

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Data Description

Pre-experimental research was employed in the conduct of this investigation. Pre- and post-test findings were used as the source of the study's data. A written test was used to obtain the data for this investigation. Pre-tests and post-tests are the two types of tests that are administered. Before starting treatment, pre-tests were administered at the first class reunion. Then, after the treatment, post-tests were carried out using a series of pictures. The outcomes of the pupils' pre- and post-tests are shown below. The outcomes of the data analysis and group discussions regarding the findings of the pre-test and post-test studies are described below.

4.1.1 Data of Pre-test and Post-test

Table 4.1

The Students' Score of Pre-Test and Post-Test

No.	Student's Name Initial	Pre-Test	Post-Test
1.	AAR	70	80
2.	ABN	48	58
3.	AA	40	48
4.	AA	55	64
5.	DH	45	52
6.	HM	60	70
7.	H	55	64
8.	KPAA	68	80
9.	KS	45	52
10.	KF	44	48
11.	KN	55	54
12.	KT	58	62
13.	MAAV	38	45
14.	MM	60	67
15.	MK	51	57
16.	NK	50	50
17.	NM	60	64
18.	NR	70	82
19.	NZ	43	46

20.	PB	66	74
21.	R	62	62
22.	SP	40	48
23.	S	44	50
24.	ZM	56	70
	$\sum_{n=24}$	$\sum 1.283$	$\sum 1.447$
	Mean Score	53,46	60,29
	Std. Deviation	9.851	11.445
	Minimum Score	38	46
	Maximum Score	70	82

From the data in Table 4.1, it can be seen that the mean pre-test of students is 53.46 and the mean post-test is 60.29. From the pre-test to the post-test, the average score increased by 6.83 points. The data shows that the highest score in the pre-test is 70 points and the lowest is 38 points. The highest score after the test is 82 and the lowest score is 46. This may be because students' scores have changed in previous acquisitions and after treatment. This increase can be seen in students' pre-test and post-test scores.

4.2 Data Analysis

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Data analysis is an explanation of the problem solving process so that the objectives, research objectives can be achieved and hypotheses can be answered. For this reason, it is necessary to process data analysis with an approach that is adapted to the object under study. The data that the researchers collected was based on the results of research conducted at MTsN 1 Aceh Tenggara in the form of data on the results of students' writing skills after being given descriptive text writing test instruments in the form of pre-test and post-test, which consisted of 24 students. The data is then analyzed to solve the research problem.

4.2.1 Validity and Reliability of the Test

1. Validity of the Test

In this study, the researchers compared the R table at a significant level of 5%, namely 0.404. The observed must be higher than the R table to be considered

a valid question. If R is found to be less than the R table in the analysis, it can be concluded that the element is invalid and needs to be removed or corrected.

Table 4.2
Validity of Writing Test

		PreTest	PostTest
PreTest	Pearson	1	.945**
	Correlation		
	Sig. (2-tailed)		.000
	N	24	24
PostTest	Pearson	.945**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

The investigation revealed, based on table 4.2, that the question is valid because the R observed was higher than the R table.

2. Reliability of the Test

The reliability test aims to determine the level of instrument limitations. To find out whether the write test data is reliable or not, the researcher uses the SPSS 26 program.

Table 4.3
Reliability of Writing Test

Cronbach's Alpha	N of Items
.966	2

The Cronbach's Alpha value in the table above is 0.966, which is greater than the average value of 0.60. Consequently, it may be said that the test has a very high reliability.

4.2.2 Normality Test

The SPSS version 26 application for Windows was used in this study to conduct a test of normality, which was utilized to evaluate if the data were normally distributed. The Kolmogorov-Smirnov test, which was employed in this investigation, had a significance value of > 0.05 .



Table 4.4
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.138	24	.200*	.949	24	.261
Post Test	.141	24	.200*	.929	24	.092

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The test indicates that the significance of the pre-test and post-test are both 0.200 based on Table 4.3 above. The data are considered to be regularly distributed if the significance level (> 0.05) is exceeded. It can be concluded that the data are normally distributed since the two data significance values are greater than 0.05.

4.2.3 Homogeneity Test

After performing the normality test, the researcher performed the homogeneity test to test for similarity. The test of homogeneity is used to determine whether the two compared samples are groups of homogeneous variance, and the test of homogeneity in this study uses the SPSS version 26 program for Windows. The investigator used Levene's statistical test to calculate the homogeneity of the pretest with a significance level of >0.05 . The description is presented as follows:

Table 4.5
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Students Test Result	Based on Mean	.388	1	46	.537
	Based on Median	.459	1	46	.502
	Based on Median and with adjusted df	.459	1	45.891	.502
	Based on trimmed mean	.382	1	46	.539

The result based on the table 4.5 shows that the significance of pre-test and post-test 0.430. Therefore, the data of pre-test is homogenous because it is higher than 0.05.

4.2.4 T-test

After testing for normality and homogeneity and it is proven that the data obtained are normal and homogeneous, then proceed with hypothesis testing. Hypothesis testing is a procedure that leads to a decision, namely the decision to accept or reject the hypothesis. Hypothesis testing aims to detect a significant difference between the results before and after the test and to determine the effect of using image series when writing descriptive text. The hypothesis test used in this study is the paired sample t-test because the samples used are not related, meaning that the sample in the experimental class is different from the sample in the control class. Hypothesis test was using criteria with a significant level of 5% (0.05). While the criteria acceptance or rejection of hypotheses test were:

- a. H_a is accepted and H_0 is rejected if t-test (t_o) > t_{table} or if the score of Sig. (2- tailed) < 0,05
- b. H_0 is accepted and H_a is rejected if t-test (t_o) < t_{table} or if the score of Sig. (2- tailed) > 0,05

This means that the use of picture series has an impact on students' ability to write descriptive texts. The results showed the effectiveness of the series of picture on the students' writing of descriptive texts. The results are presented in the following table:

Table 4.6
Paired Samples Test

Pair	Pre Test - Post Test	Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1		-6.833	3.864	.789	-8.465	-5.202	-8.665	23	.000

A research is said to have a proven hypothesis if the significant value is less than 0.05 (sig. < 0.05), where H_0 is rejected and H_a is accepted. Based on table 4.8 it can be seen that the significant value in hypothesis testing using the SPSS Statistics version 26 program for windows obtained the value of Sig. (2-tailed) = 0.000. As a result, the research's hypothesis can be considered to be supported by the fact that 0.000 from 0.05. This indicates that there is a considerable difference between students who receive instruction using picture series and those who receive instruction without picture series in their writing abilities. This shows that using picture series is effective on the ability to write descriptive texts of students in class MTsN 1 Aceh Tenggara.

In addition, seen from the results obtained between t_{observed} and t_{table} , there is a significant effect when picture series is implemented. Based on the results in table 4.8 above, it shows that the results obtained are $t_{\text{observed}} = 8.465$ with Sig. (2-tailed) = 0.000 and t_{table} of 0.05 (5%) with 23 the degree of freedom (df) of 1.713 significance level. Therefore, it can be concluded that the hypothesis test or t_{observed} is greater than t_{table} ($8.465 > 1.713$), so H_a is accepted, which means that there is a significant effect in using picture series on the students' ability to write descriptive texts.

4.3 Discussion

Based on the results of the research data obtained from the pre- and post-test, this suggests that post-class processing has an effect on the scores. The pre-test results showed that pupils generally scored 53.46. The pupils' collective post-test average is 60.29. This suggests that by incorporating picture series when writing descriptive text, student scores are increased and their post-test scores are greater than their pre-test scores.

Based on previous research, this study has similarities with the research of Henidar Rambe (2019). The results of Henidar Rambe's research show that through pictures improve students' descriptive text writing skills and their interest in writing descriptive texts. So, from the results of research conducted by researchers and Henidar both show that the use of picture media has an effect on improving descriptive text writing skills.

Another research that has similarities and is used as a related study for researchers is the research of Ari Wibowo (2018) and Siti Kurotun (2015). The results of these two previous studies indicate that learning to write descriptive texts using pictures can improve learning outcomes of English in writing descriptive texts.

The research conducted by this researcher was then compared with a previous study, namely that of Mutia Mulya (2018), titled "The effect of using picture series on improving students' writing skills in descriptive texts". According to the findings of Mutia's study, an analysis of pre-test and post-test data revealed that this collection of images had a significant and considerable influence on the students' ability to write descriptive writings. As a result, this research demonstrates that using a collection of images significantly enhances students' capacity to produce descriptive prose.

The last is a study by Nina Puspitaloka (2016) titled "The Effect of Series Drawings on Students' Descriptive Writing Skills". In contrast to freelance

writing, she discovered in her research that picture series media had an effect on students' descriptive writing abilities. Additionally, the media application picture series has a significant influence on pupils' capacity for descriptive writing. Additionally, data showed that virtually all students were happy and interested in using comic strips as a learning medium for writing descriptive texts. They positively welcomed their capacity to create descriptive texts using comic strip media.

From the above comparisons and explanations, it can be concluded that the use of serial images has a significant impact on students' ability to write descriptive texts. Based on the data collected and discovered by the researchers, it can be concluded that the results of this study have a significant impact on the descriptive text writing abilities of students in the MTsN 1 Aceh Tenggara VIII A class.