

THE EFFECT OF USING SEQUENCE PICTURE ON STUDENTS' WRITING DESCRIPTIVE TEXT AT THE XI STUDENTS OF SMA SWASTA KAMPUS PADANGSIDIMPUAN

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Abstract : *The purpose of this study was to find out: 1) to know the extent of using sequence picture on students 'writing descriptive text at the XI student of SMA Swasta Kampus Padangsidimpuan in 2020/2021 Academic Year, 2) to know the extent of the students' writing descriptive text before and after using sequence picture on students 'writing descriptive text at the XI student of SMA Swasta Kampus Padangsidimpuan in 2020/2021 Academic Year, 3) to find out whether there is any significant effect of using sequence picture on students' writing descriptive text at the XI student of SMA Swasta Kampus Padangsidimpuan in 2020/2021 Academic Year. The population of this study were all eleventh grade students of the Padangsidimpuan Campus Private High School, totaling 19 students. The research sample was XI IPA and XI IPS, which consist of 19 students who were taken by total sampling. The data collection technique used the observation sheet and composition test. The results of this study: 1) the application of the sequence picture in the "Good" category was 3.31. 2) the average score of the students' descriptive text writing ability was 46.85 in the "fail" category. Meanwhile, after using the sequence picture, 84.55 were categorized as "good". The results of data analysis show that the t_{test} is higher than t_{table} ($t_{test} 100 > t_{table} 27.77$). So that the hypothesis is accepted. That is, there is a significant effect of sequence picture on the ability to write descriptive text of class XI students of the SMA Swasta Kampus Padangsidimpuan.*

Keywords: *Sequence Picture, Writing Descriptive Text*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) untuk mengetahui sejauh mana penggunaan sequence picture pada teks deskriptif tulisan siswa pada siswa kelas XI SMA Swasta Kampus Padangsidimpuan Tahun Ajaran 2020/2021, 2) untuk mengetahui sejauh mana Tulisan teks deskriptif siswa sebelum dan sesudah penggunaan gambar berurutan pada tulisan siswa kelas XI SMA Swasta Kampus Padangsidimpuan Tahun Ajaran 2020/2021, 3) untuk mengetahui apakah terdapat pengaruh yang signifikan penggunaan gambar berurutan pada siswa. Menulis teks deskriptif pada siswa XI SMA Padangsidimpuan Kampus Tahun Ajaran 2020/2021. Populasi penelitian ini adalah seluruh siswa kelas XI SMA Swasta Kampus Padangsidimpuan yang berjumlah 19 siswa. Sampel penelitian adalah XI IPA dan XI IPS yang berjumlah 19 siswa yang diambil secara total sampling. Teknik pengumpulan data menggunakan lembar observasi dan tes komposisi. Hasil penelitian ini: 1) penerapan sequence picture pada kategori "Baik" sebesar 3,31. 2) nilai rata-rata kemampuan menulis teks deskriptif siswa adalah 46,85 pada kategori "gagal". Sedangkan setelah menggunakan sequence picture 84,55 dikategorikan "baik". Hasil analisis data menunjukkan bahwa t_{test} lebih tinggi dari t_{table} ($t_{test} 100 > t_{table} 27,77$). Sehingga hipotesis diterima. Artinya, ada pengaruh yang signifikan sequence picture terhadap kemampuan menulis teks deskriptif siswa kelas XI SMA Swasta Kampus Padangsidimpuan.

Kata Kunci: *Gambar Sekuens, Penulisan Teks Deskriptif*

I. INTRODUCTION

Writing is definitely a skill that the language teacher must teach to their students. Although it is a complicated skill, writing is very important because writing activities can give the students chance to express their ideas, help to consolidate learning in the other skill areas, and lead to conscious development of the language mastery. Descriptive text is a text that contains a clear and detailed description or description of something. Its purpose is that explains something clearly and in detail that aims to make the reader easily understand it. Generic structure of descriptive text has two parts the identification and description.

Based on the results of observations and interviews conducted by researchers on August 18, 2020 to Mr. Ponimin, S.Pd, as an English teacher in SMA Swasta Kampus Padangsidempuan, the learning process carried out at SMA Swasta Kampus Padangsidempuan is teacher-centered learning. Students are less active in participating in learning that students only listen to and take notes as explained by the teacher. Student achievement is also still below the school KKM score of 75.

According to the statement of Mr. Ponimin, S.Pd, as the English teacher in SMA Swasta Kampus Padangsidempuan, most of the

students had difficulty in writing descriptive texts, the problems faced by students were related to the difficulty of generating and pouring ideas into writing, the language used was not yet good, as well as factors of interest and enthusiasm of students in following the learning to write descriptive texts. Sometimes students feel bored when asked to write and require a long time in the process. Even in each lesson the teacher will ask students to write the text that has been taught.

From the observations, the average value of students in writing descriptive text is 46,63. It means that the students at the eleventh grade students of SMA Swasta Kampus Padangsidempuan still have low capability in writing descriptive text.

Many efforts have been done by the teacher of English to solve this problem such as asking students to study hard, giving English courses, giving assignments, giving improvement tests, giving motivation. Students' writing ability is still low. If this problem is not solved, students will not be able to write descriptive text correctly. In other words, it will make them fail in writing and understanding descriptive texts.

Some things that cause writing skills are still low, namely the student factors are 1) low student motivation, especially in learning to write descriptive texts, 2) students still have difficulty in pouring their

ideas into written form, 3) students are less trained in learning to write, 4) learning in class makes students bored. While the factor of the teacher is that in teaching the teacher still uses the lecture method which results in making students bored or monotonous, and the media used is only from textbooks only, there is no other media. With such circumstances learning to write descriptive texts becomes less enthusiastic.

In this case, the writer is interested in doing research by using sequence images in writing descriptive text. A sequence picture is a number of related composite pictures linked to a series of sequences. Sequence picture is one of learning media that is categorized as an art teaching media. Sequence pictures can provide a window into how learners will negotiate their understanding of images and their knowledge of the world. So, the researchers hopes by using the sequence picture in teaching, the students will be more active in studying especially in improving their writing abilities.

Based on the explanation previous, the writer is interested in doing a research entitles "The Effect of Using Sequence Picture on Students' Writing Descriptive Text at the XI Students of SMA Swasta Kampus Padangsidempuan".

1. Nature of Writing Recount Text

Writing is one of important skills that students need to develop. Norrish (1983), writing is more difficult than speaking. It is the language skill with which native speaker has most problems and one which is not mastered all by some of them. Another definition is given by Enre (1988:148) the aims of writing are: a) Desire to explain or to inform, b) Desire to tell something as it was looked and heard, c) Desire to tell something about something happened, d) Desire to convince someone Based on the explanation above, the writer can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional contexts. It is also a process that what we write is influenced by the constraints of genre and have to be present in learning activities. Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

1. Definition of Descriptive Text

According to the KBBI, the meaning of description is an explanation, description or description with words clearly and in detail.

Meanwhile, Henry Guntur Tarigan says the notion of description is writing that can describe a story that aims to encourage the reader to understand, feel and enjoy the objects being discussed such as moods, activities and so on (1994). according to Djatmika and Rachmad Isnanto (2013:1), descriptive text is a text that contains a clear and detailed description or description of something. Based on the previous explanations, the writer concludes that descriptive text is a text that explains something clearly and in detail that aims to make the reader easily understand it.

2. Definition of Sequence Picture

Sequence picture is one of learning media that is categorized as an art teaching media. Sequence picture can provide a window into how learners will negotiate their understanding of images and their knowledge of the world. Yunus (1981:49) states : “ A sequence picture is a number of related composite pictures linked to form a series of sequences. Here its main function is to tell a story or sequence of events.” To support the previous idea on the roles of sequence picture in the teaching and learning process, (harmer 2002: 69) states that there ae various number of writing tasks that students can be asked to undertake and one of them is students can be given a

sequence picture which tell story and they have to write story based on pictures.

Based on the explanation above, the researcher can conclude that sequence picture is series of photographs dealing with one subject. It may tell a story, present an event, describe a scene, reveal a person, or show how to do something.

II. METHODOLOGY OF THE RESEARCH

Methodology is the way, system, rule or procedure that must be followed by a writer in finishing the research activity. According to Trianto (2010:194), methodology of the research describes the plan of the research that consist of procedure or the steps that must be done, time of the research, data resources, and how the data is acquired and analyzed. Similarly, Arikunto (2006:160) said that methodology of the research is the way that is used by the writer in collecting the data of the research. In addition, Sugiyono (2014:3) said that methodology of the research is a scientific way to collect the data with certain purpose. Population is all of the member of certain group that will be researched. Arikunto (2006:130) said that population is all the subject of the research. According to Noor (2011:147), population is used to mention all of the elements or member of region that becomes the

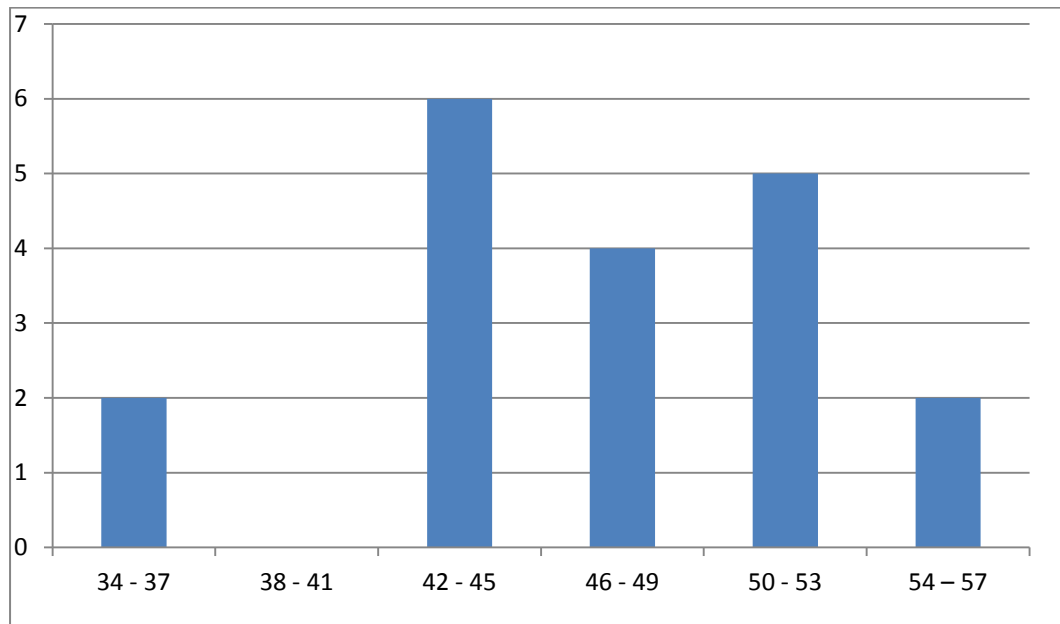
target of the research or the whole of the research object. In a research, population can be mean as a group of unit or part that is made as an object of the research. The population in this research is the entire eleventh grade of SMA Swasta Kampus Padangsidimpuan that consist of 19 students. Sample is the part group taken from the population. Sugiyono (2014: 149) sample is a part of the number and characteristics possessed by the population. Furthermore, Arikunto (2010: 174) says that sample is a part of presenting population. From the explanation previously, the sample of the research should be chosen from the population in order to get a certain conclusion from that population. Based on the kinds of the technique of sampling previous, the writer took saturated sampling (total sampling), that is saturated sampling (total sampling) as the sampling technique in this research

III. RESULT

The researcher conducted the research in SMA Swasta Kampus Padangsidimpuan by contributing observation sheet and test to the eleventh grade students to see the effect of sequence picture on students' writing descriptive text. After collected and calculated the

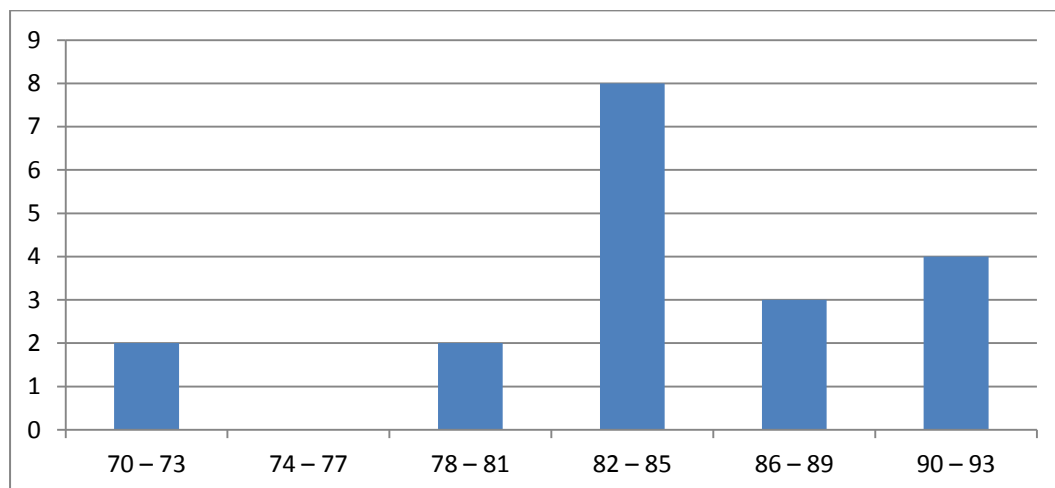
collected data, the researcher describes the result of variable X (Sequence Picture) and variable Y (Writing Descriptive Text).

Based on the result obtained from the analysis of observation sheet about the application of sequence picture on students' writing descriptive text at the eleventh grade of SMA Swasta Kampus Padangsidempuan which contain 15 statements. The observer given score for the researcher, the total score was 3.31, then the score divided to the total aspect. Therefore the researcher got the mean score was 3.28 categorized "Good". After got the data by given pre-test and post- test which asked them to write a recount text, it was found that the highest score was 56 and the lowest score was 34 for pre- test, the researcher also found the mean was 46,85. The highest score for post- test was 91 and the lowest score was 70, and also found the mean was 84,55. To make it more clear, look at the histogram below:



Histogram of Students' before Using Sequence Picture

Based on the histogram above, it can be seen that the highest frequency was consist of 6 students on interval 42 – 45. The lowest score was 34 and the highest score was 56.



Histogram of Students' Writing Descriptive Text after Using Sequence Picture

Based on the histogram above, it can be seen that the highest frequency was consist of 8 students on interval 82 – 85. The lowest score was 70 and the highest score was 91.

IV. DISCUSSION

Based on the results of research that was done to the problem so it could be concluded that the observation sheets results of outlining technique in teaching writing recount text ability was 3.31 and it was includes in “Good” category. Furthermore, the result of students’ writing descriptive text before using sequence picture was 46,85 and it was includes in “fail” category. Meanwhile the result of students’ writing descriptive text after using sequence picture was 84,55 and it was includes in “good” category. From the calculation by used statistic, it can be known that t_{test} was 100 and t_{table} is known as number 27,77 at 5% significant level with degree of freedom (df) $19-1 = 18$. After finding the score of t_{test} and t_{table} , both of the scores are compared. It is found that t_{test} was bigger than t_{table} ($100 > 27,77$).

CONCLUSION

Based on the research result in chapter IV, the researcher describes the conclusion as follows:

1. The result of the application of using sequence picture on students' writing descriptive text at the XI Student of SMA swasta Kampus Padangsidimpuan is 3.1 and it is categorized "Good". It means that the researcher had applied sequence in teaching writing well.
2. The students' writing descriptive text before taught by using sequence picture at the XI students of SMA Swasta Kampus Padangsidimpuan was 46,85 and it is included as "Fail" category. While, the students' writing descriptive text after taught by using sequence picture at the XI students of SMA Swasta Kampus Padangsidimpuan is 84,55 and it is included as "Good" category.
3. The testing that has been done to measure the hypothesis showed that t_{test} is higher than t_{table} ($t_{\text{test}} 100 > t_{\text{table}} 27,77$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of using sequence picture on students' writing descriptive text at the XI Student of SMA Swasta Kampus Padangsidimpuan.

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