DEVELOPING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT BY USING SEQUENCE PICTURES

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Abstract

Jusman, (A 121 08 110) Developing Students' Skill in Writing Procedure Text by Using Sequence Pictures of the Ninth Grade Students at SMP Negeri 8 Pasangkayu under supervision of Mochtar Marhum and Muhsin. The objective of this research was to find out whether the use of sequence pictures can improve writing ability of the ninth grade students at SMP Negeri 8 Pasangkayu. This research employed true experimental design. It involved two class: experimental and control class. The sample of this research was the ninth grade students at SMP Negeri 8 Pasangkayu. It was selected with a random sampling technique. The instrument of data collection was a test which was given and distributed to the research sample as pre-test and post-test. The pre-test was given before the treatment to measure the students' basic knowledge and the post-test was administered after conducting 8 meetings of treatment to measure the improvement of students' writing skill. The means score of the students of experimental class in pre-test is 5.13 and post-test is 6.57, while the mean score of control class in pre-test is 4.92 and post-test is 5.93. By applying 0,05 level of significance and 48 (25 + 25 − 2) degree of freedom (df), the researcher found that the t-counted value (3.14) was greater than t-table value (1.992). It means that the hypothesis of this research was accepted. It indicated that the students' writing skill in procedure text can be developed through sequence pictures.

Keywords: Developing, Writing Skill, Procedure Text, Sequence Pictures.

INTRODUCTION

Writing is a process of transferring idea, feeling, and thought into written form by giving more attention to the use of language as correctly as possible. Brown (2001:336) defines "Writing is a thinking process, writers produce final written products based on their thinking after the Researchers go through the thinking process". In other words, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language, so it can be shared with others.

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Meyers (2005:2) defines:

> Writing is a way to procedure language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

Writing is more complicated than the other skills because writing deals with mixture of idea, vocabulary, and grammar. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing need to be mastered such as organization, mechanics, and grammar. Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences which grammatically linked. Furthermore, the purposes of their writing will be delivered well. Writing is very important to learn by the students because it is used extensively in higher education and in the workplace. If the students do not know how to express their ideas in writing, they will not be able to communicate well with other people in the written communication.

In fact, most of the students at SMP Negeri 8 Pasangkayu face difficulties in starting their writing. They did not know to write supporting ideas and use incorrect English form in their writing. It is caused by the fact that the students are not motivated to write in English and most of them think that writing is a difficult thing to do and makes them bored. So, they often make errors in English form when they are writing, such as grammatical errors, wrong choice of vocabulary, and it is difficult for them to get and express their idea.

There are two causes that make the students' writing difficult to create good writing especially in writing procedure text. The first, the students are not familiar with the characteristics of the procedure text. The second, the students are not familiar to use English in their communicative activities especially in written form. Most of students use their mother tongue to communicate in their daily life and it make them difficult to express their ideas.

In conducting this research, the researcher conducted an experimental research to develop students' ability in writing procedure text. In this case the researcher used pictures to support the students in writing procedure text. Pictures expected to minimize the

students' difficulties in writing procedure text. From the picture the students know or at least have imagination of the situation appearing.

The pictures are like stimulus to produce words sentence, or even expression which is important to create a paragraph. Furthermore, pictures prevent the students' boring. If the students are interested in what they do, they automatically will keep enjoying to learn the lesson in the classroom. Moreover, the type of the pictures is sequence pictures which provide several pictures in relation to each other that reflect chronological events, procedures, or steps from the first to the last, from the beginning to the end systematically.

The sequence pictures are appropriate to give direction of ideas and clues of processes, steps, and procedures of something. So, the sequence pictures enable the students more understand and the teaching and learning process, of course will be fun, attractive, relaxed, and quicker.

METHODOLOGY

This research was a true-experimental research. The researcher employed pre-test and post-test design as proposed by Arikunto (2006:85) as follow:

$$E = O_1 \qquad X \qquad O_2$$
$$K = O_3 \qquad - \qquad O_4$$

Where:
E : experimental class
K : control class
O_1 : Pre-test for experimental class
O_2 : Post-test for experimental class
O_3 : Pre-test for control class
O_4 : Post-test for control class
X : Treatment

The sample of this research was IX A and IX B, while the population of this research was the ninth grade students of SMP Negeri 8 Pasangkayu. The ninth grade students in this school were divided into three classes. There were three classes; they were IX A, IX B, IX C the total number of population was 75 students.

In conducting this research, the researcher used two kinds of test as the main instrument that included non-test and test. The non-test was observation, while the test was pre-test and post-test. Observation was conducted before pre-test, the aim of the observation was to know what happen during the teaching and learning process. Pre-test

was given before treatment to measure prior knowledge of the students. Post-test was given after conducting treatment.

The treatment was conducted after the student took pre-test in order to measure the students' progress in writing procedure text. It was conducted for eight meetings. Post-test is the test used to measure the students ability in writing procedure text after receiving treatment, the test kind and difficulty level used in the post-test was the same with the test used in the pre-test.

To find the result both of the classes the researcher used statistical analysis. Firstly the researcher computed the individual score by applying the formula proposed by Arikunto (2006:240):

$$\sum = \frac{x}{n} \text{ x } 100$$

Where:
$\sum$ = Standard Score
x = Obtain Score
n = Maximum Score
100 = Constant Number

Secondly, the researcher computed the mean score of the students in pre-test and post-test by using formula recommended by Arikunto (2006:313) as follow

    a. The formula is used for experimental class

$$Mx = \frac{\sum x}{N}$$

    b. The formula is used for control class

$$My = \frac{\sum y}{N}$$

Where:
Mx = mean score of experimental class
My = mean score of control class
$\sum x$ = sum of score for experimental class
$\sum y$ = sum of score for control class
N = the number of students

Next, the researcher computed the sum of squared deviation by employing formula proposed by Arikunto (2006:312) as follows:

a. The formula for experimental class $\sum x^2 = \sum x^2 - (\frac{\sum x^2}{N})$

b. The formula for control class $\sum y^2 = \sum y^2 - (\frac{\sum y^2}{N})$

Where:
$\sum x^2$ = the square deviation for experimental class
$\sum y^2$ = the square deviation for control class
N   = number of students

Finally, the researcher computed the result of the mean score and square deviation to know the significant difference between the control class and the experimental class one by using the formula proposed by Arikunto (2006:311)

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:
t   = value of t-counted
Mx = mean deviation of experimental class
My = mean deviaton of control class
$\sum x^2$ = Square deviation of experimental class
$\sum y^2$ = Square deviation of Control class
N   = number of students

FINDINGS

The researcher analyzed data by calculating the deviation and score deviation of pre-test and post-test for experimental class and control class. The result deviation and square deviation can be seen in the following tables:

Table 1

Students' Score and Deviation in Pre-test and Post-test of Experimental class

No	Initial Name	Students Standard Score		Deviation	X^2
		Pre-test (X_1)	Post-test (X_2)		
1	Adr	5.2	7.2	2	4
2	Arf	5.6	7.2	1.6	2.56
3	Ayn	5.2	6.8	1.6	2.56
4	Deb	5.2	7.2	2	4
5	Dar	4.8	6.4	1.6	2.56
6	Fan	5.6	7.6	2	4
7	Fil	5.2	6.4	1.2	1.44
8	Fer	5.6	6.8	1.2	1.44
9	Har	5.6	6.8	1.2	1.44
10	Has	6	6.8	0.8	0.64
11	Ind	4.4	5.2	0.8	0.64
12	Irm	5.2	6.4	1.2	1.44
13	Len	5.2	7.2	2	4
14	Meg	5.6	7.6	2	4
15	Mis	4.8	6	1.2	1.44
16	Mua	4.4	6.4	2	4
17	Nov	5.6	6	0.4	0.16
18	Nur	3.6	6.4	2.8	7.84
19	Raz	4.8	5.6	0.8	0.64
20	Ris	3.2	4.8	1.6	2.56
21	Ism	5,6	6,4	0,8	0,64
22	San	5,6	7,2	1,6	2,56
23	Sar	5,6	6,4	0,8	0,64
24	Suk	5,2	7,2	2	4
25	Sus	5,6	6,4	0,8	0,64
	Total	122.2	145.2	36	59.84

Based on the result of experimental class above, it was shown that only one student got lowest score 0.16 and the highest score 7.84, while in the control class there are four students got the lowest score 0.16 and the highest score 2.56. The result of deviation and square deviation for control class can be seen below:

Table 2

Deviation and square deviation of pre-test and post-test of control class

| No | Initial Name | Students Standard Score | | Deviation (Y) | Y^2 |
		Pre-test (Y_1)	Post-test (Y_2)		
1	Sit	4	5.6	1.6	2.56
2	Mag	5.6	6.4	0.8	0.64
3	Ros	5.2	6.4	1.2	1.44
4	Ald	4.8	6.4	1.6	2.56
5	Sin	5.2	6	0.8	0.64
6	Reg	4.4	5.6	1.2	1.44
7	Fir	4.4	6	1.6	2.56
8	Fak	6	6.8	0.8	0.64
9	Mor	5.2	5.6	0.4	0.16
10	Rid	4.4	4.8	0.4	0.16
11	Fit	6	7.2	1.2	1.44
12	Del	4.4	5.6	1.2	1.44
13	Ika	4.8	5.2	0.4	0.16
14	Alf	5.2	5.6	0.4	0.16
15	Rei	2.8	4.8	2	4
16	Tis	5.2	6	0.8	0.64
17	Ast	5.6	6.8	1.2	1.44
18	Bud	5.2	6	0.8	0.64
19	Irw	4	4.8	0.8	0.64
20	Hen	5.6	6.8	1.2	1.44
21	Ran	5.6	6	0.4	0.16
22	Asr	5,2	6	0,8	0,64
23	Ern	5,6	6,4	0,8	0,64
24	Haj	4,4	5,2	0,8	0,64
25	Hus	4,4	6,4	2	4
	Total	123.2	148.4	25.2	30,88

After obtaining the deviation and square deviation of experimental class and control class, the researcher calculated the mean deviation score both of classes by using the formula below:

Formula for experimental class: $M_X = \dfrac{\sum y}{n} = \dfrac{36}{25} = 1{,}44$

Formula for control class : $M_y = \dfrac{\sum y}{n} = \dfrac{25{,}5}{25} = 1$

Then, the researcher analyzed the data and found the t-counted was 3,14. Degree of freedom (df) of the table is NX + NY − 2 = 25 + 25 − 2 = 48 by applying 0.05 level of significance. Because there is no df (48) in the table, the researcher computed it by using interpolation in order to find out the value of t-table as follow:

t-table $= \frac{a}{b} \times c$

Where: a = 48 − 40

   = 8

   b = 60 − 40

   = 20

   c = 40 → 2.021

   60 → 2,00

   = 2.00 − 1.98

   = 2,021 − 2,00

   = 0,02

By using df 0.05 level significance 52, n = 2.000 − 0.008 = 1.992

After analyzing the data of the test by using t-test formula, the researcher found that the t-counted was 3.14. To know the significant difference between the pretest and posttest means scores, the researcher compared the value of t-counted with the value of t-table. Degree of freedom (df) of the table is 25 + 25 − 2 = 48.

From the calculation above, it was known that the value of t-table was 0.008. It proved that the t-counted (3,14) was higher than the value of t-table (1.992).

DISCUSSION

Based on the result of the students pretest it can be seen that most of students got low score. The highest score of experimental group on pretest was 6.0 and the lowest score was 3.2. The percentage of students who got score in pre-test lower than 6.0 was 96%, it indicated that only one student (4%) who got equal to 6.0. In pre-test there were 2 (8%) students who got lowest score. The researcher found that the mean score of experimental

group on pretest was 5.13. It indicated that most of the students did not know well not only how to make a paragraph but also the use of mechanics writing (punctuation, capitalization, and spelling).

In contrast to the pretest result, the students' score for posttest was increased. There were 3 students who got lowest score, the lowest score was 4.8 and there were 22 students who got the highest score, the highest score was 7.6. The Researcher found that the mean score of posttest was 6.57. In other words, the percentage of students who got lowest score was 12% and there were 88% students who got equal or higher than the standard score 6.0, it means that there is an improvement of students' writing skill. They already knew how to make procedure text and the use of mechanics writing.

The students' skill in writing procedure skill was totally developed. Generally all of students achieved the English standard score. The standard score for English subject in SMP Negeri 8 is 6.0. While the students' mean score on posttest 6.54. But, they must study harder to achieve higher score and know well how to make a good paragraph.

In relation to the previous research that has done by Arasyid (2012) which the title of her research was "Using Serial Pictures to Improve the Ability of the Seventh Year Students of SMP Santo Paulus Palu in Writing Chronological Paragraph" it was shown that, pictures is one of good media and useful in teaching and learning writing process. Picture can make the students easier to arrange sentences into good paragraph and not difficult to write their ideas and express their opinion. Harmer (2004:67) states that, picture is often used to present situation for grammar and vocabulary work. Moreover by using sequence pictures, the students can be encouraged to write because it is very helpful. Harmer (2004:62) states that, Picture can awake creativity of the students who are stimulated by visual input.

The researcher found the students' ability in English was poor before the treatment done. He made the treatment 8 meetings. The material taught to the students was how to make procedure text by using sequence pictures. Indeed, not only the media effective, but also the time for teaching and the continuity material will determine the students' understanding about English.

CONCLUSION AND SUGGESTIONS

Based on the findings of this research, the conclusion was the use of sequence pictures can improve the students' skill in writing procedure text. It would be more effective when it was combined with the teachers' good explanation. The use of this technique could attract the students' attention in teaching and learning process as well. It was supported by the mean score between pretest and posttest. The mean score of the posttest (6.57) was higher than the pretest (5,13). It also was proved by the t-counted value (3.14) which was higher than the t-table (1.992). It showed that the mean of post-test after the treatment using sequence pictures was better than the mean of pre-test

Considering the result of the research, some suggestion are addressed to teachers and students. Teachers should use media such as sequence pictures in teaching and learning process especially in writing n because it has been proven to significantly develop students' skill in writing procedure.

For the students, they should study harder and do more exercise and practice in writing. The students also should master more vocabulary and understand well about mechanics of writing to help them to constructs sentences in writing. The students, should study harder and do more exercise and practice in writing. The students also should master more vocabulary and understand well about mechanics of writing to help them to constructs sentences in writing.

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