

**THE USE OF PICTURE SERIES TO TEACH
WRITING PROCEDURE TEXT**

AN ARTICLE

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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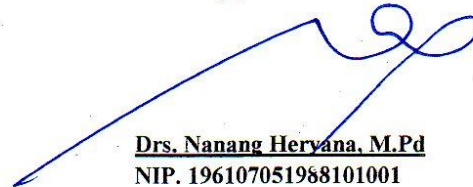
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THE USE OF PICTURE SERIES TO TEACH WRITING PROCEDURE TEXT

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Abstract

The paper discusses the effectiveness of using picture series to increase students' ability in writing procedure text at the eleventh grade students of SMK-SMTI Pontianak. The aim of this research was to know whether teaching writing procedure text by using picture series was effective to the eleventh grade students. The research method was pre-experimental research with one group pretest-posttest design. The population was the eleventh grade students. The sample was XI D which consist 15 students. The technique of data collection was measurement technique and the tool of data collection was a written test. The result of T-test was 8.4 and the effect size was 2.2. It means that the effect size was high effect with $ES > 0.8$ ($2.2 > 0.8$). Based on the result, the null hypothesis was rejected and the alternative hypothesis was accepted. The conclusion that the use of picture series is effective to teach students' writing procedure text.

Keywords : Writing, Procedure text, Picture series

INTRODUCTION

Writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Many kinds of text should be mastered by the students. One of the texts is procedure text. Thus, these types of text should be mastered by the students in Vocational High School. Feez (2002) states that some of EFL students have low competence in writing, they also find difficulties in aspect of writing. They are also difficult to find inspiration to write. Thus, writing is difficult for EFL students. Hadfield and Hadfield (2008) state that for both native speaker learners and EFL learners, writing skill is a difficult skill to acquire. It becomes even more difficult for EFL learners in Indonesia since English is a foreign language to them. For example, In Vocational High School, the students did not know how to write these texts because the media in teaching writing is unattractive and they are EFL students

Based on the researcher's experience when doing teaching practice in SMK-SMTI Pontianak, most of students said that writing a procedure text is difficult for them and the

teacher did not have media in teaching writing procedure text. Therefore, the researcher concluded that teaching writing procedure text without using media caused the students feel bored to write procedure text. The teacher needs to use appropriate or interesting media to teach writing procedure text. One of the media is picture series. Picture series is a series of photographs dealing with one subject. Wright (1997) states that picture can play a key role in motivating students. In this research, the researcher focused on content, language features and mechanic. The researcher focused on these aspects because the researcher wanted the students to write the steps in procedure text in a logical sequence, use the correct words and use correct capitalization, spelling and punctuation. The purpose of this research is to know whether teaching writing procedure text by using picture series is effective for students.

Writing is the important aspect in learning a foreign language. Harmer (2001) states that writing is one of the productive skills which are closely bound up with the receptive skill work In teaching writing, the teachers should

focus on writing process because it helps the teachers to understand what the stages should be used in writing process. Richards and Renandya (2002) argues that writing is the most difficult skill in learning foreign language. It means that writing process is also difficult in learning a foreign language because each step has different role in writing process.

Richards and Renandya (2002) argue that there are three stages in writing process : (a). Prewriting : in this stage, the teacher asks the students to prepare and collect their thoughts and ideas. They can do those through reading a passage, brain storming, discussing a topic, or clustering. Brainstorming is an activity where the students work together in the group to come up with as many ideas as they can through discussion ; (b). Drafting : in this stage, the students will develop their ideas and write down them. The students do not worry about the form or correctness because it is purposed to get the ideas on paper as quickly as possible. They do not need attention about punctuation, grammar, or neatness. Drafting process focuses on the ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure. Since, all of the ideas will be revised to get final writing ; (c). Revising: in this stage, the teacher gives feedback. The teacher checks content, grammatical, and punctuation of students' writing. They can ask the students to do peer reviewing, i.e. using classmate's comments. They can work in pairs or groups. Harmer (2004) also states that the teachers can encourage the students to revise through collaborative writing, i.e. they work in pairs or groups and give suggestions for changes. From the ideas above, it can be concluded that writing processes consist of three stages: prewriting, drafting, and revising.

A good writing has some aspects. Opray (2008) states that there are three aspects of writing. They are: (a). Content refers to the substance of writing, experience of the main idea. It is identified by seeing the topic sentence. In procedure text, content means the steps are logical sequence and detail ; (b).

Language features is use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing. Language features in procedure text are action verbs, conjunction and grammar ; (c).Mechanics is the use of graphic conventional of the language. Mechanic in procedure text are capitalization, spelling and punctuation. In this research, the researcher applied those aspects of writing by Opray (2008) and Brown (2004) in evaluating the students writing score because it provides a well defined standard and interpretive framework for evaluating students' writing procedure text.

Djuharie (2007) states that procedure text is a kind of text which aims to give guidance about steps to do something. Basically, this text consists of tips or sequence of steps in making something or in doing such activity. The purpose of procedure text to instruct how to do something or make something in particular structures such as goal, materials, method and conclusion. Anderson (1998) states that there are some language features of procedure text, those are: (1).Procedure text uses temporal conjunction or linking word such as first, second, then, next, after that, finally, etc ; (2). The tenses that used is simple present tense. It means that it describes something happens in present time ; (3). It uses the imperative sentence. Imperative sentence is a sentence that asks someone to do something ; (4). Procedure text also uses action verb in the steps, such as cut, slice, pour, boiled, add, etc ; conducting the procedure steps on the text. It is usually placed in the title especially for a recipe. Anderson (1998) also argues that procedure text has generic structures, those are: (1).Goal : This part informs people the final goal that will be achieved after (especially for a recipe) ; (2). Materials : In this part, it is listed the necessary materials and tools, it also often gives detail on the size, color, numbers, shapes, and quantity ; (3).Method : the step of procedure text must be sequenced.

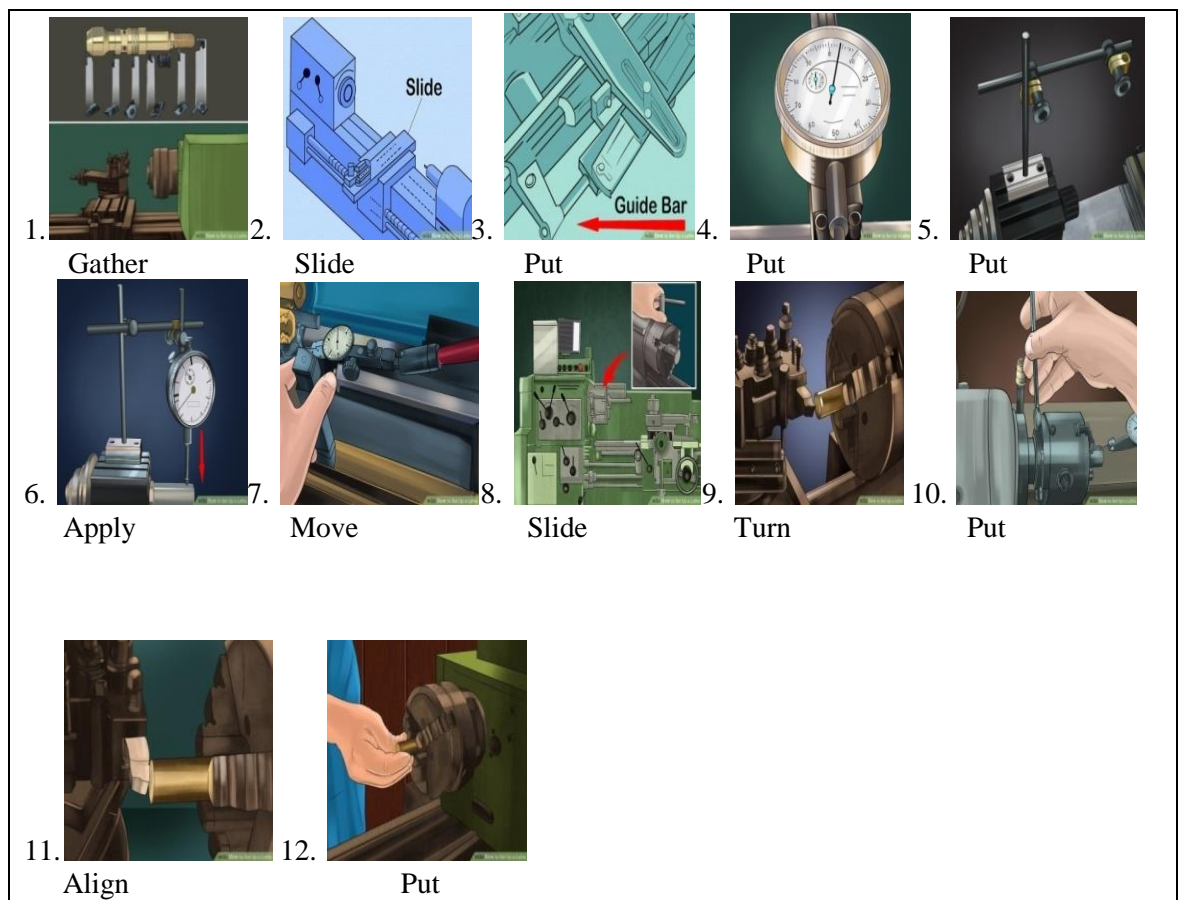


Figure 1. Picture Series for Writing Procedure Text on How to Operate Lathe Machine

Using pictures is one of the ways that can be used in teaching English. Raimes in Akbari (2008) argues that pictures can help the teachers and students in teaching and learning vocabulary and other components of language. The pictures are one of the solutions that can help the teachers to explain language meaning and construction. For this reason, teacher can also use the pictures in their activity. One of the visual media commonly used in the teaching and learning process is pictures. Smaldino (2005) stated that pictures are photographic (representation of people, places, and things in the form of two dimensional that

sometimes in the form of sequential pictures. Picture series is recommended because it has many benefits in the writing learning process. Smaldino (2005) argues that there are some advantages of picture series in teaching writing. First, picture series will make the students interested in writing English because their knowledge during writing a text easily. Second, picture series will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing the ideas. Last, picture series their knowledge during writing a text easily by using media.

METHOD

Table .1 The Stages of Research

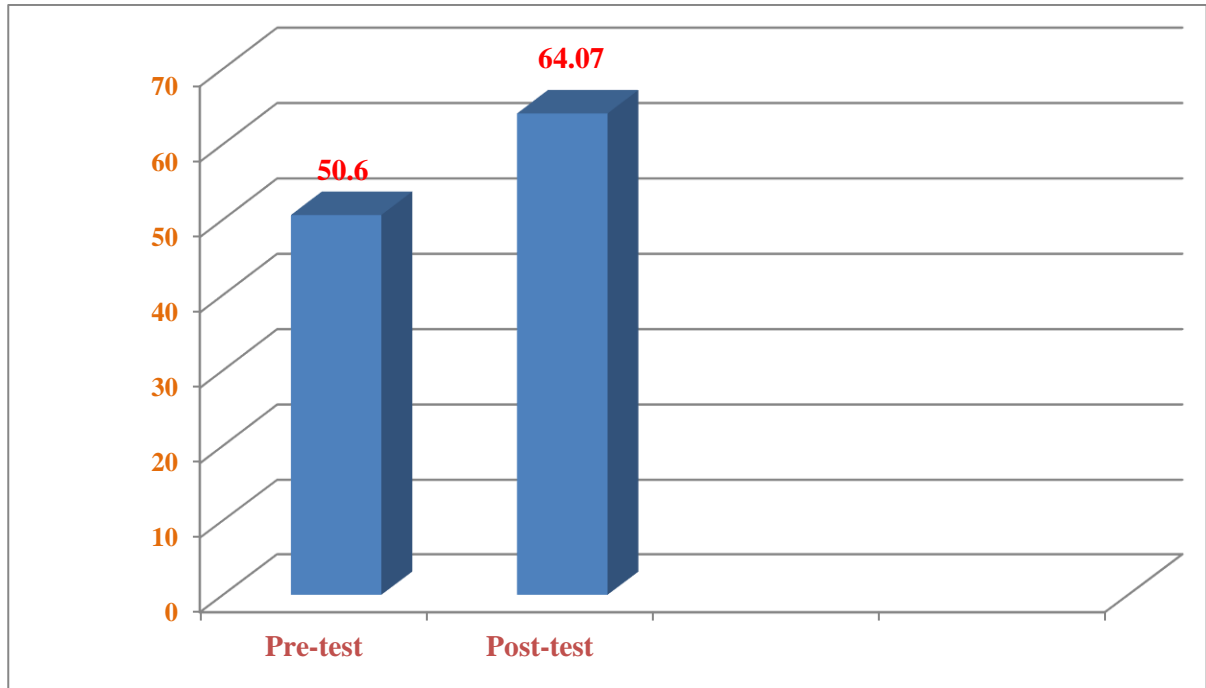
No	Date	Time	Activities
1	Monday, 5 March 2018	13.10-14.30	Pre-test
2	Wednesday, 7 March 2018	07.00-08.20	Treatment 1
3	Friday, 9 March 2018	09.00-10.40	Treatment 2
4	Monday, 12 March 2018	09.00-10.40	Treatment 3
5	Wednesday, 14 March 2018	10.00-11.20	Post-test

The population was the eleventh grade students of SMK-SMTI Pontianak. The eleventh grade consisted of seven classes, such as class A, B, C, D, E, F and G. Eleventh grade students were 223 students. In this research, the researcher used XI D as sample. The researcher used measurement technique. The researcher also used pre-test and post-test in collecting data. The tool of data collection was a written test. The researcher gave the pre-test before giving the treatment to students to measure the students' ability. Then, the researcher gave post-test after treatment to measure students' ability after using treatment. The instrument to measure students' skill in writing procedure text is a writing test. The test was used to measure student's achievement before and after treatment. The writing test was given the students in procedure text with at least 50 words. The score is done as referred to scoring rubric. The validity is addressed for the test that the researcher conducted in his research. The test was pre-test and post-test. The researcher used items specification of the test as the content validity of the test.

Content validity is used to measure the test that is appropriate with the materials taught to the students or is appropriate with the syllabus based on the Curriculum of Vocational High School. The researcher used inter-rater reliability. The researcher used inter-rater reliability because the researcher wanted to know the reliability of the research instrument and compared the scores to see if their scores are similar or different. In this research, the students' writing ability was scored by two people (the researcher and the teacher). The researcher as the first rater and the teacher as the second rater. The researcher analyzed the data by using statistical formula. The statistical formula which used were mean score, MD and T-test and the effect size. T-test determines if there is a statistically significant difference between pre-test and post-test. To obtain T-test, the researcher obtained mean score and MD. The researcher used the effect size formula to answer the second research question.

Finding

FINDING AND DISCUSSION



Graph 1. Students' Difference Pre-Test and Post-Test

The researcher used T- test to answer the first research question. T-test was used to compare the means of the data sets to determine if there is a statistically significant difference between pre-test and post-test. In the findings, the researcher calculated the mean score of pre-test and post test to find out MD. The mean score is gained by dividing the total score by the total number of students taking the test. First, pre-test was conducted before the use of picture series in order to know students' writing ability of procedure before the experiment. The highest score in pre-test was 70 and the lowest score was 26. The average of the pre-test score was 50.6. Second, post-test was conducted after the use of picture series in order to see the improvement that made by students in writing procedure text. The highest score in post-test was 78 and the lowest score was 49.

The average of the pre-test score was 50.6. Then, the researcher obtained MD to calculate T-test. The researcher used MD to calculate the mean of the difference between student score of pretest and posttest. The MD was 13.47. The researcher also obtained the student's different pre-test and post- test score (d) to calculate T-test. The researcher obtained d was 202 by calculating all of the student's different pre-test and post- test score. Then, the researcher doubled the students' result of different pre-test and post- test score and calculated it. Thus, the researcher found d^2 was 3300.

The researcher also used the total number of students who took the test (N) to calculate T-test. N was 15 students. It meant that the researcher used MD, d^2 , d , N to calculate T-test. The researcher obtained that T-test was 8.4. The researcher used the effect size formula to answer the second research question. The

researcher also used the effect size to analyze

the effect of the treatment.

Discussion

In this research, the researcher found that the use of pictures series was highly effective for students' writing procedure text. Based on the data analysis, the researcher found that there was an increasing of the students' achievement in writing a procedure text by using picture series. It could be proven by comparing the mean score of the pre-test and post-test.

The findings also suggest similar result of previous research done by Ramadhani (2017). The study found out there was improvement in students' writing ability of procedure text especially content aspect after the implementation of a picture series in teaching writing. It meant that the research findings support the previous research. In this research, the students were very interested in writing procedure text by using picture series because the students understood and familiar about picture series. It is supported by Smaldino (2005). He states that one of advantages of picture series in teaching writing is picture series make the students interested in teaching writing. Based on the score pre-test and post-test indicated students' ability in post-test was better than in pre-test. This showed that there was a different score

of pre-test and post-test after receiving the treatments. It is indicated that the use of picture series was highly effective and significantly increase students' ability in teaching writing procedure text for eleventh grade students at SMK-SMTI Pontianak.

The conclusion is picture series is recommended to be used for teaching writing procedure text. The researcher also found two surprising findings in his research. First, the researcher found that the students were more understand than the researcher about the picture series. When the researcher showed the picture series, the students knew all parts of the picture series. They were able to mention all parts of picture series. The researcher asked to some students about the picture series and they answered it. Second, the researcher found that some students were able to write a procedure text by using picture series at first treatment. They learned quickly and used picture series as guidance in writing procedure text. They said that picture series was a good guidance in writing procedure text. In addition, the researcher gave key words and vocabulary. Some of students also teach their friends in writing a procedure text by using picture series.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results and discussion of the data, it could be concluded that picture series is highly effective for teaching writing procedure text. It is supported by the result of T-test formula to test the hypothesis. The result showed that T-test is 8.4 and t-value is 1.7613 for df 14 ($15-1 = 14$) at 0,05 (5%). Thus, T-test (8.4) is higher than the value (1.7613). It could be said that T-test is higher in the than t-value. In conclusion, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that the answer of research problem was proven that there is a significant difference between students' achievement in writing procedure text which is taught using picture series and without using picture series. In conclusion, the use of picture series is effective to teach students' writing ability of

procedure text at the eleventh grade of SMK-SMTI Pontianak.

Suggestion

Referring to the findings of the research, the researcher provides some constructive suggestions for the teacher and the institution as follows: (a). Based in the finding, the students were interested in teaching writing by using picture series. Therefore, the teacher is suggested to use picture series for their students in writing procedure text because picture series helped the students in writing a procedure text, (b). The researcher found that the students paid attention to picture series more than learned material. Therefore, the teacher is also suggested to be able to modify picture series because picture series should appropriate with students needs and interest

and the teacher is suggested to guided them in teaching learning, (c). Based on the finding,

the students were interested in teaching learning by using picture series.

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