THE EFFECT OF PICTURE SEQUENCES STRATEGY ON STUDENTS' WRITING PROCEDURE TEXT ABILITY
(A Study at the Eleventh Grade Students of MAN Sipagimbar)

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Abstract

The purpose of the research is to know: 1) the application of using picture sequences strategy. 2) the extent of the students' writing procedure text ability before and after using picture sequences strategy. 3) whether there is a significant effect of picture sequences strategy on students' writing procedure text ability at the eleventh grade students of MAN Sipagimbar. This research uses experimental method. The population of this research was all of the eleventh grade students of MAN Sipagimbar. It consist 102 students. Cluster sampling technique was uses to get a sample it consist 30 students. The technique for collecting data by observation sheet and giving test (essay test). The result mean score of the application of picture sequences was 3,25 it was "very good". Value before using picture sequences strategy was 65.5, it was categorized "enough". While the mean score of the students' writing procedure text ability after using picture sequences strategy was 77.8, it was categorized "good". The result of t_{test} was 9.81 and t_{table} was 2.04. It means that there is a significant effect of using picture sequences strategy on students' writing procedure text ability at the eleventh grade students of MAN Sipagimbar.

Keyword: Picture Sequences Strategy, Writing Procedure Text Ability

Abstrack : Tujuan penelitian ini adalah untuk mengetahui: 1) penerapan penggunaan strategi mengurutkan gambar, 2) tingkat kemampuan menulis prosedur teks siswa sebelum dan sesudah menggunakan mengurutkan gambar, 3) apakah ada pengaruh yang signifikan dari strategi picture sequences terhadap kemampuan menulis teks prosedur siswa pada siswa kelas XI MAN Sipagimbar. Penelitian ini menggunakan metode eksprimental. Populasi dalam penelitian ini adalah seluruh siswa kelas XI MAN Sipagimbar. Ini terdiri dari 102 siswa. Teknik cluster sampling digunakan untuk mendapatkan sampel terdiri dari 30 siswa. Teknik pengumpulan data dengan lembar observasi dan tes (tes esai). Hasil rata rata skor aplikasi mengurutkan gambar 3,25 dikategorikan "sangat bagus". Nilai sebelum menggunakan picture sequences adalah 65,5, itu dikategorikan "cukup". Sementara skor rata-rata kemampuan menulis teks procedure siswa setelah menggunakan picture sequences adalah 77,8. Itu dikategorikan "bagus". Hasil uji t adalah 9.81 dan ttabel adalah 2,04. Ini berarti ada pengaruh signifikan menggunakan mengurutkan gambar pada kemampuan menulis teks prosedur siswa pada siswa kelas XI MAN Sipagimbar.

Kata Kunci : Strategi Picture Sequences, writing procedure text ability

I. INTRODUCTION

Writing is one of the four basic skills besides listening, speaking, and reading. Writing and reading skills purposes are written material, while listening and speaking focused on oral. Writing is important to support learning English because it can build a written communication among people from different area.

Writing is a form of communication that allows students to put their feeling and ideas on paper, to organize their knowledge and beliefs to convince arguments, and convey meaning through well constructed text. Writing have elements such as vocabulary, function, grammar, and spelling, especially in writing procedure text.

Procedure text is a text that tells how to make something or do something. In procedure text learning there are several criteria that must be mastered such as generic structure, social function and lexicogrammatical. It means that in this text procedure students' are expected to be able to determine generic structure, social function and lexicogrammatical.

Based on the observation in MAN Sipagimbar researchers found problems in the students' writing ability, especially the procedure text, such as, the lack of interest of students in learning English, because they think language English is difficult to learn. In fact, not all students are successful in writing procedure text. In other word, man y

students' are failed to make a good procedure text. They are still difficult to write text

It can be seen in average of the students English in last semester, the students only got

average score 65 in writing procedure text. Meanwhile, the criteria Minimum Learning

Mastery or Kriteria Ketuntasan Minimum (KKM) of the eleventh grade students of

MAN Sipagimbar are 75 %. It means that students' understanding in English

especially on writing ability in procedure text is low.

If this problem continuously happened, it will bring the difficulties for the

students in writing procedure text such as using or determine generic structure,

social function and lexicogrammatical, and so on. It mean that they cannot to write

procedure text well based on curriculum expectation. Actually, there are many

strategy that can be used in students ability in writing procedure text. Such as,

contextual teaching learning, example non example, demonstration method, role

playing method picture sequences strategsy and so on.

From the various teaching methods above, the writer choose Picture

sequences strategy in writing procedure text. Picture sequences is a strategy

where the teacher by showing the picture to students. Picture sequences can

help students to generate and develop their ideas. So, by understanding

picture by picture sequences as the students' will be more interested in writing

procedure text, because by looking at the pictures that given, they will be more

to interested.

1. The Nature of Writing

Writing is one language skill as means of communication by someone which can express his/her idea or information written form by arranging letter, sentence, and paragraph by using structure and related with sentence. Jusman (2014:1) says, "Writing is a process of transferring idea, feeling, and thought into written from by giving more attention to the use of language as correctly as possible".

According to Murcia in Zaki (2014:1), "Writing is an act of communication that suggest an interactive process and takes place between the writer and reader. It mean that the writer can connect his/her ideas or opinions between and two people or more in writing process". According to Harmer in Novia (2015:1), "Writing is a form of communicaton to deliver through or to express feeling through written form". Meanwhile, According to Meyers in Mohctar (2014:2), "writing is a way to procedure language you do naturally when you speak". From the opinions above, the writer concludes that writing is a media for writer to express idea use words in written form.

In learning writing, the writer must know about assessing in writing especially writing procedure text. The assessing criterion of writing is needed to recognize the criteria for writing assessment in the research - study. In addition, there are some criteria of writing assessment. According to Jacobs in Baso (2016:112) five components on written the writer must be known assessment of text, they are:

1. Content: idea or content
2. Organization: coherence, general to specific, specific to general choronological order and spatial pattern.
3. Vocabulary: the choise of structure and lexical items to give a particular flavor for the writing.
4. Language use: language use writing involves correct usage end points of grammar such as verb, noun, and agreement of grammar.
5. Mechanics: the use of is due to capitalization, punctuation, and spelling appropriately.

2. Procedure Text

Procedure text is an English text in which the writer describes how something is accomplished through a sequence of action or steps. According to Djuharie (2007:38), "Procedure text is a text that gives instruction about steps how to do something". According to Anderson in Zaki (2014:2), "Procedure text is a text that tell the reader or listener how to do something". Shirin (2009:23) says, "Procedure text is a text that shows a process in order". According to Djuharie in

Mada (2017:85), "Procedure text is a text containing the procedure, process, mean, or steps of make do something.

From the explanation above, the writer conclude the procedure text is one the important knowledge which explain information about how to use viewers about goal and material to make something.

a. Social Function of Procedure Text

Social function is one of the important things in a text. In writing procedure text, social function is related to the aim or main topic of the text. According to Djuharie (2007:38), "Social function deal with description that gives instruction about steps how to do something". It means that social function is related to the aim of the text that is to describe how something is done, used, or make to the listener or reader.

Shirin (2009:23) says, "Social function is to describe how something is accomplished through a sequence of action or steps". According to Ruswinarsih (2015:3), "The social Function is to tell of how to do and to make something in a chronological order".

From the previous theories explanation, the writer concludes that social function in procedure text is to give and demand information by describing the sequences or action from a process.

b. Generic Structure of Procedure Text

In writing procedure text, the students must know about the elements of the text. Generic structure is the text structure that contains idea or information.

According to Djuharie (2007:39), "Procedure text has the structures that consist

of three parts they are aim/goal, materials and steps/methods". It means that

generic structure of procedure text are goal (aim), material (things that are

needed), and steps (ways how to do).

The special characteristic of a genre differing it form one another is the

generic structure. Generic structure is the stage that must be followed in

arranging the text. Shirin (2009:23) says, " Procedure text has the structures

that consist of three kinds, namely Goal, Material, Steps".

1) Goal: showing the purpose.
2) Material: telling the needed materials (not required for all procedure text).
3) Steps: a series of steps oriented to achieving the goal.

According to Djuharie in Ruswinarsih (2007:2), "The generic   structures

of procedure text that consist of three form, namely Goal, Material, Steps".

1. Goal: telling about the aim of activity and predict the conclusion might happen.
2. Materials: materials that needed to make something or to do the activity.
3. Steps consisting steps in sequential order to complete the procedure of making or doing something. Every steps are written in form of imperative or command.

According to Setiawan (2007: 39), The example of procedure text is:

How To Make a Cheese Omelet (goal)

You'll need (Ingredients/Material):
   a. 1 egg
   b. 50 g cheese

c. Cup milk
d. 3 tablespoons cooking oil
e. Pinch of salt and pepper

Utensils: Frying pan, fork, spatula, cheese grater, bowl, plate.

How to make it (Instruction/Steps/Method):

a. **Crack** an egg into a bowl
b. **Whisk** the egg with a fork until it is smooth
c. **Add** milk and whisk well
d. **Grate** the cheese into the bowl and stir
e. **Heat** the oil in a frying pan
f. **Turn** the omelet with a spatula when it browns
g. **Cook** both sides
h. **Place** on a plate; season with salt and pepper
i. **Eat** while warm.

c. Lexicogrammatical Features of Procedure Text

Lexicogrammatical is the rule in arranging a text. Every text has its own

which is used to express and convey meaning of the text and make the text

different with other. Djuharie (2007:39) says, "Lexicogrammatical in procedure text

are:

a. Imperative sentence in form of asking to do something such as go, sit, don't mix, etc.
b. Action verb in form verbs related to physical, or intellectual activity such as mix, turn, don't, put, etc.
c. Connective of sequence such as then, while, next, etc.
d. Numbering, a number that shows the sequence of events, such as first, second, third, etc".

According to Emilia in Ruswinarsih (2007:2), "The lexicogrammatical

features found in a procedure text". They are;

1. Using action verb inform of imperative and command, such as; pour some water into the glass.
2. Using simple present i.e. Ensure they are fresh banana
3. Using sequence connector, for example: first, second, then, while, next, etc

4. Using number, such as three eggs, four kgs of flour, etc.
5. Using words, phrase or clause which indicate when certain step will be done. For example: When the spot is dry, record the time it has taken.
6. Sometime using adverb of manner, or words, phrase, and clause which indicate of how to do something. For example: With the measuring jug, fill the bottle..., carefully..., quickly...

3. Teaching Strategy

Teaching is an activity knowledge which is done by teacher to the students. According to Hamruni (2013:1), "Strategi mengajar adalah sebagai perencanaan yang berisi tentang rangkaian kegiatan yang didesain untuk mencapai tujuan pendidikan tertentu". It means that teaching strategy is a plan, method or series of activities designed to achieves a particular education goal. According to Iskandarwassid (2009:2), "Strategi mengajar adalah suatu teknik yang digunakan untuk mencapai suatu tujuan". It mean that teaching strategy is a technique used to achieve a goal.

From the explanation above, that writer concludes that teaching strategy is a way or technique that is used by a teacher when preparing the material and conveying the information and knowledge to the students.

a. Picture Sequences Strategy

In this research, the researcher uses picture sequences in students' writing procedure text ability. According to Farisha Andi Baso (2016:111), "Gambar adalah ilustrasi yang digunakan untuk menghias atau menjelaskan teks". It mean that Picture is a illustration used to decorate or explain a text. According to Ruswinarsih (2015:2), "Pictures is a painting, drawing, sketch of something,

especially as work". According to Spivey in Farisha Andi Baso (2016:111), "Sequences adalah process menempatkan peristiwa ide dan objek dalam urutan yang logis". It mean that Sequences is the process of putting events, idea, and object in a logical order. From the explanation above, the researcher conclude that picture sequence are appropriate to give direction of ideas and clues of process, steps, and procedure of something.

According to Jusman (2014:3), "Picture sequences is 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". Furthermore, Baso (2016:111) says, "Picture sequences is cut several sequential pictures from magazines, picture books, comic books, or the comics section of the newspaper". According Yunus in Ramadhani (2016:2), "Picture sequence is a number of related composite picture linked to form a series of sequences.

From the explanation above, the writer concludes that picture sequences is the teacher uses picture that was taken from book, newspaper, or magazine to facilitate lesson, picture can be used by slide show in laptop or showed it to the students one by one. picture teaching strategy is a way or technique that is used

by a teacher when preparing the material and conveying the information and knowledge to the students.

b. The Steps of Picture Sequences Strategy

The steps of picture sequences may apply the steps of picture sequences in the teaching procedure. According to Istarani (2012:7), The steps to apply picture sequences are:

> 1. The teacher conveys the competence to be achieved, 2) presents the material as an introduction, 3) The teacher shows / shows pictures of activities related to the material, 4) The teacher appoints the students by alternately installing or sorting the pictures into a logical sequence, 5) The teacher asks the reason / rationale for the sequence of images, 6) From the reason / sequence of the image the teacher embarks on embedding the concept / material in accordance with the competence to be achieved, 7) conclusion / summary.

Picture sequences allows students to learn actively. According to Ngalimun et.,al (2015:244), the steps of picture sequence are: 1)Competence information presentation, 2) presentation of material, 3) Show pictures of activities related to the material, 4) Students (representatives) Sort the picture so that systematic, 5) Teacher confirm the sequence of images, 6) Teachers instill the concept of materials, 7) Evaluation and reflection. From the quotation previously, the writer concludes that the step purposes to activated students in learning and make the learning process interesting more.

d. Advantages and Disadvantages of Picture Sequences Strategy

In teaching learning using picture sequences strategy have advantages and disadvantages. According to Shoimin (2016:125), "The advantages of picture sequences strategy, they are: a) make it easier for students to understand what the teacher meant when delivering learning materials. b) students quickly respond to material submitted because in accompanied by the picture. c) Students can read one by one according to the instructions given in the given pictures. d) Students concentrate more and get excited because the tasks assigned by the teacher are related to their daily play, i.e, playing the picture. e) The existence of competence of concepts or readings that exist in the picture, f) Interesting for students because through audio visual in the form of pictures".

From the explanation above, the writer concludes that the advantages in picture sequences strategy includes the researcher give stimulate and motivate students to become more observant and express themselves.

Furthermore, Shoimin (2016:126) says, "The disadvantages of picture sequences strategy, they are: a) It takes a lot of time. b) Many students are passive. c) Must prepare many tools and materials related to the material to be taught with the techniques. d) The teacher fears there will be chaos in class. e) Requires no small cost".

From the explanation previously, the researcher concludes that disadvantages of picture sequences strategy is need a lot of time and the researcher or teacher Must prepare many tools and materials related to the material to be taught with the techniques.

II. METHODOLOGY

As in a research, the researcher needs a method in order to make the research runs well as it must be. In other, the other word, the research can run systematically. According to Suryani (2015:47), "Metode penelitian adalah langkah-langkah tindakan spesifik yang dijalankan dalam aturan tertentu". It means that research method is a specific action step that is run in certain rules. Nijar (2016:13) says, "Research method is a scientific way obtaining falid data for the purposes of discovering, developing, or proving, a particular knowledge so that it can trun be used to understand, solve and anticipate problems in a particular".

According to Sugiyono (2016:2), "Metode penelitian adalah sebagai cara ilmiah untuk mendapatkan data dengan tujuan tertentu dan kegunaan tertentu". It mean that the research method is as a scientific way to get the data with particular purpose and certain of use. Based on the explanation above, the writer conclude that research method is the way to get the research data from the field. According to Sugiyono (2016:72), "The experimental method that is can be interpreted as a research method used to look for effect of certain treatments on others under controlled conditions".

The types of this research belong to quantitative research. It means that all data in this research will describe quantitatively. Quantitative approach was kind of approach that focused on data or score explaining the result of the research. This approach gave explanation or description by showing data or score in the research.

In a research population can be meant a group of unit or part that will be made as object of the research. According to Arikunto (2006:130), "population is all subject of the research". According to Bungin (2008:99), "Population is the whole of the object of research objects that can be human, animal, plant, air, symptoms, values, events, attitudes, ect". So the object of this object can be a source of research data. The researcher chooses the eleventh grade (XI) students of MAN Sipagimbar as the population of this research. They consist of 3 classes. They are, XI-1,XI-2, and XI-3, and total of the population are 102 students.

Sugiyono says, (2014:120), "Sampel adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi tersebut". It means that sample is the part of amount and characteristic which have by population itself. Cluster sampling is suitable to be used to get sample in this research. Sugiyono (2010:83) says, "Cluster sampling is used to decide the sample if the population is big enough. It means that cluster sampling is a sampling technique in which groups (have similar characteristics) not individuals, are randomly selected. From the explanation above, the writer choose, the sample will be taken one classes from the total of the population. Here, the writer chooses class XI MIA which consist of 30. It means that sample will be consist 30 students.

The instrument means a tool that is used to test or to measure the both variable. According to Arikunto (2010:192) States that, "Instrument of the research is a tool of facility which choose and used by the researcher in collecting data so an activity to be systematic. The instrument was by observation sheet and test (form essay test).

A research of course needs data, without collecting the data it was impossible to do research. Data is one of the very important roles. Without collecting the data the writer cannot conduct this research. The writer to collect the data by using observation sheet (picture sequences strategy) and test in form essay test (writing procedure text ability).

To analyze the data the writer uses descriptive analysis formula or descriptive method. Descriptive analysis, it will describe the central tendency (mean, median, mode, histogram and so forth). After the data are collected, it is important to analyze the data by using inferential analysis; the formula that will be used is t-test formula.

III. RESULT

Based on the observation general view, it could be seen that the writer used picture sequences strategy on students' writing procedure text ability in eleventh grade of MAN Sipagimbar through 8 of the questions of observation obtained an average value of 3.25. It was categorized "very good". And this strategy can increase the ability on students' writing procedure text. It can seen from students more serious and interesting in learning procedure text taught by using picture sequences strategy, in compare before using picture sequences. So the mean score picture sequences strategy of was 3.25. From the calculation, it was known that the application of picture sequence strategy on students' writing procedure text

ability a study at the eleventh grade students of MAN Sipagimbar was categorized "Very good".

The score on students' writing procedure text ability before using picture sequences strategy, it was found the highest score was 80 and the lowest score was 45, the mean score was 65,5 categorized "Enough". And the score the students' picture sequences strategy after using picture sequences strategy, it was found the highest score was 90 and the lowest score was 60, the mean score was 77.8 categorized "Good". After collecting the data. The researcher is going to test the hypothesis. However the testing hypothesis can be found after finding the score of each variable in mean, median, and mode. The data which is taken in accordance to the participants score on the instrument test responses were tabulated as the purpose of hypothesis testing that is mentioned previously, the data is analyzed by using t_{test} is 9.81, and t_{table} is known as number 2.04. After finding the score of t_{test} and t_{table}, both of the scores are compared. It was found that t_{test} was higher than t_{table} ($t_{test} > t_{table}$ = 9,81 > 2.04

From the result of the calculation above it was shown that there was a significant effect of picture sequences strategy on Students' writing procedure text

ability at the tenth Grade of MAN Sipagimbar. So, the hypothesis in this research can be accepted.

IV. DISCUSSION

After given pre-test and post-test to the students, the writer found that the result of writing procedure text ability after using picture sequences strategy was better than before using picture sequences strategy it can be seen t_{test} is higher than t_{table} ($t_{test} > t_{table} = 9.81 > 2.04$). It meant that there was an improvement of students' ability about writing procedure text after using picture sequences strategy.

By looking the relevant studies which had been discussed in chapter II. Nuraisyah (2012): under title, "Improving Students' Writing Ability Through Pictures at Seventh Grade SMP Negeri 5 Padangsidimpuan 2011/2012 academic year". The research found that through picture could improve students' writing ability. It was found out that the students' score increased from the first cycle to the second cycle. In the first cycle the mean of the students' score was 50.51. in the second cycle the score was 77.94. Thus, it is also can be stated that hypothesis of action can be accept because there was a good improvement on the students' writing by using picture sequences description.

Based on the theory which had been discussed in chapter II and it was also discussed in conceptual framework the writer thought that picture sequences strategy, picture sequences strategy was suitable and good strategy to make students' writing procedure text ability more better. From the previous explanation, the writer concluded that picture sequences strategy has good effect in writing procedure text ability.

CONCLUSION

Based on the result of the research in chapter IV, the writer concluded that 1) The application of picture sequences strategy at the eleventh grade students of MAN Sipagimbar was 3.25. It categorized "Very good". 2) The students' Writing Procedure Text Ability before using picture sequences strategy at the eleventh Grade Students of MAN Sipagimbar was 65.5. It categorized "Enough", and the students' writing procedure text ability after using picture sequences strategy at the Eleventh Grade Students of MAN Sipagimbar was 77.8. It categorized "Good". 3) There is any significant effect of picture sequences strategy on students' writing Procedure Text Ability at the Eleventh grade students of MAN Sipagimbar. Based on the calculation of t-test is greater than the value of t-table (calculation 9.81 > 2.04). So, hypothesis in this research can be accepted.

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