

**THE EFFECT OF USING SEQUENCE PICTURE TECHNIQUE ON
STUDENTS' ACHIEVEMENT IN WRITING**

SKRIPSI

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ABSTRACT

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This research dealt with the effect of using sequence picture technique on students’ achievement in writing. The objective of this research was to find out the significant effect of using sequence picture technique on students’ achievement in writing. This research was conducted at SMA CITRA HARAPAN of academic year 2017/2018 Jalan Medan Percut Km. 19.5 Kec. Percut Sei Tuan Kab. Deli Serdang. The population of this study was the eleventh grade students, that consisted of four classes; they were XI-1, XI-2, XI-3, XI-4. Cluster random sampling technique was applied to determine the samples. So, the total numbers was 60 students. The sample was divided into two groups : XI-1 as experimental class taught by using sequence picture technique and XI-2 as control class taught without using sequence picture technique. The study was conducted by using an experimental research design. Each group was given a pre-test, treatment, and post-test. This data were acquired by administrating an written test which was given in pre-test and post-test. After analyzing the data by using t test formula, it was obtained that t-test was higher than t-table ($4.92 > 2.00$) with ($\alpha = 0.05$). and the degree of freedom (df) 58. The finding showed that the students achievement in writing by using sequence picture technique was more significant than those without using sequence picture technique. Based on this research, it was revealed that the percentage of the effect of using sequence picture technique was 64.20 % and 35.8% was influenced by other factors.

Keyword : Sequence Picture Technique, writing.

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CHAPTER I

INTRODUCTION

A. The Background of Study

One of the productive skill in learning a foreign language is writing. Writing is a way of conveying opinions to other people. The ability to write effectly is a tedious process that demands a lot of effort that even many native speaker of english are unable to master the writing skill well Celce-Murcia (2001:207). As one of the four skill, writing has given an important contribution to human life. Acquiring writing skill is more laborious and demanding than acquiring the three other skills. Writing is one of the important skill in studying language. However, as Richard and Renandya (2010:303) states, writing can be said as the most difficult skill among the four skill; listening, speaking, reading, and writing. As we know that as the one of Standard Competence in English for Senior High is very complex ways to master it.

Writing has become a prominent part in people's every life. In almost all aspects of life, writing can be an effective ways of communication. Simple notice at shopping centers, printed media such as newspaper, magazine, educational and scientific sources like books, journals, encyclopedia, and literary works such poem, novel, short story, and so on, show as that writing in any form serves different but essential function in daily activities. We can imagine how hard people carry out their duties writing. Especially in students who still have a lot of problems in writing let alone write in the form of English. Writing in English was not as easy

as imagined, students have many problems, the problems were many students got bored in writing because the way teach their teachers who tend to be monotonous and did not make learning activities english fun. It is concern to the their writing, so they could not write a text well. The students are weak in grammar. Where grammar was related to the use of tenses, noun, adverb, adjective, article, preposition, etc. This is one of the most common problem that students face.

Many students still got confused about how to developed the words into a sentence that would eventually become a paragraph. Of course, in developing the paragraph relating to the tenses. The students who are likely still did not know about sixteen types of tenses were definitely feel confused what tenses they would use to write. In addition, each tenses also have a different formula, which would also bring the students to bigger confusion. And then the teachers of school who were found still used conventional method in teaching learning activity. The teacher who only used the conventional method in teaching learning activity would give bigger risk of making the students tend to be passive in the learning process because teachers did not teach writing by using the right techniques. Teachers do not provide interesting material or media in student writing activities. Compared with the teacher who used strategies, techniques or media in their teaching learning activity. Of course the impact of passive students in the classroom would greatly affects to the students achievement especially. Moreover, the students would not have the spirit in learning if they became passive in the class. Then they would be lazy to asked to the teacher about the unclear materials. The impact of that would make the students do not have a lot of idea, especially in

writing, sometimes the students could not make simple sentence, then ignorance of grammar and lack of vocabulary.

Therefore the researcher provided a solution to the students who were still facing a lot of problem in writing, that is by using sequences picture technique. Wright (1989:4) states that pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Wright also stated that one of the most useful developments in language teaching methodology in recent years has been in the organization of students in the class room. The gain lies in the degree of interaction between students and the consequent sense of purpose in using language. Picture can play a key role in motivating students, contextualizing the language they are using, giving them a reference an in helping to discipline the activity. Sequences picture technique is meant that the students have to make a paragraph according to pictures that are distributed by the teacher. Teaching by using sequence picture technique is expected the students able to develop their ideas in writing through the pictures and also to motivating students for more spirits in writing and the researcher uses picture sequence technique because according to Raimes (1983:27), everybody likes to look at pictures, their use in classroom provides a stimulating focus for student's attention. Picture bring the outside world into the classroom in vividly concrete way. So picture is a valuable resources as it provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks and a focus of interested for students. And also the researcher think that a good way for students' in writing through sequence picture technique.

Based on explanation above, the researcher chooses the title about: “The effect of using sequence picture technique on students’ achievement in writing”.

B. The Identification of Problem

Based on the background above, the problems were identified as follows:

1. The students could not to express their ideas in writing
2. The students were lack vocabulary
3. The students were not able to writing well
4. The teacher still used a conventional method in teaching learning activity.

C. The Scope and Limitation

This research only focuses in sequence picture technique, and limitation only in writing at X grade of SMA CITRA HARAPAN at Jln. Medan Percut Km.19,5 Percut Sei Tuan Kab. Deli Serdang at academic year 2017/2018.

D. The Formulation of Problem

The problem of this research was formulated as the following: Is there any significant effect of using sequence picture technique on students’ achievement in writing?

E. The Objectives of Study

This research was aimed to find out the significant effect of using sequence picture technique on students’ achievement in writing.

F. The Significance of Study

The findings of this research would be divided into two categories:

1. Theoretically:

- a. The result of this study is expected to be able to widen the skill of teachers in using sequence picture in order to improve students writing ability an experimental.

2. Practically, the study would be considered to be practical in its nature that is to provide the educational feedback.

a. For the headmaster

The result could increase awareness of teacher and the headmaster performance to effectively the technique.

b. For the english teachers

To help teacher in determining the methods and techniques of teaching as the way to create new atmosphere and new habit which can improve students motivation and confidence in learning english especially in writing.

c. For the students

This study also expected to encourage the students to develop their writing achievement ,expecially in simple writing through sequence picture technique.

d. For the reader

The result will be useful in order that they can use it in teaching learning process, to make the students more interested in studying English.

e. For the writer

The writer hopes that this research will be applied when the write teaching in the class and this technique that will be used in the teaching of writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In writing, many students still get some difficulties what they will write. They also often do not know how to start their writing. Another one is the students have no any help in writing, such as technique. In this case the technique is sequences picture.

1. Writing

Writing as one of four language skills is very important in learning language. Writing activity has given an important contribution to human life, according to Harmer (2011:14) say that writing is used for a wide variety of purpose it is produced in many different forms. It can be seen in people daily life activities when they need to write memo, letter, notes, invitation, brochure, articles, application letter, and many others. Writing plays an important role in modern societies. The examples of writing activities products are books, magazine, and newspaper that we read almost every day.

Furthermore, Laurer (2005:4) says that writing was processes by which we make meaning of our experience. If the writer have an experience and want to share with others, writing was a media to deliver it. By writing, the writer can tell the reader what does he or she feel, what does he or she do and what does he or she find? If he or she was an expert and he or she does study, he or she can report

about his or her study by writing. Hargrove and Pottet in Abdurrahman (2005: 239) argues that writing is a visual depiction of the thoughts, feelings, and ideas using the symbols of the writing system of a language for communication purposes or notes. Writing also as a process of self discovering who you are and what you are and what you thought. In the process of writing, people give full shape to their thoughts, their feelings and even their values.

Based on definition previously about writing, it can get conclusion that writing was a tool of communication that presents ideas. The idea can be developed become a paragraph. Writing was also a way to deliver the idea in particular occasion. Before writing, the writer should consider about the reader background. Furthermore, writing was process to tell the reader about the writer experience. It was a hard activity, because we use our brain to think hardly to express idea and to produce a good paragraph. To produce a good paragraph, the writer should know about definition and component of paragraph.

3. Process of Writing

Composition involves the production and arrangement of written sentences in a manner appropriate to the purposes of the writer, the person or persons addressed. And the function of what was written. It was a complex activity requiring of skill and there was no general agreement among teachers regarding the methods to be used in teaching it. According to Carroll et al. (2001: 15) asserts that the process of writing occur in several stages:

a. Prewriting: include exploring topics, choosing a topic, and beginning to gather and organize details before write.

b. Drafting: involves getting ideas down on paper in taught the format that intend for the finished work.

c. Revising: is the stage in which rework the first draft to improve its content and structure.

4. Indicator of Writing

The cumulative score is ranging from 0-100 scoring written text in order to know the students achievement in writing. According Jacob in Hughes (2003) there are five indicators in scoring written test. They are:

a. Content

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences. The criteria of scoring content are given below:

Score	Criteria	Indicators
27 – 30	Very good – Perfect	Full of information, clear thesis development, relevant problem
22 – 26	Fair – Good	Enough information, enough substance, limited thesis development, relevant problem but not complete explanation.
17 – 21	Bad – Fair	Limited information, less content, not enough thesis development, not enough problem.
13 – 16	Very bad – Bad	Without relevant information, without any substance, without thesis development, and without problem

b. Organization

The organization refers to the students' ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

Score	Criteria	Indicators
18 – 20	Very good – Perfect	Having fluent expression, having clear ideas, having good organization, having logic sequence, and having cohesive sequence.
14 – 17	Fair – Good	Less expression, less organization of the main idea, limited sources, logical sequence but incomplete.
10 – 13	Bad – Fair	Not fluent in expressing, bad in organizing ideas, illogical in sequencing and developing.
7 – 9	Very bad – Bad	Not communicative, very bad organization.

c. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically.

Score	Criteria	Indicators
18 – 20	Very good – Perfect	Expert in the using of vocabulary, correct in choosing word as its function, and master in forming word.
14 – 17	Fair – Good	Advanced in the using of vocabulary, sometimes incorrect in choosing word and phrase but does not disturb the whole meaning.
10 -13	Bad – Fair	Limited in the using of word, often incorrect in choosing word, and it can disturb the meaning.

7 – 9	Very bad – Bad	Perfunctory of using the word, low of knowledge about vocabulary.
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d. Language

Language refers to the students' ability in writing the sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to develop agreement in the sentences and some other words, such as nouns, adjectives, verbs, and time signals.

Score	Criteria	Indicators
22 - 25	Very good – Perfect	Effective complex sentence construction, few faults in the using of grammar.
18 – 21	Fair – Good	Effective simple sentence, few faults complex construction, but does not disturb the meaning.
11 – 17	Bad – Fair	Serious fault in the construction of the sentence, bias meaning and confusing.
5 – 10	Very bad – Bad	Does not master the syntaxes' role, so many faults and incommunicative.

e. Mechanic

Mechanic refers to the students' ability in using word appropriately, using function correctly, paragraph can be read correctly.

Score	Criteria	Indicators
5	Very good – Perfect	Master the role how to write, few faults in the spelling.
4	Fair – Good	Sometimes do some faults in spelling, but it does not disturb the meaning.
3	Bad – Fair	Often doing faults and having confusing meaning.

2	Very bad – Bad	Bad in mastering the role how to write, many faults in spelling and unreadable in writing.
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5. The Purpose of Writing

McMahan, et al. (1996: 8) mentions the purposes of writing as follows:

a. To express the writer's feeling

The writer wants to express his feeling and thought through the written form, as in a diary or a love letter. It is what is so called as expressive writing.

b. To entertain the readers

The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.

c. To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

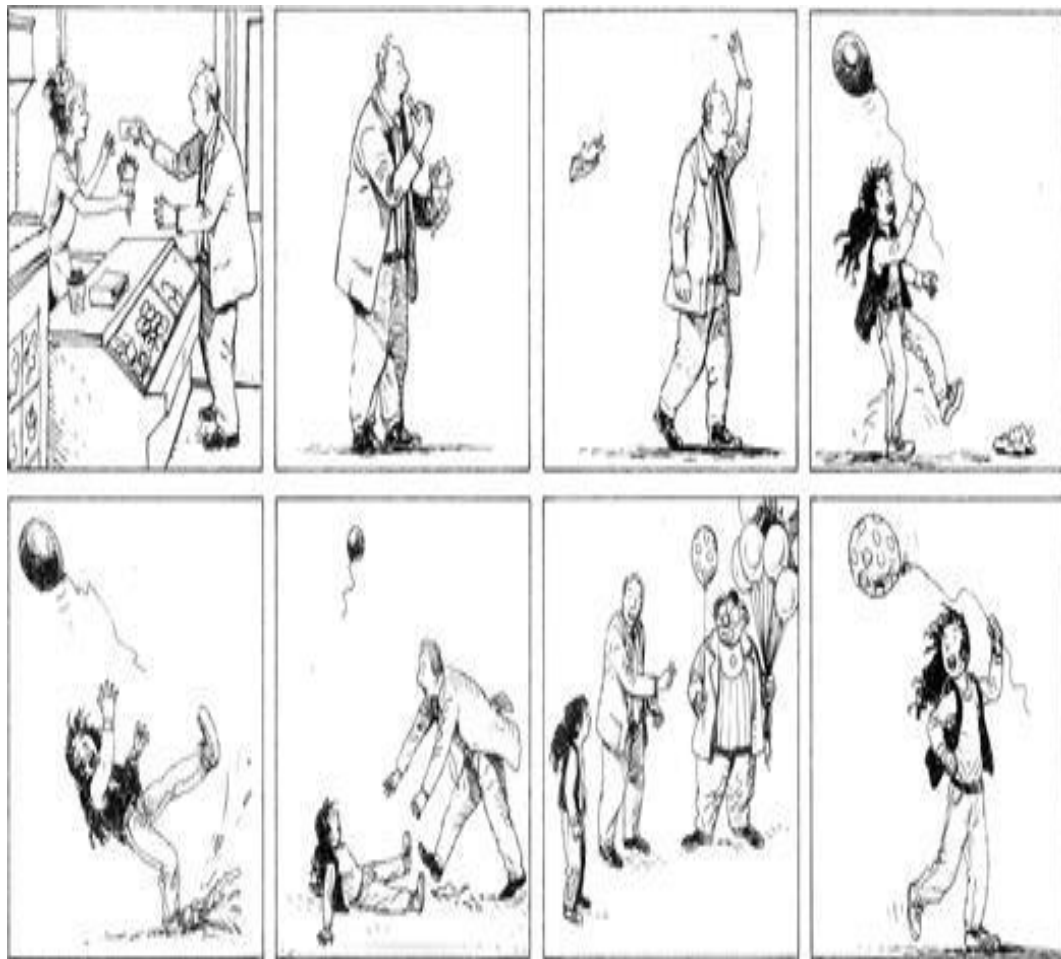
In addition, Byrne (1997:2) in his book "Teaching Writing Skill" said about the purpose of writing: "it is helpful to keep in mind some of the many uses we are likely to make of writing". On a personal level, people use writing to make a note of something, for example shopping list, diaries, etc., and used to keep records of things to be remembered. Writing is also used to send messages in the

forms of letters, memos, and many kinds of writing to deliver the messages from one to others.

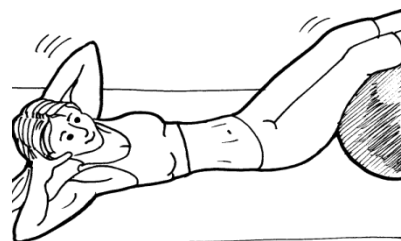
6. Description of Sequence Picture Technique

There are some experts who give definition of sequence picture. Spivey (2005) explain that sequencing is the process of putting events, ideas, and objects in a logical order. It's mean that we understand events in our lives by understanding the order in which they occur. For some students, sequencing can be a hard concept grasp, especially when they when they are tring to tell story . using good key words like: first,next,then,and finally,cue your child as to what is coming next. According to Bowen (1991:304), sequence picture is a series of pictures of a single subject. Its function is to tell a story or a sequence of events. Moreover Wright (2004) states that picture sequence are pictures which show some actions or events in chronological order.

From the explanation above, the researcher concluded that sequence picture is a kind of picture that has a series of an object or a situation is explained by some picture. This picture usually tells about a story, or an event about something that happened. The sequence must be in chronologically order. Sequence picture is one of the learning fasilities or technique. It is very important in learning process, especially in foreign language learning for the students, without the media in the learning process, it is very difficult for teacher to explain or describe something, and make the students able to understand what the material explain about. Can be seen below:



Picture 1. Example of sequence picture





Picture 2. Example of sequence picture

7. Concept of Sequence Picture

According to Zainudin quoted by Rohimah (2001:14) picture is one of visual aids that can raise the students' motivation in learning. It is supported by Stevick (1957:74) who states that picture is one visual aid as anything visible, which helps our students to learn the language more clearly. It can be said that picture is able to stimulate students' idea to appear in more details. Gardner (2007) said that simply distributing or show a picture that tell a story and encourage students to brain storm and ideas about the image before writing a story that's tell a background on the image or extend details on what happen, give the

students chance to think critically about their interpretation of the events in the image and to write about that idea.

From the statement above, the writer can infer that a picture sequence can guide the students to express what is in their mind. They can also interpret the picture in written form specially, since they directly see the condition of what they want to write in the picture. In addition, Heaton, (1991:142) states that a picture or series of picture not only provides the students with the basic material for their composition but also stimulate their imaginative power. He also says, if the stimulus in a situational composition is purely verbal, the testes often tend to reproduce the phrases and sentences contained in it.

8. The Procedures of Sequence Picture Technique

Allen and Vallete (1997) Presents procedure of Picture Sequence class as follow:

1. The teacher greets the students
2. The teacher gives the students background knowledge about sequence picture
3. The teacher gives the students example of sequence picture
4. The teacher show the students sequence picture and then the teacher ask them about the activity of the sequence picture
5. The teacher gives the students exercises used sequence picture.

It means that, procedure of sequence picture according to Allen and Vallete good enough, but the teacher must prepare a good quality picture. So the students

will excited to learn with sequence picture, and the teacher must divides the groups fairly.

9. The Advantages of Using Sequence Picture Technique

There are several advantages of pictures:

- a. The picture is familiar medium of communication
- b. Picture can be arranged in sequence and can be adapted to many subjects
- c. Picture has a multiplicity of uses - by individual student
- d. Picture can translate word symbols, record events, explain process, extend experiences and develop critical judgment.

B. Conceptual Framework

Writing is a description of language in to written form, which conducted by relating one sentence to another sentence, that is still forming one idea, it is intended to influence reader's opinion, attitude and their way of thinking to do whatever the writer wants. By using sequence picture technique is expected that the students can be easily to write, developing their idea based on picture into some sentences and form paragraph. This technique can develop the students' motivation in writing, help the students to make an idea about what they will write, and the students will be better in learning comprehension.

C. Previous Related Research

There are some previous research related to this research, as follows:

- 1. The Effectiveness of Using Picture Sequences in Teaching Narrative Text To Improve Students' Writing* by Tentrem Wiji Asih (2013). The purpose of this research is aimed to improve students' writing ability in teaching narrative text in the eleventh grade of MAN Kutowinangun. First, to describe the level of students' writing ability after being taught by Picture Sequences. Second, to find out the effectiveness of using Picture Sequences in improving students' writing ability. A picture sequence is a series of pictures that helps the students easier to write a narrative text. The result of pre-test before the researcher gave the treatment is 59.290, and the result of post-test after the researcher gave the treatment is 74.322. The result of t-test value is 4.526. The t-test value is higher than t-table. It means that using Picture Sequences is effective to improve students' writing ability in teaching narrative text.
- 2. Improving Students' Recount Text Writing by Using Picture Series* by Eni Yusnita, Clarry Sada and Dewi Novita (2011). This research is about improving students' recount text writing by using picture series. The objective of this research is to improve the students' recount text writing by using picture series. Based on the writer experience during teaching, the students were difficult to get ideas in recount text paragraph. For example the students were difficult to get the ideas without the clue of picture series. The methodology of this research is a classroom action research which consisted of 2 cycles. The subject of this research was the tenth grade students. The

number of participants in this research was 40 students. In completing the research, the researcher used the observation, written test and field note as the instruments of collecting the data. By conducting the classroom action research, it was found out that using picture series improved the students' recount text writing. The result of this research has shown that the students progress in improves writing in each cycle. First cycle was 61.5 (less than 65, not achieved). The second cycles, was 66.0 (Achieved) which was higher than the KKM score. So, the use of picture series will help the students in improving recount text writing.

D. Hypothesis Research

This research is to answer the question about whether yes or no the effect of using sequence picture technique on students' achievement in writing. To get the answer of quetion, the researcher purpose alternative hyphotesis (H_a) and null hyphotesis (H_0) as below:

H_a : Alternative hypothesis is receivable, so there is significant effect of using sequence picture technique on students' achievement in writing.

H_0 : Null hypothesis is rejective, so there is no significant effect of using sequence picture technique on students' achievement in writing.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMA CITRA HARAPAN on Jln. Medan Percut Km.19,5 Percut Sei Tuan Kab. Deli Serdang. It was carried out to the 11th grade students of 2017/2018 academic year. The reason for choosing this school as the location because the researcher found students have weakness in writing. They still found many difficulted and got confused in writing.

B. Population and sample

1. Population

The population of this research was conducted at 11th grade students of SMA CITRA HARAPAN Medan Baru, academic year 2017/2018 which consists four classes, they are: class XI-1 consists of 30 students, class XI-2 consists of 30 students, class XI-3 consists of 30 students, class XI-4 consists of 30 students. So, the total population are 125 students. It shows in the table bellow:

Table 3.1

Population in SMA CITRA HARAPAN

No	Class	Population
1.	XI-1	30
2.	XI-2	30
3.	XI-3	30
4.	XI-4	30
Jumlah		120

2. Sample

The sample of this research is random sampling technique was applied to determine the samples. The writer was chosen XI- 1 as the experimental group and XI-2 as the control group. So, the total numbers was 60 students.

C. Research Design

This research was conducted by experimental research which consisted of pre-test and post-test in order to know the effect of using sequence picture technique on students' achievement in writing. In conducted the experimental researcher, the sample was divided into two groups, experimental and control group. The experimental group was taught by using sequence picture technique in writing and control group was taught without using sequence picture technique in writing. The details shown in the tables as below:

Table 3.2
Research Design

Class	Group	Pre-test	Treatment	Post-test
X -1	Experimental	√	Using sequence picture	√
X -2	Group	√	-	√

1. Pre-Test

Pre-test was given to the both of groups, it is experimental group and control group. The pre-test is written test. The students was given a topic to write over which consist of several topics. They may choose one of them and express their opinion about the topic in writing. Pre-test was taken for some minutes in one meeting. After that, the researcher collected it.

2. Treatment

Treatment was given to the students after the pre-test to the experimental group. The researcher introduced to the students sequence picture technique before writing and tell them that sequence picture was done individually. The researcher show picture related with sequence picture technique. After that, the researcher giving some clues then the writer asked the students to do writing based on picture.

Table 3.3

The process of the treatment designed as follow:

Teaching Procedures in Experimental Group	
Researcher's activities	Students's activities
1. The reseacher introduced the topics that presented and explained more about the topic that was convey.	1. The students gave attention and understand about what they were learned
2. The researcher distributed the writing material by using sequence picture as visual material based on the topic and the content area in each writing.	2. The students were asked to simple writing by their own words based on the topic in each meeting by using sequence picture.
3. The researcher walked around and monitor.	3. The students may asked the researcher if they find any trouble.
4. Researcher asked students to write the students' writing on the white board.	4. The students write his/her simple writing on the whiteboard and describe their writing using sequence picture (1-2 students).
5. The researcher asked students to exchange her/his friends' simple writing, then analyzing their writing and sharing.	5. The students exchange her/his friends' simple writing to read, so everyone can compare their writing.
6. The researcher asked the students to reflect on what made them succesful and how they may do better next time.	6. The students reflects on what makes them succesful and how they do better next time.

3. Post-test

Post-test was given to the both of groups, it is experimental group and control group. The post-test is same as the pre-test. The post-test is the final test in this research, especially in measuring the treatment, whether it is significant or not, it means to know whether the treatment gives the effect or not to the students' achievement in writing.

D. Instrument of Research

In this research was used written test as the instrument for collecting the data. The students was asked to writing based on sequence picture and the students' answer sheet was scored by using five indicators in scoring written test.

E. Technique for Collecting Data

In collecting the data of research, the researcher used some steps are:

1. Giving pre-test to both of the group.
2. Giving treatment in experimental group by using sequence picture technique.
3. Giving post-test to both of the group.

F. Technique for Analyzing Data

After collecting the data from the test, the data were analyzed by using some procedures, the first the researcher reading the students' answer and then identifying the students' answer after that the researcher scoring the students' answer for correct answer and wrong answer and then the researcher listing their

score in two tables, first for experimental group scores and second for control group after the listing their score the researcher calculating the total score pre-test and post-test in experimental group and control group, to finding the mean of the score of pre-test and post-test in experimental group and control group the researcher using formula:

$$a. \quad \bar{x} = \frac{\sum xi}{n} \quad (\text{Sugyono, 2016})$$

Note : \bar{x} = Mean

$\sum xi$ = The of students' value

N = Number of the students

b. Standard Deviation by formula:

$$SD_1 = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{(N)(N-1)}} \quad (\text{Sugiyono, 2016})$$

$$c. \quad R_{xy} = \frac{n \sum x_i y_i - (\sum x)(\sum y)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2016})$$

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left(\frac{S_1}{\sqrt{N_1}} \right) \left(\frac{S_2}{\sqrt{N_2}} \right)}} \quad (\text{Sugiyono, 2016})$$

In which:

t = T-test

\bar{x}_1 = Mean of variable 1 (experimental group)

\bar{x}_2 = Mean of variable 2 (control group)

S₁ = Standard deviation of sample 1 (experimental group)

S₂ = Standard deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

n_1 = Tumber of cases for variable 1 (experimental goup)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between X1 and X2

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of the study were obtained from the writing test score. There are two kinds of test for each group, there are pre-test and post-test. The cumulative score of each students from each group based on five indicator.

C : Content

O : Organization

V : Vocabulary

Lu : Language Use

M : Mechanism

The following data were the students score on the pre-test and post-test of the experimental and control group. The data in the table 4.1 showed that the highest score of pre-test in experimental group was 70 and the lowest was 38. So the total score of pre-test in experimental class was 1.543. The mean of pre-test in experimental class was 51.43. The data in the table 4.2 showed the highest score of the post-test was 84 and the lowest was 64. So the total of post-test in experimental class was 2.257. The mean of post-test in experimental class was 75.23. The data in the table 4.3 showed the highest score of pre-test was 79 and the lowest was 35. So the total score of pre-test in control class was 1.447. The mean of pretest in control class was 48.23

The data of this research the students' initial (sample) and the students' score in the post-test of the control group can be seen in the table 4.4 above. The data in the table 4.4 showed the highest score of post-test was 87 and the lowest was 53. So the total score of post-test in control class was 2.083. The mean of post-test in control class was 69.43

B. Data Analysis

The average (Mean)

1. Pre Test of Experimental Group

$$\bar{x} = \frac{\sum xi}{n}$$

$$\bar{x} = \frac{1543}{30}$$

$$\bar{x} = 51.43$$

2. Post Test of Experimental Group

$$\bar{x} = \frac{\sum xi}{n}$$

$$\bar{x} = \frac{2257}{30}$$

$$\bar{x} = 75.23$$

Standard Deviation of X Pre Test Experimental Group

$$SD_1 = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{(N)(N-1)}}$$

$$SD = \sqrt{\frac{30(82203) - 1543^2}{(30)(30-1)}}$$

$$SD = \sqrt{\frac{207380}{870}}$$

$$SD = \sqrt{238.37}$$

$$SD = 15.43$$

Standard Deviation of X Post Test Experimental Group

$$SD_1 = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{(N)(N-1)}}$$

$$SD = \sqrt{\frac{30(171019) - 2257^2}{(30)(30-1)}}$$

$$SD = \sqrt{\frac{365210}{870}}$$

$$SD = \sqrt{419.79}$$

$$SD = 20.48$$

Calculating Correlation Product Moment between X1 and X2

$$r_{xy} = \frac{n \sum X_i Y_i - (\sum X)(\sum Y)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

$$r_{xy} = \frac{(30)(116888) - (1543)(2257)}{\sqrt{[(30)(82203) - 1543^2][(30)(171019) - 2257^2]}}$$

$$r_{xy} = \frac{3506640 - 3482551}{\sqrt{\{2466090 - 2380849\} \{5130570 - 5094049\}}}$$

$$r_{xy} = \frac{24089}{90375}$$

$$r_{xy} = 0.8013$$

C. Testing Hypothesis

In this research statistical hypothesis was used to decide, whether the hypothesis was accepted or rejected. The statistical hypothesis formula :

T – test > T- table

T – test < T- table

Note :

H_a : There would significant effect of using sequence picture technique (the alternative hypothesis would accepted)

H_0 : There would significant effect of using sequence picture technique(the null hypothesis would rejected).

Determining the value of t-test with formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$t = \frac{75.23 - 51.43}{\sqrt{\frac{238.37}{30} + \frac{419.79}{30} - 2(0.8013)\left(\frac{15.43}{\sqrt{30}}\right)\left(\frac{20.48}{\sqrt{30}}\right)}}$$

$$t = \frac{23.80}{\sqrt{4.82}}$$

$$t = 4.92$$

After accounting the data previously by using t-test formula that critical value 19.35 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is $n_1 + n_2 - 2 = 60 - 2 = 58$ that t table is 2.00 for 0.05. It could be concluded t-test $>$ t-table or $4.92 > 2.00$ so, H_0 is rejected and H_a is accepted or “there was the effect of using sequence picture technique on students’ achievement in writing”.

D. The significant effect of using sequence picture technique on students’ achievement in writing

The percentage of using this model was:

$$\begin{aligned} \text{Significant} &= r_{xy}^2 \times 100\% \\ &= 0.8013^2 \times 100 \\ &= 0.6420 \times 100 \\ &= 64.20\% \end{aligned}$$

It meant the effect of X variable toward Y variable or the effect of using sequence picture technique on students’ achievement in writing was 64.20% and 35.8 % was influenced by other factors.

E. Research Findings

Based on data analysis above, the findings of this research were described that the students who were taught by using sequence picture technique got higher score than those who were taught without technique. From the result of calculation, it is obtained the value of the t test was 4.92 with the degree of freedom (df) 58 at the level 0.05% was at 2.00. If compared with each value of degree of significant, the result of t_{test} which was 4.92 and t_{table} which was 2.00 ($t_{test} > t_{table}$, $4.92 > 2.00$). According to sugyiono, if the result of calculation t_{test} higher than t_{table} , the null hypothesis (H_0) is rejected. If the result of calculation t_{test} lower than t_{table} then null hypothesis is accepted. Since the scores obtained from the result calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In other word, the research hypothesis is accepted. So, the fact showed that the student's writing achievement was more significant than those were not by using any technique.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusion

Based on the data analysis, and based on the finding, were found that there was a significant effect of using sequence picture technique on students' achievement in writing, which was proved by the result of score of the pre-test before gave treatment were 1543 and the post-test after gave the treatment were 2257 and found that the was t_{test} found that the result of was higher than t_{table} ($4,92 > 2,00$). The result of score the students who were taught by using sequence picture technique was higher than those who were taught by without using sequence picture technique and taught writing by using sequence picture technique become more effective, interactive and easier to the students.

B. Suggestion

Related to the conclusions above, some suggestions were put forward as the following :

1. The English teacher can use this strategy to apply in learning process for the students at the same level when learn English in the class.

2. The teachers have to know how to stimulate the students curiosity and must be able to present the lesson so that it was more interested and relevant for the students. One of the technique that can be use is sequence picture technique.
3. It is suggested to other researcher to use these finding as source of the research.

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APPENDIX 1

LESSON PLAN
(Experimental Group)

School : SMA CITRA HARAPAN
Class : XI
Subject : English
Skill : Writing
Time Allocation : 2 x 45 minute

A. Core Competency

Expressing the meaning of picture in form of sequence in context of daily life.

B. Basic Competency

Responding the meaning in simple picture, functional sequence accurately, fluently and appropriately in context of daily life and to access knowledge in the form of daily life.

C. Indicator

- a. Using simple expression to state daily activities.
- b. Understanding short paragraphs about daily activities.
- c. Using simple present tense to state daily activities.
- d. Write a short paragraph about daily activities.

D. The Value of Character

Listen carefully, Concontrate, Confident, Curiously, Respect Courage, And Spirit.

E. Teaching Material

1.Simple expression to explain daily life:

2. Language Focus (simple past tense)

Simple Past tense is a tense form that describes an event that occurred at a specific time in the past. The verb used in this tense should be a second verb (verb 2).

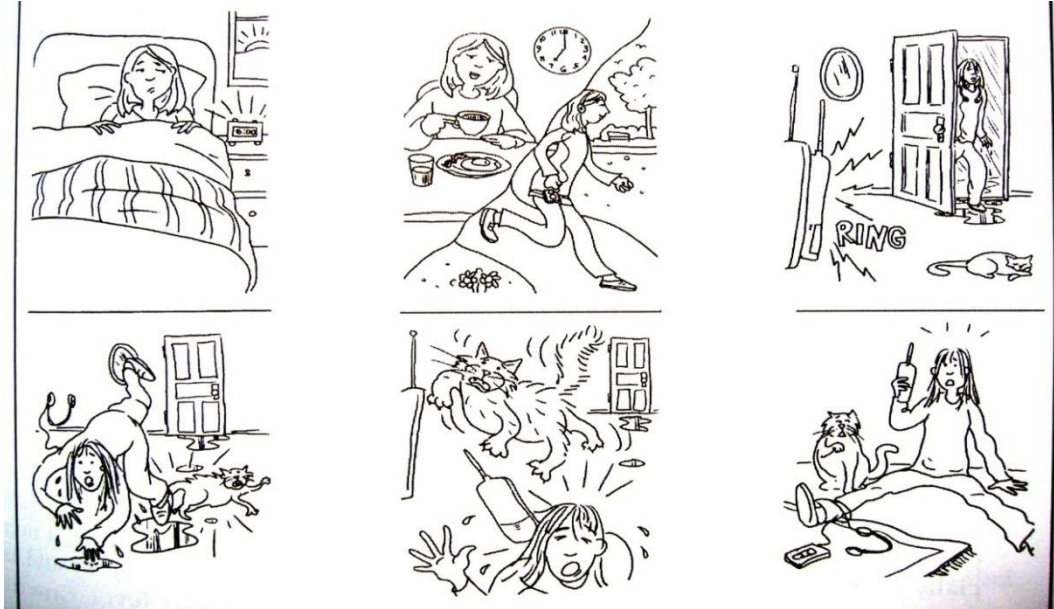
Bentuk	Rumus Simple Past Tense	Contoh Kalimat
Positif (+)	<ul style="list-style-type: none"> · Subject + verb 2 + object · Subject + to be (was/were) + <u>adjective</u>/adverb 	<ul style="list-style-type: none"> · We <u>attended</u> the festival last week · She <u>was</u> absent yesterday
Negatif (-)	<ul style="list-style-type: none"> · Subject + did not + infinitive verb + object · Subject + was/were + not + <u>adjective</u>/adverb 	<ul style="list-style-type: none"> · We <u>did not attend</u> the festival last week · She <u>was not</u> absent yesterday
Interrogative (?)	<ul style="list-style-type: none"> · Did + subject + infinitive verb + object? · Was/were + subject + <u>adjective</u>/adverb? 	<ul style="list-style-type: none"> · <u>Did</u> they attend the festival last week? · Was she absent yesterday?

3. Instrument/task

Arrange and write down the story below based on logical order from

beginning to the end!

Picture 1



Picture 2



F. Teaching Method

Teaching Technique: Using Sequence Picture Technique

G. Teaching Media

1. Picture

2. Learning Resources

English text book

Internet

H. Teaching Learning Process

Teaching Learning Activity	Teacher Activity	Student Activity	Time
Opening	<ul style="list-style-type: none"> • Greet the student and check the attendance • Apperception (students are asked their understanding about paragraph) • Motivate the students in learning writing paragraph 	<ul style="list-style-type: none"> • Respond the greeting • Answer the question • Listen to the teacher motivation • Look at the paragraph • Read the Paragraph 	15 minutes
Main Activities	<ul style="list-style-type: none"> • introduces the topics that present and explain more 	<ul style="list-style-type: none"> • students give attention and understand about 	60 minutes

	<p>about the topic that will convey</p> <ul style="list-style-type: none"> • Explain the concept of writing material by using sequence picture as visual material based on the topic and the content area in each writing. 	<p>what they will learn.</p> <ul style="list-style-type: none"> • students will be ask to simple writing by their own words based on the topic in each meeting by using sequence picture. 	
Closing	<ul style="list-style-type: none"> • Ask student difficulty in study writing paragraph based on sequence picture • Give reinforcement by asking student to summarize what they have learned 	<ul style="list-style-type: none"> • Respond to the teacher question • Summarize the lesson they have learned 	15 minutes

I. Evaluation

1. Technique : Writing Test

2. Form : Make a simple writing

Key Answer:

The answer based on the students' writing result

J. Assessment

a. Content

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences. The criteria of scoring content are given below:

Score	Criteria	Indicators
27 – 30	Very good – Perfect	Full of information, clear thesis development, relevant problem
22 – 26	Fair – Good	Enough information, enough substance, limited thesis development, relevant problem but not complete explanation.
17 – 21	Bad – Fair	Limited information, less content, not enough thesis development, not enough problem.
13 – 16	Very bad – Bad	Without relevant information, without any substance, without thesis development, and without problem

b. Organization

The organization refers to the students' ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

Score	Criteria	Indicators
18 – 20	Very good – Perfect	Having fluent expression, having clear ideas, having good organization, having logic sequence, and having cohesive sequence.

14 – 17	Fair – Good	Less expression, less organization of the main idea, limited sources, logical sequence but incomplete
10 – 13	Bad – Fair	Not fluent in expressing, bad in organizing ideas, illogical in sequencing and developing
7 – 9	Very bad – Bad	Not communicative, very bad organization

c. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically.

Score	Criteria	Indicators
18 – 20	Very good – Perfect	Expert in the using of vocabulary, correct in choosing word as its function, and master in forming word
14 – 17	Fair – Good	Advanced in the using of vocabulary, sometimes incorrect in choosing word and phrase but does not disturb the whole meaning
10 -13	Bad – Fair	Limited in the using of word, often incorrect in choosing word, and it can disturb the meaning
7 – 9	Very bad – Bad	Perfunctory of using the word, low of knowledge about vocabulary

d. Language use

Language refers to the students' ability in writing the sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to develop agreement in the sentences and some other words, such as nouns, adjectives, verbs, and time signals.

Score	Criteria	Indicators
22 - 25	Very good – Perfect	Effective complex sentence construction, few faults in the using of grammar
18 – 21	Fair – Good	Effective simple sentece, few faults complex construction, but does not disturb the meaning
11 – 17	Bad – Fair	Serious fault in the construction of the sentence, bias meaning and confusing
5 – 10	Very bad – Bad	Does not master the syntaxes' role, so many faults and incommunicative

e. Mechanism

Mechanism refers to the students' ability in using word appropriately, using function correctly, paragraph can be read correctly.

Score	Criteria	Indicators
5	Very good – Perfect	Master the role how to write,few faults in the spelling
4	Fair – Good	Sometimes do some faults in spelling, but it does not distub the meaning
3	Bad – Fair	Often doing faults and having confusing meaning
2	Very bad – Bad	Bad in mastering the role how to write, many

		faults in spelling and unreadable in writing
--	--	--

Percut, 2018

English Teacher

Researcher

(SITI SARAH BATU BARA, S.Pdi)

(SITI HAJAR)

Head Master of SMA CITRA HARAPAN

(H. M. HUSNUL FADHILAH NST, SS)

LESSON PLAN

(Control Group)

School : SMA CITRA HARAPAN
Class : XI
Subject : English
Skill : Writing
Time Allocation : 2 x 45 minute

A. Core Competency

Expressing the meaning of picture.

B. Basic Competency

Responding the meaning in simple picture, functional sequence accurately, fluently and appropriately in context of daily life and to access knowledge in the form of daily life.

C. Indicator

- a. Using simple expression to state daily activities.
- b. Understanding short paragraphs about daily activities.
- c. Using simple present tense to state daily activities.
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Bentuk	Rumus Simple Past Tense	Contoh Kalimat
Positif (+)	<ul style="list-style-type: none"> · Subject + verb 2 + object · Subject + to be (was/were) + <u>adjective</u>/adverb 	<ul style="list-style-type: none"> · We <u>attended</u> the festival last week · She <u>was</u> absent yesterday
Negatif (-)	<ul style="list-style-type: none"> · Subject + did not + infinitive verb + object · Subject + was/were + not + adjective/adverb 	<ul style="list-style-type: none"> · We <u>did not attend</u> the festival last week · She <u>was not</u> absent yesterday
Interrogative (?)	<ul style="list-style-type: none"> · Did + subject + infinitive verb + object? · Was/were + subject + adjective/adverb? 	<ul style="list-style-type: none"> · <u>Did</u> they attend the festival last week? · Was she absent yesterday?

3. Instrument/task

Write the story based on picture!

F. Teaching Method

Teaching Technique: Without Using Sequence Picture Technique

G. Teaching Media

1. LCD Projector

English text book

2. Learning Resources

Internet

H. Teaching Learning Process

Teaching Learning Activity	Teacher Activity	Student Activity	Time
Opening	<ul style="list-style-type: none"> • Greet the student and check the attendance • Apperception (students are asked their understanding about paragraph) • Motivate the students in learning writing paragraph 	<ul style="list-style-type: none"> • Respond the greeting • Answer the question • Listen to the teacher motivation • Look at the paragraph • Read the Paragraph 	15 minutes
Main Activities	<ul style="list-style-type: none"> • Give the example of paragraph • Ask students to read 	<ul style="list-style-type: none"> • Look at the paragraph • Read the 	60 minutes

	<p>the paragraph</p> <ul style="list-style-type: none"> • Explain the concept of narrative paragraph such as the purpose, generic structure, and the grammatical features of the text 	<p>paragraph</p> <ul style="list-style-type: none"> • Paying attention 	
Closing	<ul style="list-style-type: none"> • Ask student difficulty in studying writing paragraph • Give reinforcement by asking student to summarize what they have learned 	<ul style="list-style-type: none"> • Respond to the teacher question • Summarize the lesson they have learned 	15 minutes

I. Evaluation

1. Technique : Writing Test

2. Form : Make a simple writing

Key Answer:

The answer based on the students' writing result

J. Assessment

Score	Criteria	Indicators
-------	----------	------------

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Score	Criteria	Indicators
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e. Mechanism

Mechanism refers to the students' ability in using word appropriately, using function correctly, paragraph can be read correctly.

Score	Criteria	Indicators
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4	Fair – Good	Sometimes do some faults in spelling, but it does not disturb the meaning
3	Bad – Fair	Often doing faults and having confusing meaning
2	Very bad – Bad	Bad in mastering the role how to write, many faults in spelling and unreadable in writing

Percut, 2018

English Teacher

Researcher

(SITI SARAH BATU BARA, S.Pdi)

(SITI HAJAR)

Head Master of SMA CITRA HARAPAN

(H. M. HUSNUL FADHILAH NST, SS)

APPENDIX 2**Pre-test****(Experimental & Control Group)**

Pre-Test

Direction :

1. Write your name on the right of your paper.
2. Pay attention to the content, organization, vocabulary, language use, and mechanism in your writing.

Question:

Write and choose one of the story about your life: childhood, family, future plans, favorite memories (30 minutes)

Post-test
(Experimental and control group)

Direction :

1. Write your name on the right of your paper.
2. Pay attention to the content, organization, vocabulary, language use, and mechanism in your writing.

Question:

Write the story based on sequence picture!

APPENDIX 5

Tabel 4.1
The Score of Pre-test of the Experimental Group

No.	Students' initial	Indicators					Score
		C	V	O	Lu	M	
1.	AVS	18	9	10	15	4	56
2.	APS	17	6	6	13	4	46
3.	AA	20	12	12	11	5	60
4.	AF	15	8	7	18	3	51
5.	BRS	20	6	8	11	3	48
6.	CCP	20	17	13	14	2	66
7.	DSUS	20	16	12	18	4	70
8.	EF	15	6	6	18	3	48
9.	FH	19	12	10	15	4	60
10.	FA	20	16	12	12	4	64
11.	FWP	13	10	6	8	1	38
12.	FN	17	6	6	7	3	39
13.	FT	19	7	7	13	4	50
14.	FA	15	11	6	10	3	45
15.	JPA	13	8	6	10	3	40
16.	LMWS	26	13	11	11	4	65
17.	MJ	21	11	11	11	4	58
18.	MT	22	12	14	14	4	66
19.	NP	13	9	7	6	3	38
20.	NA	15	10	10	8	2	45
21.	P A	15	9	10	6	4	44
22.	PAA	15	7	8	8	3	41
23.	RM	14	10	7	8	3	42
24.	RD	20	12	13	14	4	63
25.	SOS	13	15	8	7	4	47

26.	SM	14	8	7	8	3	40
27.	SA	18	9	7	9	4	47
28.	SIS	18	11	11	15	4	59
29.	SAS	17	7	7	11	4	46
30.	YF	19	14	12	12	4	61
SUM							1.543
MEAN							51.43

Tabel 4.2
The Score of Post-test of the Experimental Group

No.	Students' initial	Indicators					Score
		C	V	O	Lu	M	
1.	AVS	23	15	12	21	4	75
2.	APS	25	12	11	12	4	64
3.	AA	27	16	17	19	4	83
4.	AF	26	15	12	18	4	75
5.	BRS	25	13	12	18	4	72
6.	CCP	27	16	16	17	5	81
7.	DSUS	29	15	12	19	5	80
8.	EF	23	15	12	10	4	64
9.	FH	25	15	18	20	5	83
10.	FA	25	14	13	16	4	72
11.	FWP	25	14	15	18	4	76
12.	FN	28	17	16	17	5	83
13.	FT	27	13	14	18	5	77
14.	FA	25	16	16	18	4	79
15.	JPA	26	12	14	18	4	74
16.	LMWS	26	15	14	18	4	77
17.	MJ	25	15	15	20	4	79

18.	MT	22	15	12	19	4	72
19.	NP	22	12	12	19	4	69
20.	NA	26	12	15	12	4	69
21.	PA	24	17	17	20	5	83
22.	PAA	20	15	12	15	3	65
23.	RM	27	16	17	15	5	80
24.	RD	26	17	15	20	5	83
25.	SOS	25	15	16	12	5	73
26.	SM	15	15	13	18	5	66
27.	SA	24	15	14	12	4	69
28.	SIS	25	17	18	19	5	84
29.	SAS	22	15	8	18	4	67
30.	YF	27	15	16	20	5	83
SUM							2.257
MEAN							75.23

APPENDIX 6

Tabel 4.3
The Score of Pre-test of the Control Group

No.	Students' initial	Indicators					Score
		C	V	O	Lu	M	
1.	AY	24	13	14	18	5	74
2.	FZS	16	14	11	11	4	56
3.	HPF	13	7	6	7	3	36
4.	HS	13	9	8	13	3	46
5.	HS	12	7	5	8	3	35
6.	IL	13	9	8	9	3	42
7.	ID	14	7	8	10	4	43
8.	JH	15	10	5	12	4	46
9.	LIS	12	9	6	8	4	39
10.	MT	13	8	8	11	3	43
11.	MS	13	7	7	11	4	42
12.	MW	26	15	15	18	5	79
13.	NS	15	7	7	10	3	42
14.	NJ	15	8	6	6	3	38
15.	NF	13	8	7	11	4	43
16.	PWN	17	8	7	13	4	49
17.	RP	13	8	8	12	3	44
18.	RF	17	7	8	11	3	46
19.	RU	15	8	7	11	4	45
20.	RY	21	12	12	18	4	67
21.	RPS	18	12	8	11	5	54
22.	R D	14	6	6	7	3	36
23.	SR	16	6	11	11	4	48
24.	SDS	15	11	8	11	4	49
25.	SM	16	7	8	9	4	44

26.	WY	13	7	7	12	4	43
27.	KK	18	11	8	18	4	59
28.	TK	16	8	8	7	4	43
29.	WW	21	12	12	15	4	64
30.	ZAZ	14	8	8	18	4	52
SUM							1.447
MEAN							48.23

Tabel 4.4
The Score of Post-test of the Control Group

No.	Students' initial	Indicators					Score
		C	V	O	Lu	M	
1.	AY	23	16	16	20	5	80
2.	FZS	23	12	8	18	4	65
3.	HPF	24	16	14	12	4	70
4.	HS	21	6	11	18	4	60
5.	HS	18	11	12	11	3	55
6.	IL	19	12	13	12	4	60
7.	ID	28	16	13	18	5	80
8.	JH	28	18	17	19	5	87
9.	LIS	19	14	11	16	4	64
10.	MT	24	13	14	19	4	74
11.	MS	16	13	9	11	4	53
12.	MW	26	16	17	22	5	86
13.	NS	22	13	14	14	4	67
14.	NJ	22	13	13	11	3	62
15.	NF	22	14	8	18	4	66
16.	PWN	22	12	11	11	4	60
17.	RP	26	16	13	22	5	82

18.	RF	25	11	11	14	4	65
19.	RU	27	17	16	21	4	85
20.	RY	22	16	13	17	4	72
21.	RPS	27	16	16	19	4	82
22.	RD	22	16	16	13	4	71
23.	SR	27	16	15	18	5	81
24.	SDS	27	17	15	19	5	83
25.	SM	17	12	9	13	4	55
26.	WY	24	13	12	11	4	64
27.	KK	27	13	12	11	4	67
28.	TK	19	12	9	11	3	54
29.	WW	22	12	13	18	4	69
30.	ZAZ	23	14	12	11	4	64
SUM							2.083
MEAN							69.43

APPENDIX 7

Table 4.5

The Differences between Pre-test and Post-test of Experimental Group

No.	Students' Initial	Pre-Test (X ₁)	Post-Test (X ₁)	ΣX_1^2	ΣX_2^2
1.	AVS	56	75	3.136	5.625
2.	APS	46	64	2.116	4.096
3.	AA	60	83	3.600	6.889
4.	AF	51	75	2.601	5.625
5.	BRS	48	72	2.304	5.184
6.	CCP	66	81	4.356	6.561
7.	DSUS	70	80	4.900	6.400
8.	EF	48	64	2.304	4.096
9.	FH	60	83	3.600	6.889
10.	FA	64	72	4.096	5.184
11.	FWP	38	76	1.444	5.776
12.	FN	39	83	1.521	6.889
13.	FT	50	77	2.500	5.929
14.	FA	45	79	2.025	6.241
15.	JPA	40	74	1.600	5.476
16.	LMWS	65	77	4.225	5.929
17.	MJ	58	79	3.364	6.241
18.	MT	66	72	4.356	5.184
19.	NP	38	69	1.444	4.761
20.	NA	45	69	2.025	4.761
21.	P A	44	83	1.936	6.889
22.	PAA	41	65	1.681	4.225
23.	RM	42	80	1.764	6.400
24.	RD	63	83	3.969	6.889
25.	SOS	47	73	2.209	5.329
26.	SM	40	66	1.600	4.356
27.	SA	47	69	2.209	4.761
28.	SIS	59	84	3.481	7.056
29.	SAS	46	67	2.116	4.489
30.	YF	61	83	3.721	6.889
Total		$\Sigma X_1 = 1.543$	$\Sigma X_2 = 2.257$	$\Sigma X_1^2 = 82.203$	$\Sigma X_2^2 = 171.019$

Table 4.6

The Differences between Pre-test and Post-test of Control Group

No.	Students' Initial	Pre-Test (X ₁)	Post-Test (X ₁)	ΣX_1^2	ΣX_2^2
1.	AY	74	80	5.476	6.400
2.	FZS	56	65	3.136	4.225
3.	HPF	36	70	1.296	4.900
4.	HS	46	60	2.116	3.600
5.	HS	35	55	1.225	3.025
6.	IL	42	60	1.764	3.600
7.	ID	43	80	1.849	6.400
8.	JH	46	87	2.116	7.569
9.	LIS	39	64	1.521	4.096
10.	MT	43	74	1.849	5.476
11.	MS	42	53	1.764	2.809
12.	MW	79	86	6.241	7.396
13.	NS	42	67	1.764	4.489
14.	NJ	38	62	1.444	3.844
15.	NF	43	66	1.849	4.356
16.	PWN	49	60	2.401	3.600
17.	RP	44	82	1.936	6.724
18.	RF	46	65	2.116	4.225
19.	RU	45	85	2.025	7.225
20.	RY	67	72	4.489	5.184
21.	RPS	54	82	2.916	6.724
22.	R D	36	71	1.296	5.041
23.	SR	48	81	2.304	6.561
24.	SDS	49	83	2.401	6.889
25.	SM	44	55	1.936	3.025
26.	WY	43	64	1.849	4.096
27.	KK	59	67	3.481	4.489
28.	TK	43	54	1.849	2.916
29.	WW	64	69	4.096	4.761
30.	ZAZ	52	64	2.704	4.096
Total		$\Sigma X_1 = 1.447$	$\Sigma X_2 = 2.083$	$\Sigma X_1^2 = 73.209$	$\Sigma X_2^2 = 147.741$

Standard Deviation of X Pre Test Experimental Group

To calculate standard deviation, we need a helping table as follows:

No.	N	X ²
1.	56	3.136
2.	46	2.116
3.	60	3.600
4.	51	2.601
5.	48	2.304
6.	66	4.356
7.	70	4.900
8.	48	2.304
9.	60	3.600
10.	64	4.096
11.	38	1.444
12.	39	1.521
13.	50	2.500
14.	45	2.025
15.	40	1.600
16.	65	4.225
17.	58	3.364
18.	66	4.356
19.	38	1.444
20.	45	2.025
21.	44	1.936
22.	41	1.681
23.	42	1.764
24.	63	3.969
25.	47	2.209
26.	40	1.600
27.	47	2.209
28.	59	3.481
29.	46	2.116
30.	61	3.721
Jumlah	1.543	82.203

Standard Deviation of X Post Test Experimental Group

To calculate standard deviation, we need a helping table as follows:

No.	N	X ²
1.	75	5.625
2.	64	4.096
3.	83	6.889
4.	75	5.625
5.	72	5.184
6.	81	6.561
7.	80	6.400
8.	64	4.096
9.	83	6.889
10.	72	5.184
11.	76	5.776
12.	83	6.889
13.	77	5.929
14.	79	6.241
15.	74	5.476
16.	77	5.929
17.	79	6.241
18.	72	5.184
19.	69	4.761
20.	69	4.761
21.	83	6.889
22.	65	4.225
23.	80	6.400
24.	83	6.889
25.	73	5.329
26.	66	4.356
27.	69	4.761
28.	84	7.056
29.	67	4.489
30.	83	6.889
Jumlah	2.257	171.019

Table 4.7**Calculating Correlation Product Moment between X1 and X2**

No.	ΣX_1	ΣX_2	ΣX^2	ΣY^2	ΣXY
1.	56	75	3.136	5.625	4.200
2.	46	64	2.116	4.096	2.944
3.	60	83	3.600	6.889	4.980
4.	51	75	2.601	5.625	3.825
5.	48	72	2.304	5.184	3.456
6.	66	81	4.356	6.561	5.346
7.	70	80	4.900	6.400	5.600
8.	48	64	2.304	4.096	3.072
9.	60	83	3.600	6.889	4.980
10.	64	72	4.096	5.184	4.608
11.	38	76	1.444	5.776	2.888
12.	39	83	1.521	6.889	3.237
13.	50	77	2.500	5.929	3.850
14.	45	79	2.025	6.241	3.555
15.	40	74	1.600	5.476	2.960
16.	65	77	4.225	5.929	5.005
17.	58	79	3.364	6.241	4.582
18.	66	72	4.356	5.184	4.752
19.	38	69	1.444	4.761	2.622
20.	45	69	2.025	4.761	3.105
21.	44	83	1.936	6.889	3.652
22.	41	65	1.681	4.225	2.665
23.	42	80	1.764	6.400	3.360
24.	63	83	3.969	6.889	5.229
25.	47	73	2.209	5.329	3.431
26.	40	66	1.600	4.356	2.640
27.	47	69	2.209	4.761	3.243
28.	59	84	3.481	7.056	4.956
29.	46	67	2.116	4.489	3.082
30.	61	83	3.721	6.889	5.063
Total	1.543	2.257	82.203	171.019	116.888

