SEQUENCES PICTURE AS TEACHING MEDIUM TO TEACH PROCEDURE TEXT IN THE WRITING CONTEXT

Elin Novi Herlina[1], Rama Dwika Herdiawan[2], Rahma Ilyas[3]

Department of English Education, Faculty of Teacher Training and Education, University of Majalengka
[1]*elinnovi27@gmail.com*, [2]*ramadwika@gmail.com*, [3]*rahma.rs596@gmail.com*

Abstract: Writing becomes an important skill to learn, but it is not easy to mastering this skill. Based on the statement, in this research, the reseacher explained the suitable media to teach writing using sequences picture. The objective of this reserach are to find out the difference of writing skills of procedure texts by using sequences picture medium and conventional medium for the eight grade of SMP N 1 Sindang in the academic year of 2019/2020. The research was quasi-experimental design. The sample of the research consisted the students of Grade VIII B as experimental class with 25 students and VIII C as control class with 25 students. The data collection technique were used test. The data analysis technique in this research was using t-test statistical formula. The result of this research is there was a difference writing skills of procedure text between experimental class and control class. It could be proven by the mean of post-test. The mean of post-test of experimental class was 69.72 and post-test of control class was 57,56 and there was significant difference writing skills of procedure text with using sequences picture. T-test was 3,7 and t-table was 2.01. T-test is higher than t-table, so Ho is rejected. Based on the data analysis, it can be concluded that sequences picture is effective to teach procedure text.

Keywords : *Sequences Picture, Teaching Medium, Procedure Text*

INTRODUCTION

Writing is one of skills that should be learned by English learners. According to Nunan (2003:88) states that writing is an activity to put the ideas into writing text. In the context of education, writing becomes an important skill to learn, but it is not easy to mastering this skill. Richards and Renandya (2002: 303) state that writing is the most difficult skill for second or foreign language learners to understood.

Writing is more complex in that it tests a person's ability to use a language and the ability to express ideas. As a result, a person needs to write not only coherently but correctly, which requires more time and effort (Liu and Braine, 2005: 623-624). This difficulty of writing leads students to be more susceptible to producing errors. Writing

has to be thaught through formal instruction like spelling, punctuation, capitalization and paragraphing. It means that writing does not come naturally but rather gained through continuous effort and much practice, it becomes a complex skill.

Based on the explanation above, English teachers need to find the solution to solve the students' problems in writing especially in procedure text. The teachers can use media in teaching and learning process. Media is a tools such as video, picture, audio or audio visual that is used to deliver the information (Arsyad 2009). In this research, the researcher uses a sequences picture as a media to teach writing procedure text. Spivey cited in Farisha (2016) explain that sequencing is the process of putting events, ideas, and objects in a logical order. Sequences picture can help students to generate the idea. Yunus cited in Rahayu (2016) states that sequence picture is a picture that shows the story or event in cronological order. Hence, its main function is to tell a story or sequence of events. Because sequence picture contains a story or a sequence of events, they can help students to generate and develop their ideas. They can also help the students to organize their writing as they consist of a series of pictures that can help them to see the steps and the order. They will help the students to develop their imagination and integrate their paragraphs to produce a coherent and well-organized writing.

Considering the background of study explain above, there is no doubt that sequence picture will be very helpful for students in the learning process in writing. Considering the positive contribution of the sequence picture in teaching writing, therefore, the writer formulates a research with the title: " Sequences Picture as Teaching Medium to Teach Procedure Text in the Writing Context".

METHOD

This study was quantitative. The writer appllied quasi-experimental design for this research. The sample included of two classes: experimental and control class. Creswell (2012) stated there are two types between group design of quasi-experimental. Those are Pre- and Posttest Design and Posttest-Only Design. The both of classes were given the both of designs; pre-test and post-test design.

The population of this research was the second year students of SMPN 1 Sindang. There were four classes of class VIII and each class consists of 25 students.

All of those classes have equals ability in general. A class was taken as a sample of this research, an experimental class. In determining the experimental class.

The samples of this research are the eighth grade B and the eight grade C of SMPN 1 Sindang, Majalengka in the academic year 2019/2020. The number of students of each class is 25 students. So, the total number of the students in both classes is 50 students. The eight B is for experimental class and the eight C is for the control class. The experimental class was taught using picture sequence media while the control class was taught using traditional media that was a command.

To collect the data the researcher used pretest and postest, the pretest was use to know the students' ability before the treatment and the postest given after the treatment to know the improvement students' writing skill by using sequences picture.

The calculation of the research was using statistical formula with calculated t-test to find the differences data between experimental class and control class.

FINDINGS AND DISSCUSION

Findings

The implementation of sequences picture in teaching procedure text be seen from differences between student' writing ability before and after the treatments.

a. The Result of Pre-test

Pre-test was conducted to measure students' previous achievement in writing skill before conducting the treatment. The pre-test score was conducted toward students which consist of 25 students. The test was aimed to ensure that the students ability employed in the research were equal. In order to find out data about the students' writing skill achievement in experimental group, the writer asks the students to make a procedure text based on the animation of making an avocado juice.

Below is students' test result before treatment :

1) The calculation of the pre-test experimental class:

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

$$Mx = \frac{1.644}{25}$$

$$Mx = 65.76$$

2) The calculation of the pre-test of control class:

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

$$Mx = 1.432$$

25   Mx= 57.28

From the calculation, the researcher got the value of pretest at experimental class is 67,76 and the control class is 57,28.

b. Treatment

The treatment were applied in experimental group which is assigned to using sequences picture medium. The treatmentwas two meeting with the task about how to make a manggo juice and lemon tea ice.

These treatments were expected to increase students' writing skill. The writer observed increases of students' achievement in each treatment.

c. The Result of post-test

Post-test was conducted to both groups to find out the progress of students in writing skill after the treatment finished the result of data analysis can be describe as follow :

1) The experimental class using sequences picture

In the experimental class the data analysis can be described as follows :

The calculation of the post-test:

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

$$Mx = \frac{1.743}{25}$$

$$Mx = 69.72$$

2) The control class using conventional media

In the control class the data analysis can be described as follows :

The calculation of the post-test:

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

$$Mx = \frac{1.439}{25}$$

$$Mx = 57.56$$

From the calculation, the researcher got the value of posttest at experimental class is 69,72 and the control class is 57,56. Then, reasearcher calculated them based on the steps of t-test. The formulation as follows:

a. Determining Mean of posttest variable X, with formula :

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{1743}{25}$$

$$M_x = 69.72$$

b. Determining Mean of posttest variable Y, with formula :

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{1439}{25}$$

$$M_y = 57.56$$

c. Determining of Quadrant Standard of Deviation score of variable X, with formula :

$$SD^2_{M_x} = \frac{SD^2_x}{N-1}$$

$$SD^2_{M_x} = \frac{28.04}{24}$$

$$SD^2_{M_x} = 1.17$$

d. Determining of Quadrant Standard of Deviation score of variable Y, with formula :

$$SD^2_{My} = \frac{SD^2_y}{N-1}$$

$$SD^2_{M_y} = \frac{104.4}{24}$$

$$SD^2_{M_y} = 4.35$$

The Quadrant of standard deviation in control class is 4.35.

e. Determining of Standar Deviation score of variable X, with formula :

$$SD_{M_x} = \sqrt{SD^2_{M_x}}$$

$$SD_{M_x} = \sqrt{1.17}$$

$$SD_{M_x} = 1,08$$

f. Determining of Standar Deviation score of variable Y, with formula :

$$SD_{M_y} = \sqrt{SD^2_{M_y}}$$

$$SD_{M_y} = \sqrt{4.35}$$

$$SD_{M_y} = 2.08$$

g. Find r_{xy}

$$r_{xy} = \frac{\sum XY - \left[\frac{\sum XY}{N}\right]}{\left(\sum X^2\right)\left(\sum Y^2\right) - \left[\frac{\left(\sum x^2\right)\left(\sum y^2\right)}{n}\right]}$$

$$r_{xy} = \frac{1743x1439 - \left[\frac{(1743)(1439)}{25}\right]}{(710)(2610) - \left[\frac{(710)(2610)}{25}\right]}$$

$$= \frac{2508177 - \left[\frac{2508177}{25}\right]}{1853100 - \frac{[1853100]}{25}}$$

$$= \frac{2508177 - 100327,08}{1853100 - 74124}$$

$$= \frac{2407849,92}{1778976}$$

$$= 1,35$$

h. Determining $t_{observed}$ with formula :

$$t = \frac{M_x - M_y}{\sqrt{\left(SD_{M_x}^2 + SD_{M_y}^2\right) - 2r_{xy}\left(SD_{M_x}\right)\left(SD_{M_y}\right)}}$$

$$= \frac{69,72 - 57,56}{\sqrt{(1,17 + 4,35) - 2x1,35(1,08)(2,08)}}$$

$$= \frac{12,16}{\sqrt{(5,52) - 2.7(1,08)(2.08)}}$$

$$= \frac{12,16}{\sqrt{(5,52) - (2,91)(5,61)}}$$

$$= \frac{12,16}{\sqrt{(5,52) - (16,32)}}$$

$$= \frac{12,16}{\sqrt{10,8}}$$

$$= \frac{12,16}{3,28}$$

$$= 3,7$$

From the calculation above, the researcher got the result of $t_{observed}$ is 3,7. Then the researcher found the degree of freedom

df $= (N_1 + N_2) - 2$

$= (25+25) - 2$

$= 48$

Because the value of 48 is not mentioned in the table, the researcher uses the closed value to 48 which is 50 as degree of freedom. The researcher gained the t_{table} as follow :

Degree of significant 0,05 from 48 is 2,01

The researcher also got the result of comparison between $t_{observed}$ and t_{table} :

3,7 > 2,01 = $t_{observed}$ > t_{table}

Relevant with previous studies that expalin by Farisha (2016) and apsari (2017), which the final result of both previous studies was sequences picture medium is effective for students to get good value in writing procedure text.

Discussion

Based on the management data analysis, obtained the result or reasearch findings as follow : there is significant about differences score between students' ability with sequences picture and without sequences picture. According to previous research from Farisha (2016), the study revealed that sequences picture is effective particulary in helping students find ideas in writing, improving their writing fluently and building their writing habbit. It supporting by Apsari (2017), who states that sequences picture is a very effective strategy for the whole teaching learning process.

In this discussion, the analysis has accomplished in order to answer the research statement Based on the background of study above, the research question of the research is as follows: "How effective is sequences picture used to teach procedure text in the writing context at eighth grade of SMPN 1 Sindang in academic years 2019/2020?". From the analysis, the reseacher got the result that sequences picture is effective media to teach procedure text at eight grade of SMPN 1 Sindang. It can be seen from the result of post-test in experimental class shows that the mean score is 69.72 with range score between 62 and 82. The post-test in control class shows that the mean score is 57.56 with range score between 51 and 70. Therefore, the the difference mean data of both class is 12,16 the score experimental class is more higher that control class. Therefore, the the difference mean data of both class is 12,16 the score experimental class is more higher that control class. It was known the statistical result shows   that $t_{observed}$ is 3,7 while t_{table} is 2,01 in the significance level of 0,05. Its mean that sequences picture is effective to teach procedure text.

CONCLUSIONS

Based on the previous theoretical review and data analysis, the inferences of this graduating paper are drawn as follows:

1. The implementation of sequences picture was effective to improve students' writing skills. It could be seen from the improvements of students' writing score between experimental class and control class. The result of post-test in experimental class is 69,72 and post-test in control class is 57,56. The difference of both class is significant with difference score 12,16. Sequences picture media also improved the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect.

2. There is significant difference of writing skill mastery of procedure text of eight grade students after they taught by using sequences picture. T-test is 3,7 and t-table is 2.01. T-test is higher than t-table, so Ho is rejected.

REFERENCES

Arsyad, Azhar. 2009. Media Pembelajaran. Jakarta: Rajawali Pers.

Liu, M., & Braine, G. (2005). *Cohesive features in argumentative writing produced by Chinese undergraduates.*

Nunan, (2003). *Practical English Language Teaching*. Singapore: McGraw Hill.

Richards, J.C. and Renandya, W.A. (Ed.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Wening, Rahayu Hesti. 2016. The Role of Picture Series in Improving Students' Writing Ability. *International Conference On Education*.

Baso, Farisha Andi. 2016. Using Sequence Picture Technique To Increase The Students Writing Ability At First Grade Of Sman 1 Sungguminasa. *Jurnal Perspektif*. 1(2): 111.

Naz, Hasan Akhtar, and Akbar, Rafaqat Ali. 2013. Use of Media for Effective Instruction its Importance: Some Consideration. *Journal of Elementary Education*. 18(1-2): 35-40.

Novriana, Hana. 2018. A Preliminary Study of Implementing Writing E-Journal   as Self Assessment to Promote Students' Writing Skill. *2 nd English Language and Literature International Conference (ELLiC) Proceedings*.   2(2579): 217.

Schacter, John. 2009. *The Master Teacher Series Descriptive Writing*, (online), Teaching Doctors: (www.teachingdoctors.com), retrieved December, 16,   2013.

Spivey, M., Grosjean, M., & Knoblich, G. (2005). Continuous attraction toward phonological competitors. *Proceedings of the National Academy of Sciences*, 102, 10393-10398