing, writers/learners check the written line by line and make sure the words, phrases and sentence as strong as possible.

5) Publishing

Publishing is optional. If the written for assignment class so the writer not to publishing but if the written for the reader so the written can be published.

Based on the explanation above, the researcher concludes that there are some processes in writing namely:

- 1) Prewriting. In prewriting, the students choose the topic. Then, Find out and build the idea and build.
- 2) Organizing. In organizing, the students organize the ideas like topic sentence, supporting sentence and others.
- 3) Writing. In writing, the student or writer writes down the ideas without stopping until they cannot find the ideas anymore.
- 4) Polishing . There are two steps in polishing like resiving and editing. Revising, the students rearrange the their writng better than before. Editing, the student or writer checks all components in their writing

such as: words choices, structure and grammar, punctuation, arrange of the paragraph, mechanic, etc.

- 5) Publishing. In publishing, student or writer publishes their writing. It depends on usefulness.

c. Purposes of Writing

Hugo Hartig in Tarigan makes a summary about purposes of written, the purposes of writing as follows:¹⁸

1) Assignment purposes

There is no function in assignment purposes. The writer writes a text unnaturally but ordering someone such as; the students are given task by teacher, a secretary is asked to make report, etc.

2) Altruistic purpose

The written is aimed to entertain, to help, to understand the readers. On the other hand, the writer also wants to make the readers' life easier and more gratify with the creation.

3) Persuasive purpose

The written is purposed to make sure the reader with the truth idea that presented.

4) Informational purpose

¹⁸Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p. 24-25.

The written has the goal to give the information or explanation to the readers.

5) Self expressive purpose

The written is purpose to introduce and declare the writer's self to the readers.

6) Creative purpose

The written is aimed to express her/him selves and the writer also wants to engage his/him selves to achieve norm artistic and art.

7) Problem solving purpose

The written is purposed to solve the problem. Then, the writer also wants to explain, to make into clear, to roam and research the ideas. So the ideas can be understood and received by the readers.

Another expert says that there are at least three purposes in writing.

They are:

1) Informative Writing.

Informative writing is also known as expository. Informative writing is used to share knowledge and give information, directions or ideas. Informative writing helps a writer to integrate new ideas and examine existing knowledge. The examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, developing new ideas or relationship.

2) Expressive/narrative Writing

Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essays. It may include an autobiographical incident or a reflection. This type of writing is often used to entertain people with the stories.

3) Persuasive Writing

In persuasive writing, a writer attempt to influence others and initiate action or change. This type is often based on background information and fact. Persuasive writing is used to argue a particular point of view in a convincing way. This type of writing might include evaluation of book, a movie, a consumer product or a controversial issue or problem.¹⁹

Based on the explanation previously that many purposes in writing as examples; assignment, informative, problem solving purpose, persuasive, expressive and others. Purposes of the writing depend on writer but doing writing can help the students to express themselves and can grow students' writing ability.

3. General Concept of Narrative Text

a. Definition of Narrative Text

Narrative is kind of text that tell the story happen in the past and it is usually used to entertain the reader. According to Ari and Rini “narrative is a piece of text which tells a story, in doing so entertains, inform the reader or listener”.²⁰ Additionally narrative text deals with some problems which lead to the climax then turn into a solution and the function of narrative that to amuse or to entertain the readers with actual or imaginary experiences in difference ways.²¹

Nevertheless Peter and Megan say that “narrative is not only simply about entertaining a reading audience, although it generally always does so.

¹⁹J. Michael O, Malley & Lorraine Valdez Pierce, *Op.cit.*, p.137-138

²⁰M. J. Ari Wijayanti and Rini Susanti W., *English Alive Senior High School*, (Jakarta: Yudistira, 2010), p. 14

²¹M. Sudarwati and Eudia Grace, *Look Ahead an English Course for Senior High School Students Year X*, (Jakarta: Erlangga, 2007), p. 62

Narrative also has a powerful social role beyond that of being a medium for entertainment and it is powerful medium for changing social opinions and attitudes.”²² R.R. Jordan also defines that narrative text as piece of academic writing contains some kinds of historical background or development that usually in the form of account of description of events in the past which entails following a time sequence or chronological order.²³ Then, “narrative like myths and legends, shore stories because they are concerned with talking about the events”.²⁴

So, as the result narrative is kinds of academic writing text happen in the past with factual or imaginary experiences by using chronological order. For examples; myths, short story, fairy tale, fable and legend. The function is not only used to entertain and to amuse the reader but also give the social message, lesson or moral value from the story.

b. Generic Structure of Narrative Text

There are three generic structure of narrative text, they are; orientation, complication and resolution. The researcher will give the explanation below:²⁵

²²Peter Knapp and Megan Watkins, *Genre Text Grammar*, (Australia: University of New South Wales Press, 2005), p. 220.

²³R.R. Jordan, *Academic Writing Course*, London and Glasgow: Collins ELT, 1990), p. 27.

²⁴M. Sudarwati and Eudia Grace, *Look Ahead an English Course* p. 112

²⁵*Ibid.*, p. 62

- 1) Orientation: orientation will involved who, when and where the story. It will introduce the participants, place and informing the story. It is usually called as introduction of the story.
- 2) Complication: complication will be arises the problem of story. In complication will happen conflict that done by the participants of story.
- 3) Resolution: resolution will show the solution of the problems. The participants will solve the problems. It will give the end of sory like better or worse/happily or unhappily ending.
- 4) Re-orientaion: provides a comment or moral based what has been learned from the story (optimal).

c. Language Features of Narrative Text

Narrative text has many language features. There are some language features that applied in narrative text, they are:²⁶

- 1) Use of past tense: walked, saw, brought and others.
- 2) Use of connectives: first, second, then,
- 3) Use of adverbial phrases: two days ago
- 4) Use of action verb: walk, sleep, wake up and others.
- 5) Use of saying verbs: say, and tell.
- 6) Use of thinking verbs, feeling verbs and verb of sense.

²⁶M.J. Ari Wijayanti and Rini SusantiW., *English Alive Senior High School ...*, p. 14.

d. Example of NarrativeText

Story of the Golden Snail

Orientation

Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

Complication

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. “Yuck”! said Dewi Limaran and then she threw it away into a river.

She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was mopped. And she also had food on the table. She was thinking very hard.

“Who did this to me? The person is very kind.” It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

“Who are you, young girl?” “I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holy gamelan,” continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife.

Resolution

Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran.

Reorientation

The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

4. Assessment of Writing

Writing assessment is very necessary in writing skill because it can be used to know whether the students' writing ability good or not, to see the anxiety of students' writing and also to know students' weakness in writing. Hyland says that "assessment refers to the variety of ways used to collect information on a learner's language ability achievement".²⁷

There are four items that must be paid attention in writing assessment namely; language use, style, mechanics, content, stylistic skill and judgement skill. The narrative can be seen below:²⁸

- a. Language use: the students must be capable to write correct and appropriate sentence.
- b. Mechanics: the students must use those conventions peculiar to the written language correctly, e.g. punctuation and spelling.
- c. Content: the students have to think creatively and develop thoughts, excluding all irrelevant information.
- d. Stylistic skill: students' ability to manipulate sentences and paragraphs and use language effectively.
- e. Judgement skill: students' ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

²⁷Ken Hyland, *Second Language Writing* ...p. 213.

²⁸J.B. Heaton, *Writing English Language Test* ... p. 135

Actually, there are some experts that explain about writing assessment. Here the researcher quotes J. B. Heaton statement because the writing assessment easier to be used and easier to be understood. Then, the teacher will be easy to determine students' scoring and will be more effective and effecient to give score to students' writing.

B. Review of Related Findings

Actually, there are some related findings to this research. The researcher does not only one does about the research. Many researchers have done research about students' writing ability by using pictures.

The first is Dista Devita Sari's script entitled "the effectiveness of using pictures in teaching narrative (an experimental study of eight grade students of nusantara plus junior high school ciputat)". The conclusion of the research that there were significant differentiates between teaching writing by using picture and without pictures. So, teaching writing by using pictures was effective. It can be seen from the result of the value that t_0 was bigger than t_t namely $4.72 > 2.02$. It means that the aternative hypothesis (H_a) is accepted and hypothesis (H_o) is rejected.²⁹

The other researcher is Mei Setya Chairena's script entitled "the use of pictures to teach writing narrative text (experimetnal study at the eight year students of SMP N 13 Semarang in academic yaer of 2006/2007)". She

²⁹Dista Devita Sari, "The Effectiveness of Using Pictures in Teaching Narrative (an Experimental Study of Eight Grade Students of Nusantara Plus Junior High School Ciputat), Jakarta: UIN, 2009) p. 38.

concluded that pictures can contribute to students in writing greatly. The students' writing ability was improved during the teaching and learning activity using the pictures. It was showed by the difference of the mean score of the result the pre-test and the post between experimental and control class. The mean score of experimental class both of test were 64.5 and 81.3 whereas the control class was 64.1 and 73.2. From the data showed that there was significant difference in the improvement of students' writing ability after being taught by using pictures and without using pictures.³⁰

The last is Nuraisyah's script about "Improving Students' Writing Ability through Pictures at Seventh grade SMP N 5 Padangsidimpuan". She used picture as the technique to students' writing ability. She said that using pictures could improve students' writing ability. It can be seen from the first cycle and the second cycle. The students got 50.50 on the first cycle and the students got 77.94 on the second cycle. Based on the statement, it can be concluded that by using pictures was an effective technique used to improve writing skill of the students. Then, the hypothesis was accepted.³¹

Those are three related findings which focus on students' problem and to solve the problem the researchers previously use pictures as technique. Based on the explanation above, the researcher makes the conclusion that pictures can help

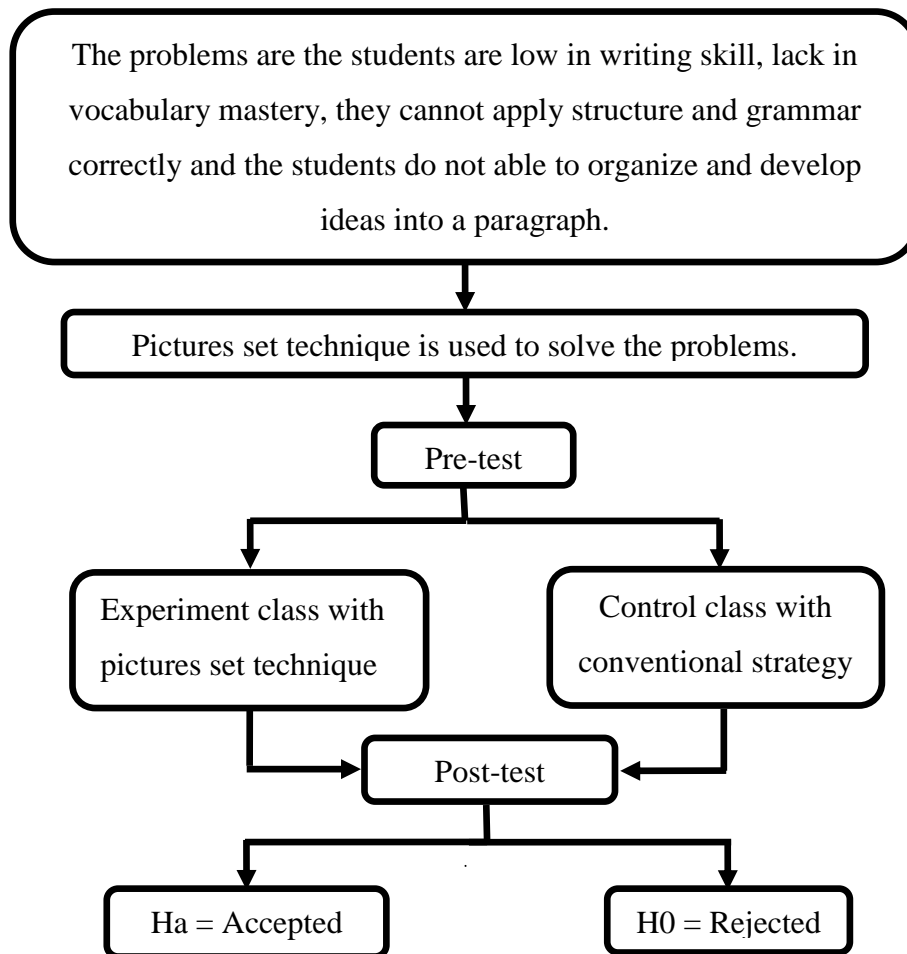
³⁰Mei Setya Chairena "The Use of Pictures to Teach Writng NarrativeText (Experimetnal Study at the Eight Year Students Of SMP N 13 Semarang in Academic Year of 2006/2007), (Semarang: Semarang Universisty, 2007), p. 55.

³¹Nuraisyah, *Improving Students' Writing Ability through Pictures at Seventh grade SMP N 5 Padangsidimpuan (unpublished Script)*, STAIN Padangsidimpuan, 2012.

students to write and increase students' writing ability. So, the researcher believes that pictures set technique can increase students' writing ability.

C. Conceptual framework

Writing is the tool to express idea, opinion, experience, or information in the mind of the writer into the form of written language but writing still become problem in some of schools in Indonesia, especially at XI grade SMA N 3 Padangsidempuan. The problems are the students are low in writing skill, lack in vocabulary, they cannot apply structure and grammar correctly and the students do not able to organize and develop paragraph. Actually, the problem of teaching writing can be solved and the teaching writing can be successful. Many factors influence of it. One of them is the using suitable technique. So the teacher must teach by using suitable technique because it can make the students more interest to follow teaching writing process, easier to do writing and more comprehend the material. Pictures set is a technique that can be applied in teaching writing process. Therefore, pictures set technique can help the students to increase their writing skill. So, the researcher describes the conceptual framework as follow:



D. Hypothesis

Hypothesis is the researcher' guessing of the situation of participants. It is not permanent but tentative supposition. According to L.R Gays "a hypothesis is a tentative prediction, result of the research finding".³² So, the hypothesis can be accepted and can be not. The hypothesis is accepted if the result of the research appropriate with hypothesis. The hypothesis is rejected if result of the hypothesis

³²L. R. Gay and Peter Airasian, *Educational Research for Analysis and Application*, (America: Prentice Hall, 1992), p. 71.

is not appropriate with the hypothesis. Based on the explanation above, the hypotheses of the problem can be made alternative and null hypothesis.

So, the hypothesis of this research can be formulated as follow H_a : there is the significant effect by using pictures set technique on students' writing ability in narrative text at XI grade SMA N 3 Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of the research

The research will be conducted at senior high school (SMA) Negeri 3 Padangsidempuan. It is located at Perintis Kemerdekaan Street no.56 south Padangsidempuan, Padangsidempuan, North Sumatera. The subject of the research was XI grade of students in SMA N 3 Padangsidempuan. Then, the process of the research was held from 17th November until 03 December 2016.

B. Research Design

In this research the researcher wants to solve students' writing problem by using pictures set technique, increase students' writing ability and wants to know whether this technique is effective or not to solve the students' writing problem. For those reasons, the researcher applied experimental research with a quantitative approach.

Experimental research is the type of research to establish cause-effect relationship of the variables and an experiment involves the comparison of the effect of a particular treatment with different treatment or no treatment. According to L.R Gray also says that "experimental research is the only type of research that can test hypothesis to establish cause and effect"¹. Additionally, Freankel says "an experiment usually involves two groups of subjects, an

¹*Ibid.*, p. 367.

experimental group and a control or a comparison group”.² Additionally, Suharsimi Arikunto “experiment is the way to find a causal relationship (causal relationship) between the two factors that intentionally by researchers with reduce or set aside other factors that could interfere”.³

The other words, it can be said that experiment research tries to know and to observe two factors they are; cause and effect relationship among one or more variables. It is also compare between the experimental class and control class.

In this research, the researcher used two classes. The first was experimental class and the second was control class. The experimental class was done treatment by using pictures set technique. Meanwhile, control class was not done treatment or by using lecturing strategy. This research was designed to describe the influence of using picture set on students’ writing ability in narrative text. The design can be figured as follow:

Table 1
Research design

Class	Pre-test	Treatment	Post-test
Experimental class	√	Teaching writing narrative text by using pictures set technique	√
Control class	√	Teaching writing narrative text by using conventional strategy	√

²Jack R. Freankel, *How to Design and Evaluate Research in Education Seventh Edition* (New York: McGraw-Hill, 2009), p. 262.

³Suharsimi Arikunto , *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta:Rineka Cipta, 1993), p. 3.

C. Population and sample

1. Population

Best states that “a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher”.⁴ Meanwhile, L.R Gray states that “population is the group of interest to the researcher, the group to which she or he would like to the result of the study to be generalizable”.⁵ Ali in Tukiran says that Population is all objects in the research or it can be said universe.⁶

Based on the definitions above that population is the group taken by researcher which the researcher is interested in gaining information to the research. So, the population of the research that researcher would like to generalize is the whole students at XI grade SMA N 3 Padangsidempuan. The population of research consists of 10 classes. Each classes contain around 30 until 35 students. So the total numbers of whole students are 323 students. It can be seen from the table below:

Table 2
Population of the research

No	Class	Total of Students
1.	XI IPA.1	33
2.	XI IPA.2	33
3.	XI IPA.3	30
4.	XI IPA.4	31
5.	XI IPA.5	30

⁴Jhon W. Best. *Research in Education Tenth Edition* (America: Person Education, 2006), p. 13.

⁵L. R. Gay & Peter Airasian, *Educational...*p. 122.

⁶Tukiran Taniredja and Hidayati Mustafidah, *Penelitian Kuantitatif*, (Bandung: Alfabeta, 2012) p.

6.	XI IPA.6	32
7.	XI IPS.1	32
8.	XI IPS.2	33
9.	XI IPS.3	35
10.	XI IPS.4	33
Total of Students		323

2. Sample

Sampling is part of the population and it is smaller than population. According to Best “sample is a small proportion of the population that is selected for observation and analysis”.⁷ Then Donald Ary and friends say that “sample is a portion of a population”⁸. So based on the explanation previously sample is the small group of population that chosen as respondent of the research.

To determine appropriate sample, the researcher applied random sampling. According to Donald and friends that random sampling is sample selected randomly is not subject to the biases of the researcher.⁹ Another expert states that random sampling is a technique to take the sample from the population that done randomly without paying attention the strata of the population.¹⁰ So the researcher concludes that random sampling is the techque to take the samle randomly.

⁷Jhon W. Best. *Research in Education*....p.13

⁸Donald Ary, Lucy Cheser Jacobs et. al., *Introduction to Research in Education Eight Edition*, (USA: Wadsworth Cengage Learning, 2010), p. 148

⁹*Ibid.*, p.151

¹⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan Konbinasi (Mixde Methods)*, (Bandung: Alfabeta, 2014), p.122.

So in this research, the researcher divided into class took two classes as sample. One class as a control class and another class as a experimental class. The sample was taken randomly. So that the researcher took two classes as sample of the research they were; XI IPA-4 which consists of 31 students and XI IPA-5 which consists of 30 students. The total of the sample were 61 students. To determine appropriate sample, it was tested by using normality and homogeneity test, as follow below:

a. Normality test

Normality test is used to know the whether the test of data research is normal or not. The researcher uses normality test by using Chi-Quadrate formula, as follow:¹¹

$$x^2 = \sum \frac{f_o - f_h}{f_h}$$

Where;

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from population.

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0,05) and degree of freedom as big as total of interval class is

¹¹Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Rja Grafindo Persada, 2005), p.28.

lessened 1 ($dk = k-1$). If result $x^2_{\text{count}} < x^2_{\text{table}}$, it can be concluded that data is distributed normal.

Based on the calculation of normality test in pre-test, the researcher found that there were three classes that classified normal. They were; XI IPA-3 with degree of freedom ($dk = 6-1 = 5$) ($7.15 < 11.070$), XI IPA-4 with degree of freedom ($dk = 6 - 1 = 5$) ($7.41 < 11.070$) and XI IPA-5 with degree of freedom ($dk = 6 - 1 = 5$) ($2.37 < 11.070$).

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have a same variant or not if the both are the classes same it can be said homogeneous. The researcher uses Harley test, it can be seen as follow:¹²

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypothesis is accepted if $F_{(\text{count})} \leq F_{(\text{table})}$

Hypothesis is rejected if $F_{(\text{count})} \geq F_{(\text{table})}$

Hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$ while hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$. Hypothesis is rejected if $F \leq F_{\frac{1}{2} a (n_1 - 1) (1 = n_2 - 1)}$ while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator is $(n_2 - 1)$.

¹²Agus irianto, *Statistic Konsep Dasar dan Aplikasinya*, (Padang: Universitas Negeri Padang, 2003), p. 276.

Based on the explanation above, the researcher had given pre-test to know whether the samples are homogenous and normal or not. After calculating the data, the researcher had found that the three classes were homogenous and normal (XI IPA-3, XI IPA-4 and XI IPA-5), (see appendix 6 and 7). So, the researcher chose two classes as the sample randomly. They were XI IPA-4 and XI IPA-5 class. In this research, the researcher chose XI IPA-4 as experimental class and it class consisted of 31 students whereas XI IPA-5 as control class and it class consisted of 30 students. So, total sample of the research were 61 students. It can be seen from the table below:

Table 3
Sample of the Research

Sample	Class	Total
Experimental Class	XI IPA-4	31
Control class	XI IPA-5	30
Total		61

D. Instrument of Collecting Data

1. Test

Test is one of instrument to measure the students' knowledge ability. Brown's says that "a test is a method of measuring a person's ability or knowledge in a given domain".¹³ In accordance with Heaton says too that "a test may be constructed primarily as a device to reinforce learning and to motivate the students, or primarily of the date obtained. A test was used as an

¹³H. Douglas Brown, *Language Assessment: Principles and Classroom practices*, (San Francisco California: Longman , 2003), p. 3.

instrument to collect data is this study”.¹⁴ Based on the explanation previously that test is the tool to measure students’ ability in learning a material and to obtain the data from students’ learning.

Researcher uses a test to students by using essay test. The question will be given to student. Then, they answer the question with their own word and the students free to determine their answer based on their knowledge or ability. According to Jack “An essay question is one that respondents are asked to write about at length. As with short-answer questions, subjects must produce their own answers and they are free to determine how to answer the question to emphasize.”¹⁵

So, the test is used to measure students’ ability especially in writing. to found out the scores of students’ writing, the researcher had applied a rubric of writing. There were five components in writing test content; organization, vocabulary, language use and mechanics

E. Validity and Realibility of Instrument

1. Validity of the Instrument

Validity is a tool used to measure the test. According to Sugiyono that validity is an instrument that used to measure what will be measured.¹⁶ Other expert says that valid instrument is that it measures what it is supposed to

¹⁴J.B. Heaton, *Writing English Language Test* ... p. 5.

¹⁵Jack R. Fraenkel, *How to Design and Evaluate Research in Educational* p.135

¹⁶Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2013), p. 348.

measure.¹⁷ In this research, researcher used essay test to test students' writing ability in narrative text. To make the test became valid so the researcher applied construct validity. Construct validity is used to know whether the test valid or not by using to expert judgment such as English teacher. Researcher used it to make the test became valid.

2. Realibility of the Instrument

Realibility is necessary characteristic of a good test. It is very need to create a good test. The test can be said reliable if the test can be believable to collect data because the instrument is good.

F. Technique of Collecting data

To collect the data, the researcher needs a technique and researcher uses the test to collect it. There are some steps to collect the data, as follows:

1. Pre-test

In pre-test, the researcher gave test to whole students before doing treatment. In this case, the researcher did not apply technique or using treatment to experimental class and control class. It was done to know the homogeneity of the sample. The pre-test was used to find out means score of control and experimental class before giving treatment too. The steps in pre-test are below:

- a. The researcher prepared the two items.

¹⁷Jack R. Fraenkel, *How to Design* p. 112.

- b. The researcher distributed the test to be answered by students.
- c. The researcher explained what would be done by students.
- d. The researcher asked the students to choose one of items that would be answered.
- e. The researcher asked the students to answer the test.
- f. Giving time.
- g. The students do the test.
- h. The researcher collected the paper test.
- i. The researcher calculated the mean score of students' test result..

2. Post-test

After giving treatment, researcher gave post-test to control and experimental class but pre-test and post-test were different. The post-test was become as be final test in the research. After getting post-test, the researcher analyzed the data and find out the effect of pictures set technique in experimental class to students' writing ability. The researcher had some procedures, namely:

- a. The researcher prepared the test into two items.
- b. After giving treatment, the researcher distributed the test to be answered by students.
- c. The researcher explained what would be done by students.
- d. The researcher asked the students to choose one of items that would be answered.

- e. The researcher asked the students to answer the test.
- f. Giving time.
- g. The students do the test.
- h. The researcher collected the paper test.
- i. The researcher calculated the mean score of students' test result.

G. Techniques of Analyzing Data

Technique analyzing data is used to find out the ability of two classes, namely; control and experimental classes. In this research, the researcher uses technique and it can be seen the explanation below:

1. Indicator of Writing

Table 4
Indicator of writing test it can be seen from the table below:

Scoring Elements	Scale	Quality	Description
Content	30-27	Excellent to Very Good	Knowledgable – substantive – thorough development of thesis – relevant to assign topic.
	26-22	Good to Average	Some knowledge of subject – adequate rang – limited development of thesis – mostly relevant to topic, but lack 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 pertinent or not 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 – OR not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range – effective words/idiom choice and usage – word form mastery – appropriate register.
	17-14	Good to Average	Adequate range – occasional errors of words/idiom form, choice, usage, but meaning confused or obscured.
	13-10	Fair to Poor	Limited range – frequent errors of words/idiom form, choice, usage – meaning confused or obscured.
	9-7	Very Poor	Essentially translation – little knowledge of English vocabulary, idioms, word form - not enough to evaluate.
Language Use	25-22	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word function, articles, pronouns, prepositions
	21-19	Good to Average	Effective but simple constructions – minor problems in complex

			construction – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to Poor	Major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions
	10-5	Very Poor	No mastery of sentence construction rules dominated by errors – does not communicate – not enough to evaluate
Mechanics	5	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word function, articles, pronouns, prepositions.
	4	Good to Average	Occasional errors of spelling, punctuation, paragraphing, but meaning not obscured
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, punctuation, and capitalization – handwriting illegible – OR not enough to evaluate. ¹⁸

¹⁸ J.B. Heaton, *Writing English Language Test ...*, p. 146.

2. Requirement test

a. Normality test

Normality test is used to know the whether the test of data research is normal or not. The researcher uses normality test by using Chi-Quadrate.

The explanation can be seen below:¹⁹

$$x^2 = \sum \frac{f_o - f_h}{f_h}$$

Where;

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from population.

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have a same variant or not if the both are the classes same it can be said homogeneous. The researcher uses Harley test, it can be seen as follow:²⁰

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypothesis is accepted if $F_{(count)} \leq F_{(table)}$

Hypothesis is rejected if $F_{(count)} \geq F_{(table)}$

¹⁹Anas Sudijono, *Pengantar Statistik Pendidikan*,..... p.28.

²⁰Agus Irianto, *Statistic Konsep Dasar* p. 276.

3. Hypothesis Test

Based on the hypothesis, the analyzing of data was done to find the ability between two groups. It was divided into experimental and control class. The hypothesis is used to answer the result of the research. To know the difference between two groups, the researcher used t-test as formula below:²¹

$$Tt = \frac{M_1 - M_2}{\frac{n_1 - 1 s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Where:

Tt : t-test

M_1 : The mean of experimental group

M_2 : The mean of control group

n_1 : Total number of experimental class

n_2 : Total number of control class

S_1^2 : Variant of experimental class

S_2^2 : Variant of control class

²¹Sugiyono, *Statistika untuk Penelitian* p. 138-139

CHAPTER IV

RESULT OF THE RESERCH

As mentioned in earlier chapter, in order to examine the effect of pictures set technique on students' writing ability in narrative text, the researcher collected the data by using writing test. Sample of the research were XI IPA-4 and XI IPA-5 class. XI IPA-4 as an experimental class and XI IPA-5 as a control class. Then, the test divided into two aspects, they were pre-test and post test. Pre-test was done before giving treatment whereas post-test was done after giving treatment. The researcher applied quantitative analysis by using formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Description of Data before Using Pictures Set Technique

a. Pre-test Score of Experimental Class

Based on students' answers in pre-test the researcher has calculated the students' score. The total score of experimental class in pre-test was 1818, mean score was 68.32, median was 59.86, modus was 61.75, range was 53, interval was 9, standard deviation was 12.87 and variant was 134.70. The researcher got the highest score was 68 and the lowest score was 33. The calculation of how to get it could be seen in appendix 5 and 6. Then, the researcher drawn the table sum in the following:

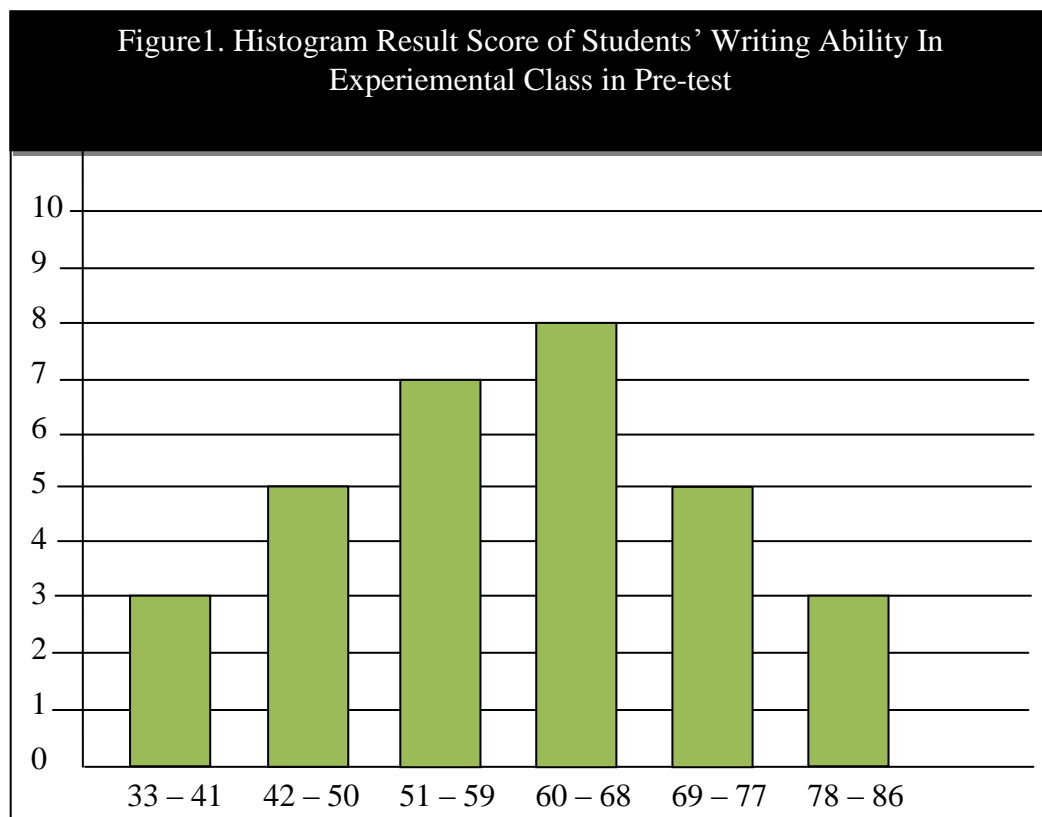
Table 5
The Score of Experimental Class in Pre-test

Total	1818
Highest score	86
Lowest score	33
Mean	68.32
Median	59.86
Modus	61.75
Range	53
Interval	9
Standard deviation	12.87
Variant	134.70

Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution as follow:

Table 6
Frequency Distribution of Experimental Class (Pre-test)

No	Interval	Frequency	Percentages
1	33 – 41	3	9.68%
2	42 – 50	5	16.13%
3	51 – 59	7	22.58%
4	60 – 68	8	25.80%
5	69 – 77	5	16.13%
6	78 – 86	3	9.68%
$i = 9$		31	100%



Based on the figure above, the frequency of students' score from 33 up to 41 was 3; 42 – 50 was 5; 51 up to 59 was 7; 60 up to 68 was 8; 69 up to 77 was 5; 78 up to 86 was 3. The histogram shows that the highest interval (60 - 68) was 8 students and the lowest interval (33-41) was 3 students.

b. Pre-test Score of Control Class

In pre-test of control class, the researcher calculated the result that had been gotten from the students answering in test. Total score of control class in pre-test was 1738, mean score was 60.82, standard deviation was

10.5, variant was 126.82, range was 41, interval was 7, median was 58.09 and modus was 59.49. The researcher got the highest score was 76 and the lowest score was 35. It can be seen on appendix 5 and 6. The score of pre-test control class can be seen in the following table below:

Table 7
The Score of Control Class in Pre-Test

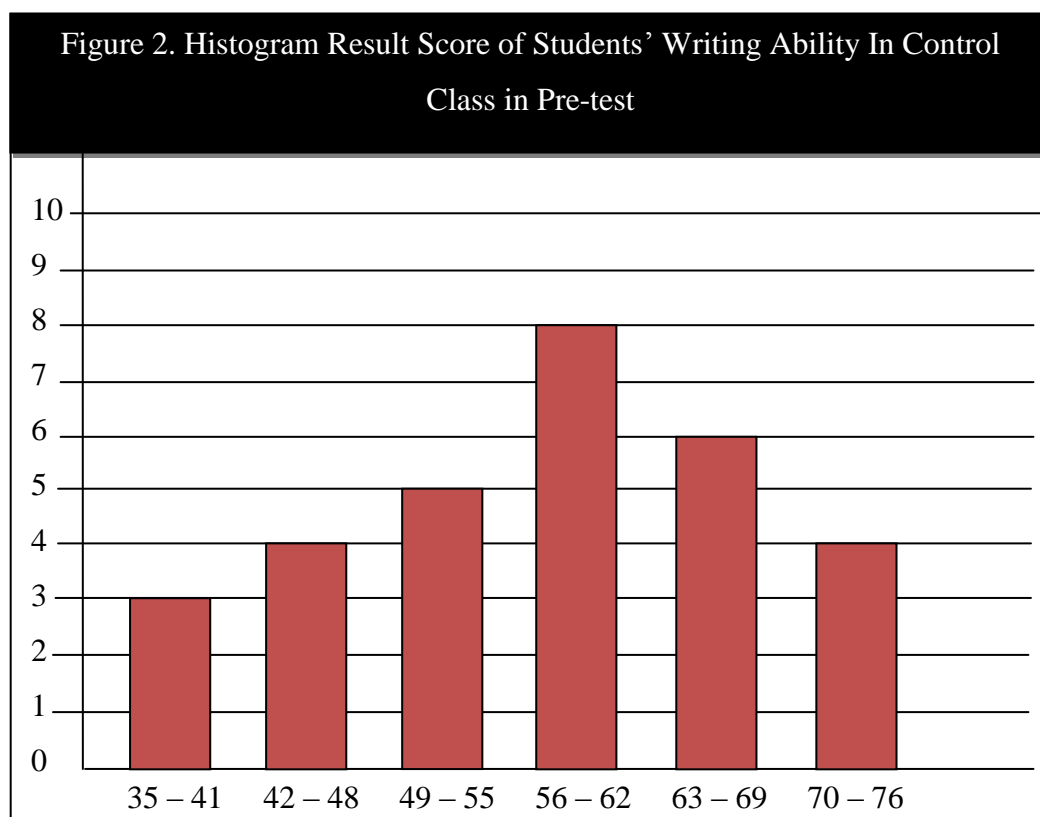
Total	1738
Highest score	76
Lowest score	35
Mean	60.82
Median	58.09
Modus	59.49
Range	41
Interval	7
Standard deviation	10.5
Variant	126.82

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 8
Frequency Distribution of Control Class (Pre-Test)

No	Interval	Frequency	Percentages
1.	35 – 41	3	10%
2.	42 – 48	4	13.33%
3.	49 – 55	5	16.67%
4.	56 – 62	8	26.67%
5.	63 – 69	6	20%
6.	70 – 76	4	13.33%
<i>i = 7</i>		30	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following:



Based on the figure above, the frequency of students' score from 35 up to 41 was 3; 42 up to 48 was 4; 549 up to 55 was 5; 56 up to 63 was 8; 63 up to 69 was 6; 70 up to 76 was 4.

2. Description of data after Using Pictures Set Technique

a. Post-test Score of Experimental Class

The calculation of the result that had been gotten by the students answering in question (test) after the researcher did the treatment by using pictures set technique. Total score of experiment class in post-test was

2353, mean score was 82.7, standard deviation was 6.8, variant was 49.52, median was 69, range was 28, modus was 77.2 and interval was 5. The students' highest score was 90 and the lowest score was 62. It can be seen on appendix 7 and 8. It can be seen in the following table:

Table 9
The Score of Experimental Class in Post Test

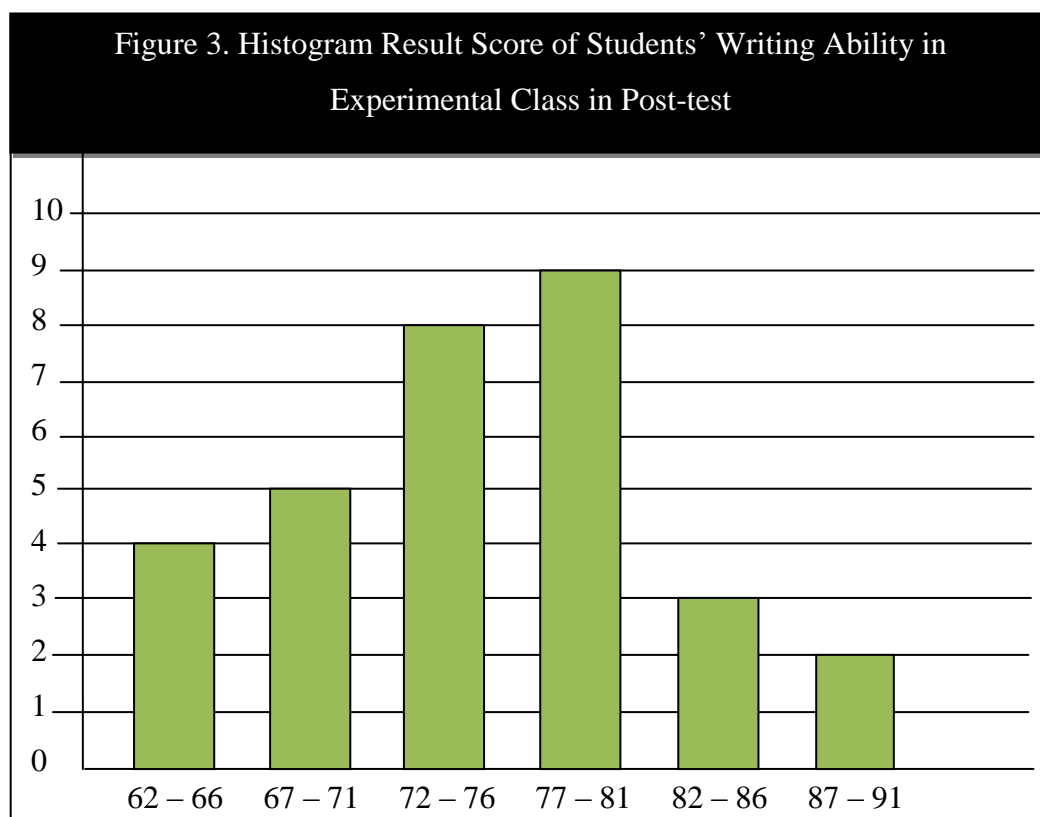
Total	2353
Highest score	90
Lowest score	62
Mean	82.7
Median	69
Modus	77.2
Range	28
Interval	5
Standard deviation	6.8
Variant	49.52

Based on the table above the calculation of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1.	62 – 66	4	12.90 %
2.	67 – 71	5	16.13%
3.	72 – 76	8	25.80%
4.	77 – 81	9	29.03%
5.	82 – 86	3	9.68%
6.	87 – 91	2	6.45%
<i>i = 7</i>		31	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



Based on the figure above, the frequency of students' score from 62 up to 66 was 4; 67 up to 71 was 5; 72 up to 76 was 8; 77 up to 81 was 9; 82 up to 86 was 3; 87 up to 91 was 2. Then, the interval which had highest frequency was 90 up to 94 was 2 students and the lowest interval 60 - 62 up to 66 was 4 students.

b. Post-test Score of Control Class

The result that had been gotten by the students in answering the question (test) after the researcher taught the writing by using conventional strategy. The total score of control class in post-test was 1903, mean was 65.12, standard deviation was 9.38, variant was 86.39, median was 63.58, range was 40, modus was 64.5 and interval was 7 and . The researcher got the highest score was 80 and the lowest score was 40. It can be seen on appendix 8. The table can be seen in the following:

Table 11
The Score of Control Class in Post-Test

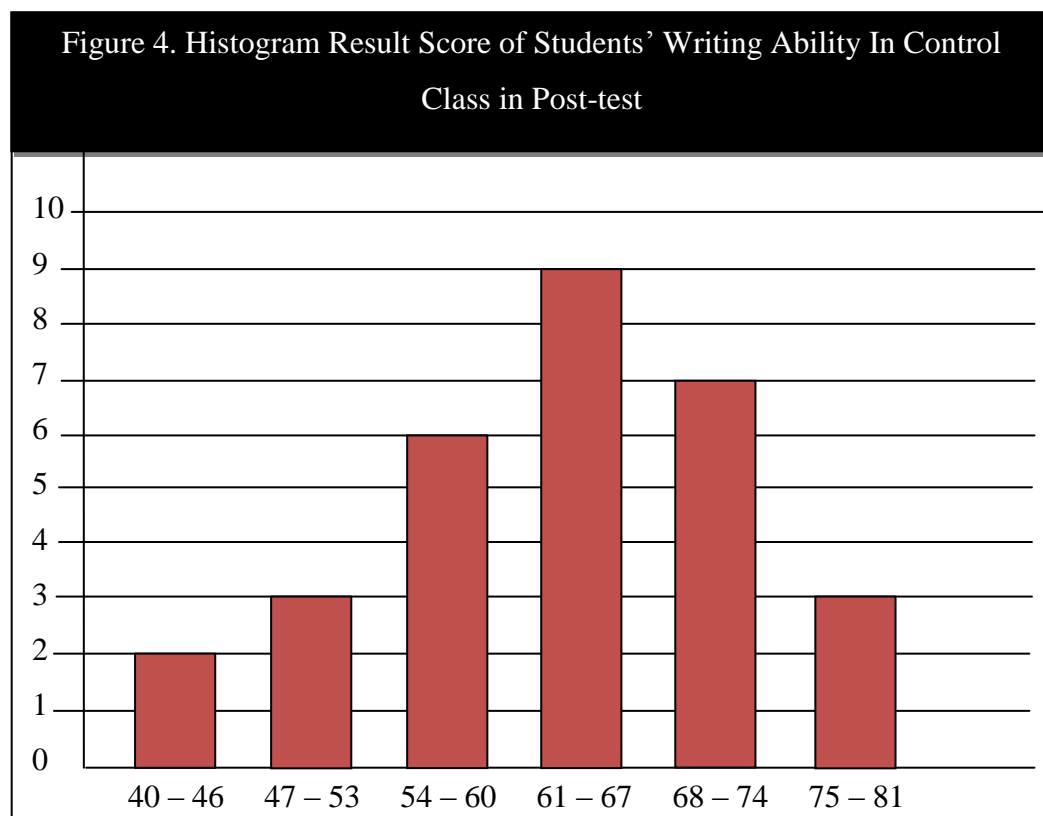
Total	1903
Highest score	80
Lowest score	40
Mean	65.12
Median	63.58
Modus	64.5
Range	40
Interval	7
Standard deviation	9.38
Variant	86.39

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as following:

Table 12
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1.	40 – 46	2	6.67%
2.	47 – 53	3	10%
3.	54 – 60	6	20%
4.	61 – 67	9	30%
5.	68 – 74	7	23.33%
6.	75 – 81	3	10%
$i = 7$		30	100%

For the clear description of the data, the researcher presents them in histogram on the following figure:



Based on the figure above, the frequency of students' score from 40 up to 46 was 2; 47 up to 53 was 3; 54 up to 60 was 6 ; 61 up to 67 was 9; 68 up to 74 was 7; 75 up to 81 was 3.

3. Description of Comparison Score of Pre-Test and Post Test

a. Comparison Score of Pre-test in Experimental and Control Class

Based on students' answers in pre-test in experimental and control class, the researcher has calculated the students' score and most of students both of classes were low in writing. Experimental class consisted of 31 students (XI IPA-4), the lowest score was 33 whereas the highest score was 86. the. Beside that, control class consisted of 30 students (XI IPA-5), the lowest score was 35 whereas the highest score was 76. In pre-test the researcher did not apply the technique to both of class (see on appendix 12). It can be seen in the following table below:

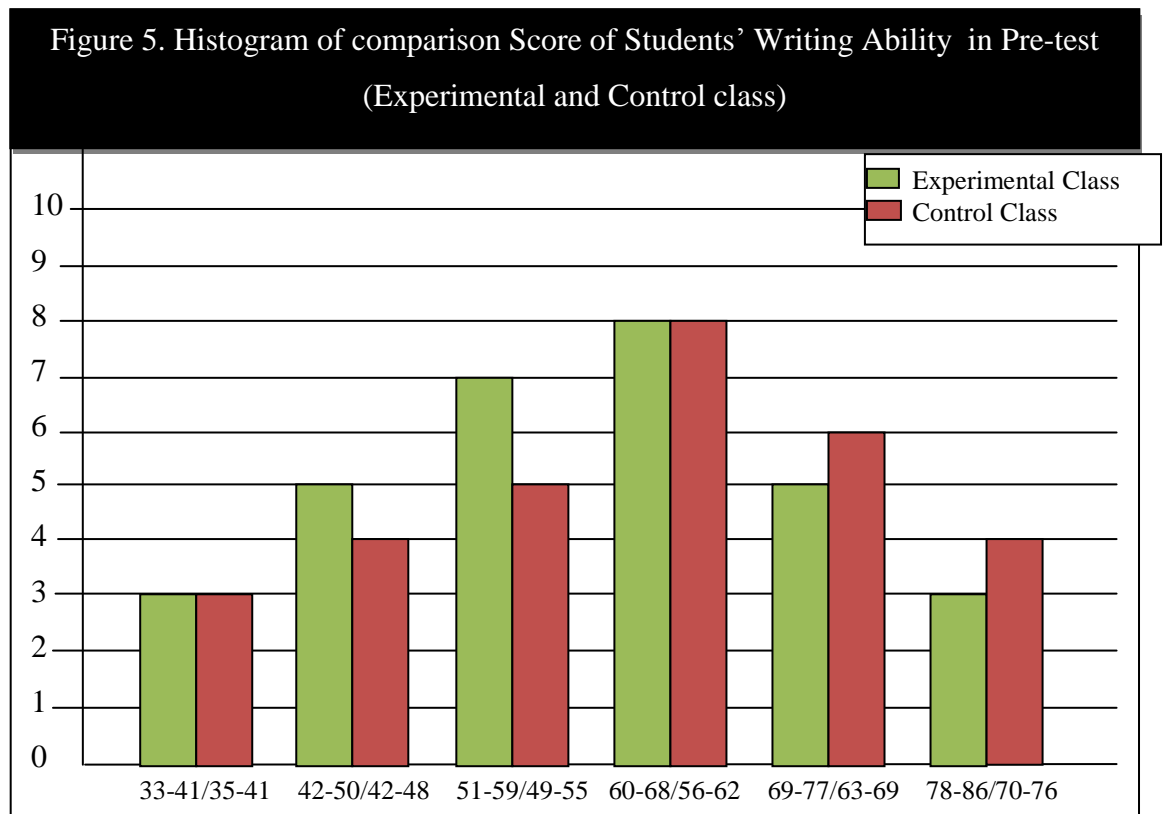
Table 13

**Comparison Score of Students Writing Ability in Pre-test
(Experimental and Control Class)**

No	Name	Result Pre-Test of Experimental class	Name	Result Pre-Test of Control class
1	AMN	33	TH	35
2	AYL	40	DS	40
3	EFY	40	AMA	40
4	CNS	45	BMT	45
5	FHH	45	MH	45
6	PK	50	NA	45
7	HMP	50	D	47
8	AF	50	AP	50
9	MS	55	AB	50

10	IS	55	A	55
11	YS	55	HR	55
12	SAB	55	RPJ	55
13	RT	55	SC	60
14	IHS	57	IMSS	60
15	GS	67	SM	60
16	AHS	60	REG	60
17	SKH	60	HNA	62
18	STLL	60	RS	62
19	NS	60	AP	62
20	EM	60	MIM	62
21	RT	60	NA	65
22	AN	65	PTS	65
23	IWS	65	HY	65
24	RPP	70	Y	65
25	CL	70	MA	68
26	RWS	70	TUS	68
27	AF	70	AA	70
28	SH	70	NAS	70
29	EES	75	DFY	76
30	RAA	75	WSP	76
31	RFS	86	-	-

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



b. Comparison Score of Post-test in Experimental and Control Class

Based on students' answers in post-test in experimental and control class, the researcher has calculated the students' score and most of students both of classes increased in writing. Experimental class consisted of 31 students (XI IPA-4), the lowest score was 62 whereas the highest score was 90. Then, most of students got raising score and their score increased very significant. But, control class consisted of 30 students (XI IPA-5), the

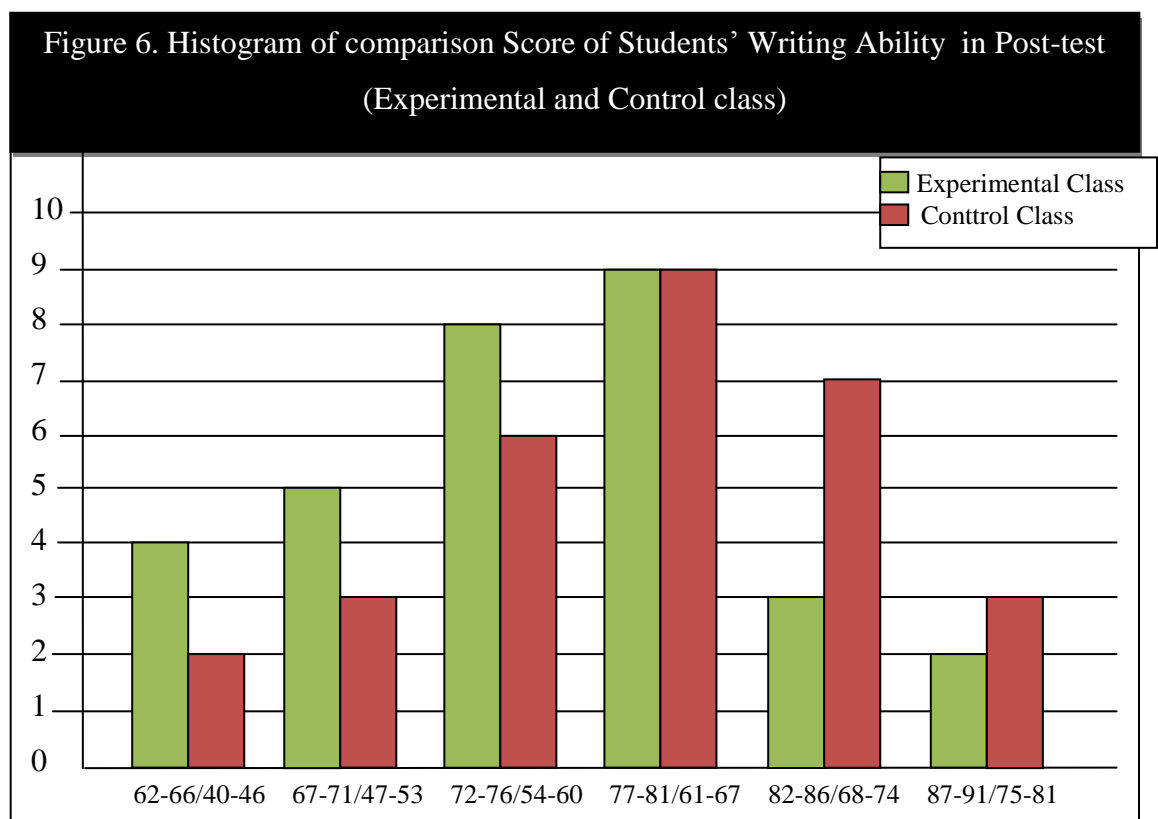
lowest score was 48 whereas the highest score was 80. Students' score increased too but not significant. In post-test, the researcher applied pictures set technique in experimental class and control class was give conventional strategy (see on appendix 12). It can be seen in the following table:

Table 14
Comparison Score of Students Writing Ability in Post-Test
(Experimentals and Control Class)

No	Name	Result post-test of experimental class	Name	Result post-test of control class
1	AMN	62	TH	48
2	AYL	62	DS	50
3	EFY	65	AMA	55
4	CNS	65	BMT	55
5	FHH	68	MH	57
6	PK	68	NA	58
7	HMP	70	D	58
8	AF	70	AP	60
9	MS	70	AB	60
10	IS	75	A	60
11	YS	75	HR	62
12	SAB	75	RPJ	65
13	RT	75	SC	65
14	IHS	75	IMSS	65
15	GS	75	SM	65
16	AHS	76	REG	65
17	SKH	76	HNA	67
18	STLL	78	RS	67
19	NS	78	AP	67
20	EM	78	MIM	68
21	RT	80	NA	70
22	AN	80	PTS	70
23	IWS	80	HY	70
24	RPP	80	Y	75
25	CL	80	MA	75

26	RWS	80	TUS	77
27	AF	85	AA	77
28	SH	85	NAS	80
29	EES	86	DFY	80
30	RAA	90	WSP	80
31	RFS	90		

It can be seen in histogram too, the figure following below:



B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of experimental class and control class in Pre-Test

Table15
Normality and homogeneity in pre-test

Class	Normality Test		Homogeneity Test	
	t _{count}	t _{table}	f _{count}	f _{table}
Experimental Class	7.41	11.070	(1.06 < 2.042 and 2.045)	
Control Class	2.37	11.070		

Based on the table above that has been calculated by researcher, the score of experiment class $Lo = 7.41 < Lt = 11.070$ with $n = 31$ and control class $Lo = 2.37 < Lt = 11.070$ with $n = 30$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen on appendix 5 and 6.

2) Homogeneity of Experimental Class and Control Class in Pre-test

The coefficient of F_{count} 1.06 was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N - 1 = 31 - 1 = 30$ and denominator $dk N - 1 = 30 - 1 = 29$. So, by using the list of critical value at F distribution is got $F 0.05 = 2.042$ and 2.045 . It showed that $F_{count}(1.06) < F_{table}$ (2.042 and 2.045). So, it could be concluded that the variant from the data of the students' writing ability at XI grade SMA N 3 Padangsidimpuan by experimental and control class were homogen. The calculation can be seen on appendix 6.

b. Normality and Homogeneity in Post-Test

1) Normality of Experimental Class and Control Class in Post-test

Table 16
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	F_{count}	F_{table}
Experimental Class	6.1	7.815	8.41 < 2.045 and 2.042	
Control Class	5.47	7.815		

The previous table shows that the score of experimental class $L_o = 6.1 < L_t =$ with $n = 31$ and control class $L_o = 5.47 < L_t = 7.815$ with $n = 30$, and real level $\alpha 0.05$. Because $L_o < L_t$ in the both class, it means H_a was accepted. It meant that experiment class and control class were distributed normal. It can be seen on appendix 7 and 8.

2) Homogeneity of experimental class and control class in post-test

The coefficient of $F_{count} = 8.41$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$ and the different numerator $dk = N-1 = 31-1 = 30$ and denominator $dk N-1 = 30-1 = 29$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.042$ and 2.045 . It showed that $F_{count} (8.41) > F_{table} (2.042 \text{ and } 2.045)$. So, the researcher concluded that the variant from the data of the students' writing ability at SMA N 3 Padangsidempuan in experimental and control class was homogenous. It can be seen on appendix 8.

2. Hypothesis Test

After calculating the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogenous. The data

would be analyzed to prove the hypothesis. It used t-test formula. Hypothesis of the research was “there was the significant effect pictures set technique on students’ writing ability in narrative text at XI grade SMA N 3 Padangsidempuan”. The result of researcher’s calculation can be seen below:

Table 17
Result of T-test

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-2.57	2.021	8.41	2.021

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second, $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation, researcher found that t_{count} 4.68 while t_{table} 2.021 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 31 + 30 - 2 = 59$. Cause $t_{count} > t_{table}$ ($8.41 > 2.021$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the effect pictures set technique on students writing ability in narrative text at XI grade SMAN 3 Padangsidempuan. It described the mean score of experimental class by using pictures set technique was 82.7 and the mean score of control class by using conventional strategy was 65.12. So from the explanation above that students’ writing ability by using pictures set technique was better than using conventional strategy. Then there was significant effect on students’ writing ability by using pictures set technique in narrative text at XI grade SMA N 3 Padangsidempuan. $\mu^1 > \mu^2$. The calculation of hypothesis test can be seen on appendix 9 and 10.

C. Discussion

The researcher discussed the result of this research with the theory that related with pictures set technique. In this case, the theory which has been discussed by the researcher was from Ann Raimes stated that pitures set is parallel pictures in sequence provide for variety of guided and free writing exercises. Pictures sequence like a comic strip. It will provide the subject matter for writing narrative and pictures set will provide material that offers guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter.¹ Besides it, this technique can also give some advantages for students, for example pictures can provide a stimulating focus for students' attention in the classroom, by suing pictures the students can provide common vocabulary and common forms and combining the sentence and sequencing of sentences to the writing of original dialogs, letters, reports, or essays and others.²

The theory has proven that this strategy is good where the students were so enthusiastic to follow writing lesson because it was presented with those several pictures. The students directly had spirit. They are easier to develop topic, ideas and make into the good paragraph. This proofs show that pictures set technique is suitable to be applied in teaching writing.

Based on the related findings, the researcher discussed the result of this research and compared with the related findings. The first is Dista Devita Sari's

¹Ann Raimes, *Technique in Teaching Writing ...* p. 36.

²*Ibid.*, p.27

script with entitled “the effectiveness of using pictures in teaching narrative”, it was found that the score of pre-test and post test were 68.7 and 80.09.

The other researcher is Mei Setya Chairena’s script entitled “the use of pictures to teach writing explanation text”, pictures can contribute to students in writing greatly. The students’ writing ability was improved during the teaching and learning activity using the pictures. It was showed by the difference of the mean score of the result the pre-test and the post between experimental and control class. The mean score of experimental class both of test were 64.5 and 81.3 whereas the control class was 64.1 and 73.2. From the data showed that there was significant difference in the improvement of students’ writing ability after being taught by using pictures and not by using pictures.

The last is Nuraisyah’s script about “Improving Students’ Writing Ability through Pictures at Seventh grade SMP N 5 Padangsidempuan”. She used picture as the technique to students’ writing ability. She said that using pictures could improve students’ writing ability. It can be seen from the first cycle and the second cycle. The students got 50.50 on the first cycle and the students got 77.94 on the second cycle. Based on the statement, it can be concluded that by using pictures set technique was an effective technique used to increase writing skill of the students.

From the result of the research that is previously stated, it was proved that the students who were taught by using pictures set technique got better result. As in this research, the mean score of experimental class was higher than control

class (82.7>65.12). Thus, the researcher concluded that there was significant effect of pictures set technique on students' writing ability in narrative text at XI grade SMA N 3 Padangsidempuan. Moreover, pictures set technique was an effective and efficient technique and it could increase students' writing ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' writing ability before using pictures set technique at XI grade SMA N 3 Padangsidempuan was low. Before using pictures set technique, the mean score of experimental class was 68.32 and the mean score of control class was 60.82. Both of the scores were low.
2. After using pictures set technique, the mean score of experimental class was 82.7 and the mean score of control class 65.12. The score of experimental was higher than the score of control class. So, after using pictures set tehcnique stidents' writing ability increased.
3. The result of research showed that the students'score in the experimental class was higher than control class. The result proved that t_0 was higher than t_t . t_0 was 8.41 and t_t was 0.021 ($8.41 > 0.021$). It means that there was a significant effect of using pictures set technique on students writing ability in narrative at XI grade SMA N 3 Padangsidempuan. So, the hypothesis was accepted.

B. Suggestion

After finishing the research, the reseracher got many informations in English teaching and learning. Therefore, from that experience, the researcher

saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. The headmaster of SMA N 3 Padangsidimpuan, it can be used to motivate the teachers to teach as well as possible to maximize learning writing process because through this research it was proven that this technique increased students writing ability especially in narrative text.
2. English teacher, from the research result it can be seen that the students' score were unsatisfied. So, the researcher hopes to English teacher of SMA 3 Padangsidimpuan to apply various innovative techniques in teaching English. It also can be supported by choosing right technique and good class management. Besides it, it is also important for students to follow learning process seriously because the success of learning is in students' result.
3. Next researcher, the finding of this research were subject matter, it can be developed largely and deeply by adding other variables. It also may be useful with different students' condition like different population characteristic.
4. Readers, this research can be used as well as possible as positive input.

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5.

Appendix 1

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 3 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Alokasi Waktu : 2 x 45 menit (1 kali pertemuan)
Skill : Writing

A. Standar Kompetensi

Menulis

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative teks dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
1. Merespon wacana monolog narrative teks (teacher explanation).	Jujur, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat
2. Mengidentifikasi langkah-langkah retorika dalam teks narrative.	kebangsaan, cinta tanah air, menghargai prestasi, peduli social,
3. Membentuk sebuah teks narrative	semangat menulis.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami teks narrative.
2. Siswa dapat menentukan generic structure dari teks narrative.
3. Siswa mampu menuliskan sebuah teks narrative.

Karakter siswa yang diharapkan

1. Dapat di percaya (Trustworthines)
2. Rasa Hormat dan Perhatian (Respect)
3. Tekun (Diligence)
4. Bertanggung Jawab (Responsibility)

E. Materi Pokok

Narrative text

F. Metode Pembelajaran/Teknik

Pictures Set technique

G. Langkah-Langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

- a. Mengucapkan salam dan berdoa
- b. Memberikan memotivasi belajar kepada siswa.
- c. Guru memberikan stimulus berupa pemberian materi tentang narrative teks.

2. Kegiatan Inti (70 menit)

- d. Guru menjelaskan tehnik pictures set, berikut dengan langkah-langkahnya.
- e. Siswa diberikan serangkaian gambar akan tetapi gambar-gambar tersebut memiliki susunan yang salah.
- f. Guru meminta siswa untuk menyusun gambar-gambar tersebut kedalam susunan yang benar.
- g. Guru meminta siswa untuk menuliskan dan mengembangkan sebuah teks narrative berdasarkan rangkaian gambar tersebut.
- h. Guru meminta siswa untuk mengumpulkan hasil kerjanya kepada guru.

- i. Guru menjadi narasumber dan fasilitator dalam menjawab pertanyaan siswa selama pembelajaran.
- j. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

3. Kegiatan Penutup (10 menit)

- k. Guru dan siswa membuat kesimpulan tentang materi yang sudah dipelajari pada hari itu.
- l. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- m. Guru menutup pembelajaran.

H. Sumber/Bahan/Alat

Buku yang relevan, kamus, kertas bergambar.

I. Penilaian

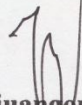
Indikator Pencapaian Kompetensi	Bentuk Instrument	Teknik Penilaian	Contoh
Menuliskan sebuah eks narrative.	Tes tertulis	Essay test	Choose one of the topics and write down a narrative text that should be consisting of introduction, complication, resolution and re-orientation!

$$\text{NILAI} = \frac{\text{NILAI YANG DIPEROLEH}}{\text{NILAI YANG TERTINGGI}} \times 100$$

Padangsidempuan,

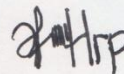
2016

Validator



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Learning Material

Arrange the pictures into right order and make a narrative text using your own words!

LEGEND OF MALIN KUNDANG

A He affronted his mom
Rebellious son



B She prayed to god
Big flood



C Rich man



D She decried her son became stone



E They were a poor family



F She used to wait her son



Appendix 2

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 3 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Alokasi Waktu : 2 x 45 menit (1 kali pertemuan)

Skill : Writing

H. Standar Kompetensi

Menulis

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk explanation text dalam konteks kehidupan sehari-hari.

I. Kompetensi Dasar

11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

J. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
4. Merespon wacana monolog teks narrative (teacher explanation).	Jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air,
5. Mengidentifikasi langkah-langkah retorika dalam teks narrative.	

6. Merespon makna teks narrative.	menghargai prestasi, peduli
7. Membentuk teks narrative	social, semangat menulis.

K. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

4. Siswa mampu memahami teks narrative
5. Siswa dapat menentukan generic structure dari teks narrative.
6. Siswa mampu membuat teks narrative

Karakter siswa yang diharapkan

5. Dapat di percaya (Trustworthines)
6. Rasa Hormat dan Perhatian (Respect)
7. Tekun (Diligence)
8. Bertanggung Jawab (Responsibility)

L. Materi Pokok

1. Defenition of narrative text
2. Generic structure of narrative text
3. Langauge features of narrative text
4. Example of narrative text

M. Metode Pembelajaran/Teknik

Conventional Strategy

N. Langkah-Langkah Kegiatan Pembelajaran

3. Kegiatan Pendahuluan (5 menit)

- a. Mengucapkan salam dan berdoa
- b. Memberikan memotivasi belajar kepada siswa
- c. Menyampaikan tujuan pembelajaran

4. Kegiatan Inti (80 menit)

- d. Guru memberikan stimulus berupa pemberian materi tentang narrative text.
- e. Guru menjelaskan pengertian, unsur kebahasaan dan generic structure yang digunakan dalam teks narrative.

- f. Guru memberikan kesempatan kepada siswa untuk bertanya terhadap apa yang belum dipahami mengenai teks narrative.
- g. Guru meminta siswa untuk menuliskan sebuah teks narrative.
- h. Guru meminta siswa untuk mengumpulkan hasil kerjanya kepada guru.
- i. Guru bertanya tentang kesulitan siswa dalam pembelajaran.
- j. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.
- k. Guru menjadi narasumber dan fasilitator dalam menjawab pertanyaan siswa selama pembelajaran.

5. Kegiatan Penutup (5 menit)

- l. Guru dan siswa membuat kesimpulan tentang materi yang sudah dipelajari pada hari itu
- m. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

O. Sumber/Bahan/Alat

Buku yang relevan, kamus, papan tulis.

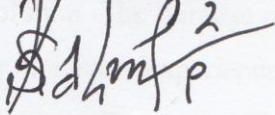
P. Penilaian

Indikator Pencapaian Kompetensi	Bentuk Instrument	Teknik Penilaian	Contoh
Menuliskan sebuah narrative teks.	Tes tulis	Essay test	Choose one of the topics and write down a narrative text that should be consisting of orientation, complication, resolution and reorientation!

$$\text{NILAI} = \frac{\text{NILAI YANG DIPEROLEH}}{\text{NILAI MAKSIMAL}} \times 100$$

Padangsidempuan, 24 NOVEMBER 2016

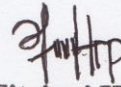
Guru Bahasa Inggris



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Kepala Sekolah

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Learning Material

A. Narrative Text

Narrative text deals with some problems which lead to climax then turn into a solution. The purpose of narrative is amuse or to entertain the readers with actual or imaginary experiences in difference ways.

B. Generic Structure of Narrative Text

Orientation: orientation with involve who, when, and where the story.

Complication: a problem arises followed by others problems.

Resolution: solution of the problem.

Re-orientation: provides a comment or moral based what has been learned from the story.

C. Language Features of Narrative Text

1. Use of past tense: walked, saw, brought and others.
2. Use of connectives: first, second, then.
3. Use of adverbial phrases: two days ago.
4. Use of action verb: walk, sleep, wake up and others.
5. Use of saying verbs: say, and tell.
6. Use of thinking verbs, feeling verbs and verb of sense.

D. The Examples of Narrative Text

The Legend of Malin Kundang

ORIENTATION	Once upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.
COMPLICATION	One day, a big ship closed to the beach near their village. The asked people to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family life. But his mother didn't permit him. She worried to Malin. Mali still

	kept his argument and finally he sailed with the big ship.
COMPLICATION	Several years later, Malin Kundang succeed and he became rich trader. Then, he came to his natve village with his beautiful wife, but his wife didn't know Malin real descent. His happy mother qickly approached Malin and brought a plate of village cake, Malins favorite. But Malin didn't admit that woman as his poor mother, and then kicked the village cake which brought by his mother until scattered.
RESULATION	His mother very broken heart because Malin rebellious to her, who growth him. Then, his mother cursed Malin became stone.
REORIENTATION	Suddenly, the big ship Malins had was vacillated by a storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

Appendix 3

INSTRUMENT OF THE RESEARCH IN WRITING NARRATIVE TEXT

(Pre-Test)

A. Pengantar

1. Instrument ini bertujuan untuk menjangkau data dari siswa tentang kemampuan menulis dalam narrative teks. Oleh karena itu, jawablah sesuai dengan kemampuan anda.
2. Jawaban anda tidak akan mempengaruhi nilai anda di sekolah.

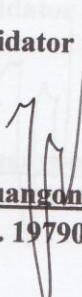
B. Petunjuk

Choose one of the topics below and write down a narrative text that should be consisting of orientation (pengenalan), complication (permasalahan), resolution (penyelesaian masalah) and reorientaion (penutup/pesan moral)!


The topics are:

1. Legend of Tangkuban Perahu
2. Tangled (Rapunzel)

Validator


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Researcher


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- i. Guru menjadi narasumber dan fasilitator dalam menjawab pertanyaan siswa selama pembelajaran.
- j. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

3. Kegiatan Penutup (10 menit)

- k. Guru dan siswa membuat kesimpulan tentang materi yang sudah dipelajari pada hari itu.
- l. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- m. Guru menutup pembelajaran.

H. Sumber/Bahan/Alat

Buku yang relevan, kamus, kertas bergambar.

I. Penilaian

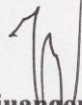
Indikator Pencapaian Kompetensi	Bentuk Instrument	Teknik Penilaian	Contoh
Menuliskan sebuah eks narrative.	Tes tertulis	Essay test	Choose one of the topics and write down a narrative text that should be consisting of introduction, complication, resolution and re-orientation!

$$\text{NILAI} = \frac{\text{NILAI YANG DIPEROLEH}}{\text{NILAI YANG TERTINGGI}} \times 100$$

Padangsidempuan,

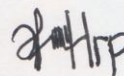
2016

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Appendix 5

RESULT OF NORMALITY TEST IN PRE TEST

A. Result of Normality Test of XI IPA-3

1. The score of grade XI IPA-3 in pre-test from low score to high score:

40	45	45	50	50	52	52	55	55	60
60	60	60	65	65	65	65	65	65	65
67	67	70	70	70	72	72	75	75	80

2. High = 80

Low = 40

Range = High – Low

= 80 – 40

= 40

3. Total of classes = $1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (30)$
 $= 1 + 3,3 (1.47)$
 $= 1 + 4.85$
 $= 5.85 / 6$

4. Length of classes = $\frac{range}{total\ of\ class} = \frac{40}{6} = 6.66 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
40 – 46	3	44	+3	6	9	27
47 – 53	4	50	+2	8	4	16
54 – 60	6	54	+1	6	1	6
61 – 67	9	64	0	0	0	0
68 – 74	5	71	-1	-5	1	5
75 – 81	3	78	-2	-6	4	12
<i>i</i> = 7	30	-	-	12	-	66

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$\begin{aligned}
&= 64 + 7 \left(\frac{12}{30}\right) \\
&= 64 + 7 (0.4) \\
&= 64 + 2.8 \\
&= 66.8
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'^2}{n^2}} \\
&= 7 \sqrt{\frac{66}{30} - \frac{12^2}{30^2}} \\
&= 7 \sqrt{2.2 - 0.4^2} \\
&= 7 \sqrt{2.2 - 0.16} \\
&= 7 \sqrt{2.04} \\
&= 7 \times 1.42 \\
&= 9.94
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f _o	$\frac{(f_o-f_h)}{f_h}$
75 – 81	81.5	1.47	0.4292	0.14	4.2	3	-0.28
68 – 74	74.5	0.77	0.2794	0.25	7.5	5	-0.33
61 – 67	67.5	0.07	0.0279	-0.24	-7.2	9	-2.25
54 – 60	60.5	-0.60	0.27425	0.18	5.4	6	0.11
47 – 53	53.5	-1.33	0.09176	0.07	2.1	4	0.90
40 – 46	46.5	-2.04	0.02068	0.01	0.3	3	9
	39.5	-2.74	0.00307				
X²							7.15

Based on the table above, the researcher found that $x^2_{count} = 7.15$ while $x^2_{table} = 11.070$. Because $x^2_{count} < x^2_{table}$ ($7.15 < 11.070$) with degree of freedom

(dk) = 6 - 1 = 5 and significant level $\alpha = 5\%$, distribution of XI IPA-3 class (pre-test) is normal.

6. Median

N0	Interval Class	F	Fk
1	40 - 46	3	3
2	47 - 53	4	7
3	54 - 60	6	13
4	61 - 67	9	22
5	68 - 74	5	27
6	75 - 81	3	30
	$i = 7$	30	

Position of Me in the interval of classes is number 4, that:

$$Bb = 60.5$$

$$F = 13$$

$$fm = 9$$

$$i = 7$$

$$n = 30$$

$$1/2n = 15$$

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 60.5 + 7 \frac{15-13}{9}$$

$$= 60.5 + 7 (0.22)$$

$$= 60.5 + 1.54$$

$$= 62.04$$

7. Modus

N0	Interval Class	F	Fk
1	40 – 46	3	3
2	47 – 53	4	7
3	54 – 60	6	13
4	61 – 67	9	22
5	68 – 74	5	27
6	75 – 81	3	30
	$i = 7$	30	

$$M_0 = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 60.5$$

$$d_1 = 9 - 6 = 3$$

$$d_2 = 9 - 5 = 4$$

$$i = 7$$

So,

$$\begin{aligned} M_0 &= 60.5 + \frac{3}{3+4} 7 \\ &= 60.5 + 0.42 (7) \\ &= 60.5 + 2.94 \\ &= 63.44 \end{aligned}$$

B. Result of Normality Test of XI IPA-4

1. The score of XI IPA-4 class in pre test from low score to high score:

33	40	40	45	45	50	50	50	55	55
55	55	55	57	57	60	60	60	60	60
60	65	65	70	70	70	70	70	75	75
86									

2. High = 86

Low = 33

Range = High - Low

= 86 - 33

= 53

3. Total of Classes = $1 + 3,3 \log (n)$

= $1 + 3,3 \log (31)$

= $1 + 3,3 (1.49)$

= $1 + 4.91$

= $5.91 / 6$

4. Length of Classes = $\frac{\text{range}}{\text{totalofclass}} = \frac{53}{6} = 8.83 = 9$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
33 - 41	3	37	+3	9	9	27
42 - 50	5	46	+2	10	4	20
51 - 59	7	55	+1	7	1	7
60 - 68	8	64	0	0	0	0
69 - 77	5	73	-1	-5	1	5
78 - 86	3	82	-2	-6	4	12
$i = 9$	31	-	-	15	-	71

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 64 + 9 \left(\frac{15}{31} \right)$$

$$= 64 + 9 (0.48)$$

$$= 64 + (4.32)$$

$$= 68.32$$

$$SD_t = i \sqrt{\frac{fx'^2}{n} - \frac{fx' \cdot 2}{n}}$$

$$= 9 \sqrt{\frac{71}{31} - \frac{15^2}{31}}$$

$$= 9 \sqrt{2.29 - 0.48^2}$$

$$= 9 \sqrt{2.29 - 0.2304}$$

$$= 9 \sqrt{2.0596}$$

$$= 9 \times 1.43$$

$$= 12.87$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0-f_h)}{f_h}$
78 – 86	86.5	1.41	0.4207	0.15	4.65	3	-0.93
69 – 77	77.5	0.71	0.2611	0.25	7.75	5	-0.35
60 – 68	68.5	0.01	0.0040	-0.24	-7.44	8	-2.07
51 – 59	59.5	-0.69	0.24510	0.16	4.96	7	0.41
42 – 50	50.5	-1.38	0.08379	0.06	1.86	5	1.68
33 – 41	41.5	-2.08	0.01876	0.01	0.31	3	8.67
	32.5	-2.78	0.00272				
						X ²	7.41

Based on the table above, the researcher found that $x^2_{count} = 7.41$ while $x^2_{table} = 11.070$). Because $x^2_{count} < x^2_{table}$ ($7.41 < 11.070$) with degree of freedom

(dk) = 6 - 1 = 5 and significant level $\alpha = 5\%$, distribution of XI IPA-4 class

(pre-test) is normal.

6. Median

N0	Interval Class	F	Fk
1	33 - 41	3	3
2	42 - 50	5	8
3	51 - 59	7	15
4	60 - 68	8	23
5	69 - 77	5	28
6	78 - 86	3	31
	$i = 9$	31	-

Position of Me in the interval of classes is number 4, that:

$$Bb = 59.5$$

$$F = 15$$

$$fm = 8$$

$$i = 9$$

$$n = 31$$

$$1/2n = 15.5$$

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 59.5 + 9 \frac{15.5 - 15}{8}$$

$$= 59.5 + 9 (0.04)$$

$$= 59.5 + 0.36$$

$$= 59.86$$

7. Modus

N0	Interval Class	F	Fk
1	33 – 41	3	3
2	42 – 50	5	8
3	51 – 59	7	15
4	60 – 68	8	23
5	69 – 77	5	28
6	78 – 86	3	31
	$i = 9$	31	-

$$M_0 = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 59.5$$

$$d_1 = 8 - 7 = 1$$

$$d_2 = 8 - 5 = 3$$

$$i = 9$$

So,

$$M_0 = 59.5 + \frac{1}{1+3} 9$$

$$= 59.5 + 0.25 (9)$$

$$= 59.5 + 2.25$$

$$= 61.75$$

C. Result of Normality Test of XI IPA-5

1. Score of XI IPA-5 class in pre-test from low to high score

35	40	40	45	45	45	47	50	50	55
55	55	60	60	60	60	62	62	62	62
65	65	65	65	68	68	70	70	76	76

2. High = 76

Low = 35

Range = High – Low

$$= 76 - 35$$

$$= 41$$

3. Total of Classes = $1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (30)$
 $= 1 + 3,3 (1.47)$
 $= 1 + 4.85$
 $= 5.85 / 6$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{41}{6} = 6.83 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
35 – 41	3	38	+3	9	9	27
42 – 48	4	45	+2	8	4	16
49 – 55	5	52	+1	5	1	5
56 – 62	8	59	0	0	0	0
63 – 69	6	66	-1	-6	1	6
70 – 76	4	73	-2	-8	4	16
<i>i</i> = 7	30	-	-	8	-	70

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 59 + 7 \left(\frac{8}{30} \right)$$

$$= 59 + 7 (0.26)$$

$$= 59 + 1.82$$

$$=60.82$$

$$\begin{aligned} SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'}{n}^2} \\ &= 7 \sqrt{\frac{70}{30} - \frac{8}{30}^2} \\ &= 7 \sqrt{2.33 - 0.26^2} \\ &= 7 \sqrt{2.33 - 0.0676} \\ &= 7 \sqrt{2.2624} \\ &= 7 \times 1.50 \\ &= 10.5 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0-f_h)}{f_h}$
70 – 76	76.5	1.49	0.4319	0.13	3.9	4	0.02
63 – 69	69.5	0.82	0.2939	0.23	6.9	6	-0.13
56 – 62	62.5	0.16	0.0636	-0.24	-7.2	8	-2.11
49 – 55	55.5	-0.50	0.30854	0.18	5.4	5	-0.07
42 – 48	48.5	-1.17	0.12100	0.08	2.4	4	0.66
35 – 41	41.5	-1.84	0.03288	0.02	0.6	3	4
	34.5	-2.50	0.00621				
X²							2.37

Based on the table above, the researcher found that $x^2_{count} = 2.37$ while $x^2_{table} = 11.070$). Because $x^2_{count} < x^2_{table}$ ($2.37 < 11.070$) with degree of freedom $(dk) = 6 - 1 = 5$ and significant level $\alpha = 5\%$, distribution of XI IPA-5 class (pre-test) is normal.

6. Median

N0	Interval Class	F	Fk
1	35 – 41	3	3
2	42 – 48	4	7
3	49 – 55	5	12
4	56 – 62	8	20
6	63 – 69	6	26
6	70 – 76	4	30
	$i = 7$	30	-

Position of Me in the interval of classes is number 4, that:

$$Bb = 55.5$$

$$F = 12$$

$$fm = 8$$

$$i = 7$$

$$n = 30$$

$$1/2n = 15$$

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 55.5 + 7 \frac{15-12}{8}$$

$$= 55.5 + 7 (0.37)$$

$$= 55.5 + 2.59$$

$$= 58.09$$

7. Modus

N0	Interval Class	F	Fk
1	35 – 41	3	3
2	42 – 48	4	7
3	49 – 55	5	12
4	56 – 62	8	20

6	63 - 69	6	26
6	70 - 76	4	30
	$i = 7$	30	-

$$M_0 = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 55.5$$

$$d_1 = 9 - 5 = 4$$

$$d_2 = 9 - 6 = 3$$

$$i = 7$$

So,

$$M_0 = 55.5 + \frac{4}{4+3} 7$$

$$= 55.5 + \frac{4}{7} 7$$

$$= 55.5 + 0.57 (7)$$

$$= 55.5 + 3.99$$

$$= 59.49$$

Appendix 6

RESULT OF HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of XI IPA-3 class is:

No	Xi	Xi ²
1.	40	1600
2.	45	2025
3.	45	2025
4.	50	2500
5.	50	2500
6.	52	2704
7.	52	2704
8.	55	3025
9.	55	3025
10.	60	3600
11.	60	3600
12.	60	3600
13.	60	3600
14.	65	4225
15.	65	4225
16.	65	4225
17.	65	4225
18.	65	4225
19.	65	4225
20.	65	4225

21.	67	4489
22.	67	4489
23.	70	4900
24.	70	4900
25.	70	4900
26.	72	5184
27.	72	5184
28.	75	5625
29.	75	5625
30.	80	6400
Total	1857	117779

$$n = 30$$

$$\sum xi = 1857$$

$$\sum xi^2 = 117779$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{30 \cdot 117779 - (1857)^2}{30(30-1)} \\
 &= \frac{3533370 - 3448449}{30 \cdot 29} \\
 &= \frac{84921}{870} \\
 &= 97.61
 \end{aligned}$$

B. Variant of XI IPA-4 class is:

NO	Xi	Xi ²
1.	33	1089
2.	40	1600
3.	40	1600
4.	45	2025
5.	45	2025
6.	50	2500
7.	50	2500
8.	50	2500
9.	55	3025

10.	55	3025
11.	55	3025
12.	55	3025
13.	55	3025
14.	57	3249
15.	57	3249
16.	60	3600
17.	60	3600
18.	60	3600
19.	60	3600
20.	60	3600
21.	60	3600
22.	65	4225
23.	65	4225
24.	70	4900
25.	70	4900
26.	70	4900
27.	70	4900
28.	70	4900
29.	75	5625
30.	75	5625
31.	86	7396
Total	1818	110658

$$n = 31$$

$$\sum xi = 1818$$

$$\sum xi^2 = 110658$$

So:

$$\begin{aligned}
 S^2 &= \frac{n \sum xi^2 - (\sum xi)^2}{n-1} \\
 &= \frac{31 \cdot 110658 - (1818)^2}{31-1} \\
 &= \frac{3430398 - 3305124}{30} \\
 &= \frac{125274}{30} \\
 &= 134.70
 \end{aligned}$$

C. Variant of XI IPA-5 class is:

C	X_i	X_i^2
1.	35	1225
2.	40	1600
3.	40	1600
4.	45	2025
5.	45	2025
6.	45	2025
7.	47	2209
8.	50	2500
9.	50	2500
10.	55	3025
11.	55	3025
12.	55	3025
13.	60	3600
14.	60	3600
15.	60	3600
16.	60	3600
17.	62	3844
18.	62	3844
19.	62	3844
20.	62	3844
21.	65	4225
22.	65	4225
23.	65	4225
24.	65	4225
25.	68	4624
26.	68	4624
27.	70	4900
28.	70	4900
29.	76	5929
30.	76	5929
Total	1738	104366

$$n = 30$$

$$xi = 1738$$

$$xi^2 = 104366$$

So:

$$\begin{aligned} S^2 &= \frac{n \sum xi^2 - (\sum xi)^2}{n-1} \\ &= \frac{30 \cdot 104366 - (1738)^2}{30(30-1)} \\ &= \frac{3130980 - 3020644}{30(29)} \\ &= \frac{110336}{870} \\ &= 126.82 \end{aligned}$$

The formula was used to test hypothesis was:

1. XI IPA-3 and XI IPA-4

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$\begin{aligned} F &= \frac{134.70}{97.61} \\ &= 1.37 \end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.37$ with α 5% and $dk = 29$ and 30 , from the distribution list F researcher found that $F_{\text{table}} = 2.045$ and 2.042 , cause $F_{\text{count}} < F_{\text{table}}$ ($1.37 < 2.045$ and 2.042). So, there is no difference in variant between the XI IPA-3 class and XI IPA-4 class. It means that the variant is homogenous.

2. XI IPA-3 and XI IPA-5

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$F = \frac{126.82}{97.61}$$

$$= 1.29$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.29$ with α 5% and $dk = 29$ from the distribution list F, researcher found that $F_{\text{table}} = 2.045$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.29 < 2.045$). So, there is no difference in variant between the XI IPA-3 class and XI IPA-5 class. It means that the variant is homogenous.

3. XI IPA-4 and XI IPA-5

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$F = \frac{134.70}{126.82}$$
$$= 1.06$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.06$ with α 5% and $dk = 30$ and 29 from the distribution list F, researcher found that $F_{\text{table}} = 2.042$ and 2.045 , cause $F_{\text{count}} < F_{\text{table}}$ ($1.06 < 2.042$ and 2.045). So, there is no difference in variant between XI IPA-4 class and XI IPA-5 class. It means that the variant is homogenous.

Appendix 7

**RESULT OF NORMALITY TEST IN POST-TEST
(EXPERIMENTAL AND CONTROL CLASS)**

A. Result of Normality Test of XI IPA-4 in Post Test (Experimental Class)

1. The score of XI IPA-4 class in post test from low score to high score:

62	62	65	65	68	68	70	70	70	75
75	75	75	75	75	76	76	78	78	78
80	80	80	80	80	80	85	85	86	90
90									

8. High = 90

Low = 62

Range = High – Low

$$= 90 - 62$$

$$= 28$$

9. Total of Classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 (1.49)$$

$$= 1 + 4.91$$

$$= 5.91 / 6$$

10. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{28}{6} = 4.66 = 5$

11. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
62 – 66	4	64	+3	12	9	36
67 – 71	5	69	+2	10	4	20
72 – 76	8	74	+1	8	1	8
77 – 81	9	79	0	0	0	0
82 – 86	3	84	-1	-3	1	3
87 – 91	2	89	-2	-4	4	8
<i>i</i> = 5	31	-	-	23	-	75

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$\begin{aligned}
&= 79 + 5 \left(\frac{23}{31}\right) \\
&= 79 + 5 (0.74) \\
&= 79 + (3.7) \\
&= 82.7
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{fx^2}{n} - \frac{fx'}{n}^2} \\
&= 5 \sqrt{\frac{75}{31} - \frac{23}{31}^2} \\
&= 5 \sqrt{2.41 - 0.74^2} \\
&= 5 \sqrt{2.41 - 0.5476} \\
&= 5 \sqrt{1.8624} \\
&= 5 \times 1.36 \\
&= 6.8
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f ₀	$\frac{(f_0-f_h)}{f_h}$
87 – 91	91.5	1.29	0.4015	0.19	5.89	2	-0.66
82 – 86	86.5	0.55	0.2088	-0.22	-6.82	3	-1.43
77 – 81	81.5	-0.17	0.43251	0.25	7.75	9	0.16
72 – 76	76.5	-0.91	0.18141	0.13	4.03	8	0.98
67 – 71	71.5	-1.64	0.05050	0.04	1.24	5	3.03
62 – 66	66.5	-2.38	0.00866	0.07	2.17	4	0.84
	61.5	-3.11	0.00094				
X ²							2.92

Based on the table above, the researcher found that $x^2_{\text{count}} = 2.92$ while $x^2_{\text{table}} = 11.070$. Because $x^2_{\text{count}} < x^2_{\text{table}}$ ($2.92 < 11.070$) with degree of freedom (dk) = $6 - 1 = 5$ and significant level $\alpha = 5\%$, distribution of XI IPA-4 class (post-test) is normal.

2. Median

No	Interval Class	F	Fk
1.	62 – 66	4	4
2.	67 – 71	5	9
3.	72 – 76	8	17
4.	77 – 81	9	26
5.	82 – 86	3	29
6.	87 – 91	2	31
	$i = 5$	31	-

Position of Me in the interval of classes is number 4, that:

$$Bb = 76.5$$

$$F = 17$$

$$fm = 9$$

$$i = 5$$

$$n = 31$$

$$1/2n = 15.5$$

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 76.5 + 5 \frac{15.5 - 17}{9}$$

$$= 76.5 + 5 (-1.5)$$

$$= 76.5 - 7.5$$

$$= 69$$

3. Modus

No	Interval Class	F	Fk
1.	62 – 66	4	4
2.	67 – 71	5	9
3.	72 – 76	8	17
4.	77 – 81	9	26
5.	82 – 86	3	29
6.	87 – 91	2	31
	$i = 5$	31	-

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 76.5$$

$$d_1 = 9 - 8 = 1$$

$$d_2 = 9 - 3 = 6$$

$$i = 5$$

So,

$$\begin{aligned} M_o &= 76.5 + \frac{1}{1+6} 5 \\ &= 76.5 + 0.14 (5) \\ &= 76.5 + 0.7 \\ &= 77.2 \end{aligned}$$

B. Result of Normality Test of XI IPA-5 in Post Test (Control Class)

1. The score of XI IPA-5 class in post test from low score to high score:

40	45	50	50	53	55	55	60	60	60
60	65	65	65	65	65	65	67	67	67
70	70	70	70	70	72	72	75	75	80

2. High = 80

Low = 40

Range = High – Low

$$= 80 - 40$$

$$= 40$$

3. Total of Classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 (1.47)$$

$$= 1 + 4.85$$

$$= 5.85 / 6$$

4. Length of Classes = $\frac{range}{total\ of\ class} = \frac{40}{6} = 6.66 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	fx' ²
40 – 46	2	43	+3	6	9	18
47 – 53	3	50	+2	6	4	12
54 – 60	6	57	+1	6	1	6
61 – 67	9	64	0	0	0	0
68 – 74	7	71	-1	-7	1	7
75 – 81	3	78	-2	-6	4	12
<i>i</i> = 7	30	-	-	5	-	55

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 64 + 7 \left(\frac{5}{30} \right)$$

$$= 64 + 7 (0.16)$$

$$\begin{aligned}
&= 64 + (1.12) \\
&= 65.12 \\
SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'{}^2}{n}} \\
&= 7 \sqrt{\frac{55}{30} - \frac{5^2}{30}} \\
&= 7 \sqrt{1.83 - 0.16} \\
&= 7 \sqrt{1.83 - 0.0256} \\
&= 7 \sqrt{1.8044} \\
&= 7 \times 1.34 \\
&= 9.38
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f _h	f _o	$\frac{(f_0-f_h)}{f_h}$
75 – 81	81.5	1.74	0.4591	0.11	3.3	3	-0.09
68 – 74	74.5	1.0	0.3413	0.24	7.2	7	-0.02
61 – 67	67.5	0.25	0.0987	-0.02	-0.6	9	-16
54 – 60	60.5	-1.16	0.12302	0.01	0.3	6	19
47 – 53	53.5	-1.23	0.10935	0.08	2.4	3	0.25
40 – 46	46.5	-1.98	0.02385	0.02	0.6	2	2.33
	39.5	-2.71	0.00336				
X²							5.47

Based on the table above, the researcher found that $x^2_{count} = 5.47$ while $x^2_{table} = 11.070$. Because $x^2_{count} < x^2_{table}$ ($5.47 < 11.070$) with degree of freedom (dk) = 6 - 1 = 5 and significant level $\alpha = 5\%$, distribution of XI IPA-5 class (post-test) is normal

6. Median

No	Interval Class	F	Fk
1	40 – 46	2	2
2	47 – 53	3	5
3	54 – 60	6	11
4	61 – 67	9	20
5	68 – 74	7	27
6	75 – 81	3	30
	$i = 7$	30	

Position of Me in the interval of classes is number 4, that:

$$Bb = 60.5$$

$$F = 11$$

$$fm = 9$$

$$i = 7$$

$$n = 30$$

$$1/2n = 15$$

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 60.5 + 7 \frac{15-11}{9}$$

$$= 60.5 + 7 (0.44)$$

$$= 60.5 + 3.08$$

$$= 63.58$$

7. Modus

No	Interval Class	F	Fk
1	40 – 46	2	2
2	47 – 53	3	5
3	54 – 60	6	11
4	61 – 67	9	20
5	68 – 74	7	27
6	75 – 81	3	30
	$i = 7$	30	

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 62.5$$

$$d_1 = 9 - 6 = 3$$

$$d_2 = 9 - 7 = 2$$

$$i = 5$$

So,

$$\begin{aligned} M_o &= 60.5 + \frac{3}{3+2} 7 \\ &= 60.5 + 0.6 (7) \\ &= 60.5 + 4.2 \\ &= 64.5 \end{aligned}$$

Appendix 8

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter of experimental class sample by using pictures set technique and variant of the control class sample by using conventional strategy used homogeneity test by using formula:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Experimental Class

Variant of XI IPA-4 class is:

No	Xi	Xi ²
1.	62	3844
2.	62	3844
3.	65	4225
4.	65	4225
5.	68	4624
6.	68	4624
7.	70	4900
8.	70	4900
9.	70	4900
10.	75	5625
11.	75	5625
12.	75	5625
13.	75	5625
14.	75	5625
15.	75	5625
16.	76	5776
17.	76	5776
18.	78	6084
19.	78	6084
20.	78	6084

21.	80	6400
22.	80	6400
23.	80	6400
24.	80	6400
25.	80	6400
26.	80	6400
27.	85	7225
28.	85	7225
29.	86	7396
30.	90	8100
31.	90	8100
Total	2353	180086

$$n = 31$$

$$\sum xi = 2353$$

$$\sum x^2 = 180086$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{31 \cdot 180086 - 2353^2}{31(31-1)} \\
 &= \frac{5582666 - 5536609}{31 \cdot 30} \\
 &= \frac{46057}{830} \\
 &= 49.52
 \end{aligned}$$

B. Control Class

Variant of XI IPA-5 class is:

No	Xi	Xi ²
1.	40	1600
2.	45	2025
3.	50	2500
4.	50	2500
5.	53	2809
6.	55	3025
7.	55	3025

8.	60	3600
9.	60	3600
10.	60	3600
11.	60	3600
12.	65	4225
13.	65	4225
14.	65	4225
15.	65	4225
16.	65	4225
17.	65	4225
18.	67	4489
19.	67	4489
20.	67	4489
21.	70	4900
22.	70	4900
23.	70	4900
24.	70	4900
25.	70	4900
26.	72	5184
27.	72	5184
28.	75	5625
29.	75	5625
30.	80	6400
Total	1903	123219

$$N = 30$$

$$\sum xi = 1903$$

$$\sum xi^2 = 123219$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n-1} \\
 &= \frac{30 \cdot 123219 - 1903^2}{30(30-1)} \\
 &= \frac{3696570 - 3621409}{30(29)}
 \end{aligned}$$

$$\begin{aligned} &= \frac{75161}{870} \\ &= 86.39 \end{aligned}$$

The Formula was used to test hypothesis was:

1. XI IPA-4 and XI IPA-5 :

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$\begin{aligned} F &= \frac{86.39}{49.52} \\ &= 1.74 \end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.74$ with α 5% and $dk = 29$ and 30 from the distribution list F, researcher found that $F_{\text{table}} = 2.045$ and 2.042 , cause $F_{\text{count}} < F_{\text{table}}$ ($1.47 < 2.045$ and 2.042). So, there is no difference in variant between the XI IPA-4 class and XI IPA-5 class. It means that the variant is homogenous.

Appendix 9

T_{test} OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyze homogeneity test of the both averages was t-test, that:

So:

$$Tt = \frac{M_1 - M_2}{\frac{n_1 - 1 s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$Tt = \frac{60.82 - 68.32}{\frac{31 - 1 \cdot 134.70 + (30 - 1) \cdot 126.82}{31 + 30 - 2} \sqrt{\frac{1}{31} + \frac{1}{30}}}$$

$$Tt = Tt = \frac{-7.5}{\frac{4041 + 3677,78}{59} \cdot 0.065}$$

$$Tt = \frac{-7.5}{\frac{7718,78}{59} \cdot 0.065}$$

$$Tt = \frac{-7.5}{130.82 \cdot 0.065}$$

$$Tt = \frac{-7.5}{8,5033}$$

$$Tt = \frac{-7.5}{2.91}$$

$$Tt = -2.57$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that $t_{\text{count}} = -2.57$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 31 + 30 - 2 = 59$, reseracher found that $t_{\text{table}} = 2.021$, because $t_{\text{count}} < t_{\text{table}}$ ($-2.57 < 2.021$). So, H_a was rejected, it means that there is no difference in average between experimental class and control class in pre test.

Appendix 10

T_{test} OF THE BOTH AVERAGES IN POST-TEST

The formula was used to analyze homogeneity test of the both averages was t-test, that:

So:

$$Tt = \frac{M_1 - M_2}{\frac{n_1 - 1 s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$Tt = \frac{82.7 - 65.12}{\frac{31 - 1 \cdot 49.52 + (30 - 1) \cdot 86.39}{31 + 30 - 2} \sqrt{\frac{1}{31} + \frac{1}{30}}}$$

$$Tt = \frac{17.58}{\frac{30 \cdot 49.52 + 29 \cdot (86.39)}{59} \sqrt{0.032 + 0.033}}$$

$$Tt = \frac{17.58}{\frac{1485,6 + 2505,31}{59} \sqrt{0.065}}$$

$$Tt = \frac{17.58}{\frac{3990,91}{59} \sqrt{0.065}}$$

$$Tt = \frac{17.58}{\frac{67.64}{0.065}}$$

$$Tt = \frac{17.58}{4,3966}$$

$$Tt = \frac{17.58}{2.09}$$

$$Tt = 8.41$$

Based on calculation above, the result of the homogeneity test of the both averages, it was found that $t_{\text{count}} = 8.41$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 31 + 30 - 2 = 59$, reseacher found that $t_{\text{table}} = 2.021$, cause $t_{\text{count}} > t_{\text{table}}$ ($8.41 > 2.021$). It means that H_a was accepted, it means that there was the difference

average between experimental class and control class in post test. It can be concluded that there was significant effect of pictures set technique on writing ability in narrative text at XI grade SMAN 3 Padangsidempuan.

Appendix 11

INDICATOR OF WRITING IN PRE-TEST AND POST-TEST (EXPERIMENTAL CLASS AND CONTROL CLASS)

A. Esessment Indicator of Writing in Pre-test of Experimental Class

No	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AMN	13	7	7	5	2	33
2	AYL	13	8	10	7	2	40
3	EFY	13	9	8	7	3	40
4	CNS	13	14	7	8	3	45
5	FHH	14	12	8	9	2	45
6	PK	15	15	10	8	2	50
7	HMP	20	10	10	8	2	50
8	AF	18	12	11	7	2	50
9	MS	20	12	10	10	3	55
10	IS	15	14	12	11	3	55
11	YS	25	10	10	8	2	55
12	SAB	15	15	14	7	4	55
13	RT	15	12	10	14	4	55
14	IHS	16	14	13	12	2	57
15	GS	14	12	13	15	3	57
16	AHS	15	15	13	15	2	60
17	SKH	20	13	13	12	2	60
18	STLL	17	16	10	14	3	60
19	NS	19	16	15	6	4	60
20	EM	16	15	13	14	2	60
21	RT	18	14	13	13	2	60
22	AN	20	19	15	8	3	65
23	IWS	20	18	15	9	3	65
24	RPP	18	18	16	15	3	70
25	CL	21	15	17	15	2	70

26	RWS	22	14	15	17	2	70
27	AF	25	14	15	14	2	70
28	SH	24	14	15	14	3	70
29	EES	23	16	16	17	3	75
30	RAA	23	18	15	15	4	75
31	RFS	25	19	17	21	4	86

B. Assessment Indicator of Writing in Post-test of Experimental Class

No	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AMN	18	11	15	15	3	62
2	AYL	17	14	15	13	3	62
3	EFY	18	15	14	15	3	65
4	CNS	16	14	14	17	4	65
5	FHH	18	15	13	18	4	68
6	PK	17	17	15	16	3	68
7	HMP	20	12	14	20	4	70
8	AF	19	14	17	17	3	70
9	MS	21	15	15	15	4	70
10	IS	22	17	15	18	3	75
11	YS	22	16	15	19	3	75
12	SAB	22	16	15	18	4	75
13	RT	24	13	14	20	4	75
14	IHS	22	17	16	17	3	75
15	GS	20	16	17	19	3	75
16	AHS	22	16	16	18	4	76
17	SKH	21	15	15	21	4	76
18	STLL	21	16	17	20	4	78
19	NS	20	19	17	19	3	78
20	EM	20	17	18	20	3	78
21	RT	23	17	16	20	4	80
22	AN	25	14	15	21	5	80

23	IWS	24	15	18	19	4	80
24	RPP	23	15	18	20	4	80
25	CL	24	15	18	20	3	80
26	RWS	26	16	17	18	3	80
27	AF	25	16	20	20	4	85
28	SH	25	16	20	19	5	85
29	EES	24	18	20	20	4	86
30	RAA	27	19	21	19	4	90
31	RFS	26	18	22	20	4	90

C. Assessment Indicator of Writing in Pre-test of Control Class

No	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Language use	Mechanics	
1	TH	13	8	7	5	2	35
2	DS	13	8	8	9	2	40
3	AMA	13	9	9	7	2	40
4	BMT	14	10	9	10	2	45
5	MH	13	8	11	10	3	45
6	NA	14	9	10	9	3	45
7	D	14	9	10	12	2	47
8	AP	14	10	11	12	3	50
9	AB	15	12	10	11	2	50
10	A	15	13	11	13	3	55
11	HR	15	13	11	13	3	55
12	RPJ	16	12	12	12	3	55
13	SC	17	11	13	16	3	60
14	IMSS	15	12	12	17	4	60
15	SM	17	12	13	15	3	60
16	REG	16	13	12	16	3	60
17	HNA	18	13	13	15	3	62
18	RS	17	12	13	17	3	62
19	AP	16	13	13	16	4	62

20	MIM	18	13	14	15	2	62
21	NA	19	13	13	17	3	65
22	PTS	17	14	14	16	4	65
23	HY	16	13	15	18	3	65
24	Y	17	14	14	17	3	65
25	MA	19	15	13	17	4	68
26	TUS	20	15	14	16	3	68
27	AA	20	16	14	16	4	70
28	NAS	20	15	15	17	3	70
29	DFY	24	17	17	16	3	76
30	WSP	23	18	15	16	4	76

D. Esessment Indicator of Writing in Post-test of Control Class

No	Initial Name	Indicator of Writing					Total
		Content	Organization	Vocabulary	Language use	Mechanics	
1	TH	14	10	12	10	2	48
2	DS	14	12	10	11	3	50
3	AMA	15	15	10	13	2	55
4	BMT	16	11	12	14	2	55
5	MH	15	12	13	15	2	57
6	NA	14	14	12	15	3	58
7	D	17	13	12	14	2	58
8	AP	18	12	11	16	3	60
9	AB	17	12	12	15	4	60
10	A	15	12	13	17	3	60
11	HR	18	13	12	16	3	62
12	RPJ	19	13	13	16	4	65
13	SC	17	13	12	19	4	65
14	IMSS	15	15	15	17	3	65
15	SM	18	12	16	16	3	65
16	REG	16	14	13	18	4	65
17	HNA	18	14	14	18	3	67

18	RS	19	15	12	17	4	67
19	AP	17	13	15	19	3	67
20	MIM	18	15	15	18	2	68
21	NA	19	16	15	17	3	70
22	PTS	20	15	15	17	3	70
23	HY	18	15	14	19	4	70
24	Y	20	16	15	20	4	75
25	MA	21	16	16	18	4	75
26	TUS	22	15	14	23	3	77
27	AA	21	16	14	22	4	77
28	NAS	23	15	15	23	4	80
29	DFY	24	15	16	22	3	80

Appendix 12**THE COMPARISON RESULT PRE-TEST AND POST-TEST
IN EXPERIMENTAL AND CONTROL CLASS****A. The Comparison Result of XI IPA-4 TEST (Experimental Class)**

NO	NAMA	NILAI	
		PRE-TEST	POST-TEST
1	AMN	33	62
2	AYL	40	62
3	EFY	40	65
4	CNS	45	65
5	FHH	45	68
6	PK	50	68
7	HMP	50	70
8	AF	50	70
9	MS	55	70
10	IS	55	75
11	YS	55	75
12	SAB	55	75
13	RT	55	75
14	IHS	57	75
15	GS	67	75
16	AHS	60	76
17	SKH	60	76
18	STLL	60	78
19	NS	60	78
20	EM	60	78
21	RT	60	80
22	AN	65	80
23	IWS	65	80
24	RPP	70	80
25	CL	70	80
26	RWS	70	80
27	AF	70	85
28	SH	70	85
29	EES	75	86
30	RAA	75	90
31	RFS	86	90

B. The Comparison Result of Xi IPA-5 Test (Control Class)

NO	NAMA	NILAI	
		PRE-TEST	POST-TEST
1	TH	35	48
2	DS	40	50
3	AMA	40	55
4	BMT	45	55
5	MH	45	57
6	NA	45	58
7	D	47	58
8	AP	50	60
9	AB	50	60
10	A	55	60
11	HR	55	62
12	RPJ	55	65
13	SC	60	65
14	IMSS	60	65
15	SM	60	65
16	REG	60	65
17	HNA	62	67
18	RS	62	67
19	AP	62	67
20	MIM	62	68
21	NA	65	70
22	PTS	65	70
23	HY	65	70
24	Y	65	75
25	MA	68	75
26	TUS	68	77
27	AA	70	77
28	NAS	70	80
29	DFY	76	80
30	WSP	76	80

Appendix 13

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 14

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
- 3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
- 3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
- 3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
- 3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
- 3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
- 3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
- 3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
- 3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
- 3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
- 3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
- 2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
- 2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
- 2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
- 2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
- 2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
- 2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
- 2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
- 2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
- 2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
- 2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
- 1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
- 1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673

1.7										
- 1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
- 1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
- 1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
- 1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
- 1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
- 1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
- 1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
- 0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
- 0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
- 0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
- 0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
- 0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
- 0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
- 0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
- 0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
- 0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
- 0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952

Appendix 15

Percentage Points of the t Distribution

Two Tail Test						
	0,50	0,20	0,10	0,05	0,02	0,01
One Tail Test						
Dk	0,25	0,10	0,005	0,025	0,01	0,05
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

CURRICULUM VITAE

A. Identity

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Place and Birthday : Batutambun, April 04th 1994
Sex : Female
Religion : Moslem
Address : Batutambun, Kec. Padang Bolak Kab. PALUTA

B. Parent

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2. Mother's name : Linda Wati Silitonga

C. Educational Background

1. Elementary School : SDN 101010 Batutambun (2006)
2. Junior High School : MTs Swasta Baharuddin Batang Angkola (2009)
3. Senior High School : MA Swasta Baharuddin Batang Angkola (2012)
4. Institute : IAIN Padangsidempuan (2016)



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Hal : Izin Penelitian
Penyelesaian Skripsi.

17 Nopember 2016

Yth. Kepala SMA N 3 Padangsidempuan
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Fitriani Harahap
NIM : 123400010
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Batutambun Gunungtua Kec. Padang Bolak Kab. PALUTA

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Pictures Set Technique on Students' Writing Ability in Narrative Text at XI Grade SMA N 3 Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, 17 Nopember 2016
Dekan

Hj. Zuhimma, S.Ag., M.Pd.
NIP.197207021997032003



**PEMERINTAH KOTA PADANGSIDIMPUAN
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SURAT KETERANGAN

Nomor : 438.4/ 174 /SMA-3/2016

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama : **FITRIANI HARAHAH**
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Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI
Alamat : Batutambun Gunungtua Kec. Padangbolak Kab.PALUTA

Benar telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpuan dengan judul **“The Effect of Pictures Set Technique on Students’ Writing Ability in Narative Text at XI Grade SMA N 3 Padangsidimpuan”**. Sesuai dengan surat Direktu Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan Nomor: B/2427/ln.14/E.4c/TL.00/11/2016 tanggal 17 Nopember 2016, tentang Izin Penyelesaian Skripsi.
Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 03 Desember 2016
Kepala SMA Negeri 3
Padangsidimpuan


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: Biasa
iran : -
: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)

Di -

Padangsidimpuan

Assalamua'laikum Wr.Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa di bawah ini dengan data sebagai berikut:

Nama : Fitriani Harahap
NIM : 12 340 0010
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **The Effect of Using Pictures Set Technique on Students' Writing Ability in Narrative Text at XI Grade SMA N 3 Padangsidimpuan**

Dengan demikia ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

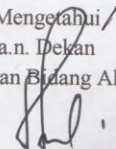
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Pernyataan Kesediaan sebagai Pembimbing

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Pembimbing I

BERSEDIA/TIDAK BERSEDIA
Pembimbing II

