
**THE USE OF PICTURE SEQUENCES STRATEGY ON STUDENTS' WRITING
PROCEDURE TEXT ABILITY**
(A Study at the Tenth Grade Students of Madrasah Aliyah Al Jamiyatul Washliyah
Sei Kepayang)

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ABSTRACT

The aim of the study was to figure out whether the use of picture sequences strategy has a significant effect the students' writing procedure text ability before at the tenth grade students of Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang. This study uses experimental method. The population of this study was all of the tenth grade students of Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang. It consists of 105 students. Cluster sampling technique which was used to get a sample consists of 30 students. The technique for collecting data was by observation sheet and giving test (essay test). The result mean score of the application of picture sequences was 3,25 that was "Very Good". Value before using picture sequences strategy was 65.5, which 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 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 tenth Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang.

Keyword: Picture Sequences Strategy, Writing Ability, Procedure Text,

INTRODUCTION

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 lexico- grammatical. It means that in this text procedure students' are expected to be able to determine generic structure, social function and lexico-grammatical.

Based on the observation in Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang, the researchers found that problems encountered in the students' writing ability were the lack of interest of students in learning English and the students have no motivation for learning English because the students considered that English is difficult to learn. In fact, not all students are successful in writing procedure text. In other word, many students are

failed to make a good procedure text. The students were 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 tenth grade students of Madrasah Aliyah Al Jamiyah Washliyah Sei Kepayang were 75 %. It means that students' understanding in English especially on writing ability in procedure text is still 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 means that they cannot to write procedure text well based on curriculum expectation. Actually, there are many strategies that can be used in students' ability in writing procedure text. Such as, contextual teaching learning, example non example, demonstration method, role-play method picture sequences strategies and so on.

From the various teaching methods above, the Picture Sequences strategy was chosen as the 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.

REVIEW OF LITERATURE

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) defined that 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. Meanwhile, Murcia in Zaki (2014:1) stated that writing is an act of communication that suggests an interactive process and takes place between the researcher and reader. It means that the researcher can connect his/her ideas or opinions between and two people or more in writing process. In addition, Harmer in Novia (2015:1) stated that writing is a form of communication to deliver through or to express feeling through written form.

Based on the opinions above, the researcher concludes that writing is a media for researcher to express idea use words in written form. In learning writing, the researcher 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 study. In addition, there are some criteria of writing assessment. According to Jacobs in Baso (2016:112) five components on written the researcher must be known assessment of text, they are:

1. Content: idea or content
2. Organization: coherence, general to specific, specific to general chronological order and spatial pattern.

3. Vocabulary: the choice 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.

Procedure Text

Procedure text is an English text in which the researcher describes how something is accomplished through a sequence of action or steps. According to Djuharie (2007:38) procedure text is defined as a text that gives instruction about step show to do something. Meanwhile, Anderson in Zaki (2014:2) stated that procedure text is a text that tells the reader or listener how to do something. In addition, Shirin (2009:23) said that procedure text is a text that shows a process in order. Also, 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 researcher concludes that the procedure text is one the important knowledge which explains information about how to use viewers about goal and material to make something.

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 deals with description that gives instruction about steps how to do something. It means that social function is related to the aim of the text which describes how something is done, used, or make to the listener or reader. Shirin (2009:23) stated that social function is to describe how something is accomplished through a sequence of action or steps. Moreover, Ruswinarsih (2015:3) told that the social Function is to tell of how to do and to make something in a chronological order.

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

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 forms, 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.

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 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 indicates 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...

Picture Sequences Strategy

In this study, the researcher used picture sequences in students' writing procedure text ability. 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. Also, Baso (2016:111) stated that Picture sequences are cut several sequential pictures from magazines, picture books, comic books, or the comics section of the newspaper. Meanwhile, Yunus in Ramadhani (2016:2), defined that Picture sequence is a number of related composite pictures linked to form a series of sequences. From the explanation above, the researcher concludes that picture

sequences is the uses of 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.

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.

Meanwhile, 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 confirms the sequence of images,
6. Teachers instill the concept of materials,
7. Evaluation and reflection.

From the quotation previously, it is concluded that the step purposes to activated students in learning and make the learning process interesting more.

METHODOLOGY

According to Sugiyono (2016:2), research method is as a scientific way to get the data with particular purpose and certain of use. This study used quantitative research method. All data in this study were described quantitatively. Quantitative research method was kind of approach that focused on data or score explaining the result of the study. This method gave explanation or description by showing data or score in the study.

The object of this research was the tenth grade (X) students of Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang which consists of 3 classes. They are, X- A, X-B, and X-C, and total of the population are 105 students. The researcher chose class X- A which consists of 30. It means that sample will be consist 30 students. Meanwhile, the instruments used were observation sheet (picture sequences strategy) and test in form essay test (writing procedure text ability).

To analyze the data the researcher 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.

RESULT

Based on the observation general view, it could be seen that the researcher used picture sequences strategy on students' writing procedure text ability in tenth grade of Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang by 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 be seen that students became more serious and interesting in learning procedure text taught by using picture sequences strategy, in compare before using picture sequences. The result of this study showed that the mean score picture sequences strategy 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 Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang was categorized "Very good". The score on students' writing procedure text ability before using picture sequences strategy was 80 for the highest score and 45 for the lowest score. So, the mean score was 65,5 categorized "Enough". After using picture sequences strategy, it was found that the students' score was 90 for the highest score and 60 for the lowest score. Meanwhile, the mean score is 77.8 categorized "Good". After collecting the data, the researcher was 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 ($T\text{- test} > T\text{- table} = 9,81 > 2.04$). 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 Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang. Thus, the hypothesis was accepted.

DISCUSSION

After given pre-test and post-test to the students, the researcher 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 ($T\text{-test} > T\text{-table} = 9.81 > 2.04$). It meant that there was an improvement of students' ability in writing procedure text after using picture sequences strategy.

The relevant study which has been conducted by Nuraisyah (2012) entitled "Improving Students' Writing Ability through Pictures at Seventh Grade SMP Negeri 5 Padangsidempuan 2011/2012 Academic Year" 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. On the first cycle the mean of the students' score was 50.51. On the second, the cycle the score was 77.94. Thus, it could be stated that hypothesis was accepted because there was a good improvement on the students' writing by using picture sequences description.

Based on the theory, the researcher 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 researcher concluded that picture sequences strategy has good effect in writing procedure text ability.

CONCLUSION

Based on the result of the study, it is concluded that:

1. The application of picture sequences strategy at the tenth grade students of was 3.25. It categorized "Very good".
2. The students' Writing Procedure Text Ability before using picture sequences strategy at the tenth grade students of Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang was 65.5. It categorized "Enough", and the students' writing procedure text ability after using picture sequences strategy at the tenth grade students of Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang was 77.8. It was categorized "Good".
3. There is any significant effect of picture sequences strategy on students' writing Procedure Text Ability at the tenth grade students of Madrasah Aliyah Al Jamiyatul Washliyah Sei Kepayang. Based on the calculation of t-test is greater than the value of T-table (calculation $9.81 > 2.04$). So, hypothesis in this study was accepted.

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