

***THE EFFECTS OF USING PICTURE SERIES ON THE WRITING
PROCEDURE TEXTS OF THE SECOND YEAR STUDENTS OF MTS
DARUL FUNUN EL-ABBASIYAH KABUPATEN 50 KOTA***

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Abstract: *The objective of this reserach was to improve the students' skills in writing procedure texts by using picture series for the eighth grade students of MTs Darul Funun El-Abbasiyah Kabupaten 50 Kota in the academic year of 2016/2017. The research was pre-experimental research. The samples of the research consisted of the students of Grade VIII 3. To get the data, the researcher conducted a written test in pre-test and post-test. The pre-test and post-test were conducted to gain the quantitative data. Score of pre-test and the post-test were used to analyze the quantitative data that were in the form of students' writing scores. The findings showed that picture series effectively improved the students' skills in writing procedure texts. The improvements covered: 1) the students considered writing as an easy and interesting lesson, indicated by their enthusiasm to write, 2) students generated and organized their ideas more easily in a good order, 3) and picture series improved the students' skills in writing procedure texts in terms of grammar, vocabulary, and sentence structure. The researcher found that the students' writing skills were improved. It can be seen from their main scores of pre-test and post-test. There was an improvement between the pre-test mean score (45.29) and the post-test mean score (70.20). The gained scores of the means was (24.91), so it can be concluded that the use of picture series could improve the students' writing skills of procedure texts.*

Keywords: *Effect, Picture Series, Writing, Procedure Text*

PENGARUH PENGGUNAAN SERI GAMBAR DALAM MENULIS TEKS PROSEDUR SISWA TAHUN KEDUA MTS DARUL FUNUN EL-ABBASIYAH KABUPATEN 50 KOTA

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Abstrak: Penelitian ini bertujuan untuk meningkatkan keterampilan siswa dalam menulis teks prosedur dengan menggunakan seri gambar pada kelas delapan MTs Darul Funun El-Abbasiyah Kabupaten 50 Kota pada tahun akademik 2016/2017. Penelitian ini adalah penelitian pra eksperimental. Para anggota penelitian terdiri dari siswa kelas VIII 3. Untuk mendapatkan data, peneliti melakukan tes tertulis di pre-test dan post-test. Pre-test dan post-test dilakukan untuk memperoleh data kuantitatif. Skor yang diperoleh dari pre-test dan post-test digunakan untuk menganalisis data kuantitatif yang berupa skor menulis siswa. Hasilnya menunjukkan bahwa seri gambar efektif meningkatkan keterampilan siswa dalam menulis teks prosedur. Perbaikan meliputi: 1) siswa menganggap menulis sebagai pelajaran yang mudah dan menarik, ditandai dengan antusiasme mereka untuk menulis, 2) siswa menghasilkan dan mengatur ide-ide mereka lebih mudah dalam urutan yang baik, 3) dan gambar seri meningkatkan keterampilan siswa dalam menulis teks prosedur dalam hal tata bahasa, kosa kata, dan struktur kalimat. Peneliti menemukan bahwa kemampuan menulis siswa telah meningkat. Hal ini dapat dilihat dari nilai utama mereka pre-test dan post-test. Ada peningkatan antara rata-rata nilai pre-test (45,29) dan rata-rata nilai post-test (70,20). Skor yang diperoleh berarti itu (24,91), jadi dapat disimpulkan bahwa penggunaan seri gambar dapat meningkatkan kemampuan siswa dalam menulis teks prosedur.

Kata kunci: pengaruh, seri gambar, menulis, teks prosedur

INTRODUCTION

English is an important language used by many people in the world to communicate to one another. It plays an important role in the process of modernization, and as an International language. That is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). There are four English language skills that should be mastered by students of English: Listening, Speaking, Reading and Writing. People can interact with one another not only through spoken language, but also through written language. In other words, English taught through Listening, Speaking, Reading and Writing.

Writing is a skill that is used to explore ideas and other communication activities. Writing is categorized as a productive skill. It is also known as an active skill. Productive skills are speaking and writing, because learners doing these need to produce language. They can be compared with the receptive skills which are listening and reading. (Masduqi,2008). One of the scopes of the study of English in SMP/MTs is to understand and to create various short functional texts and monologues, as well as essays in the form of descriptive, recount, narrative, procedure, and report (Depdiknas: 2006). In terms of writing skill, the students are expected to be able to use their skills in expressing meanings and rhetorical structures through simple texts, using written language varieties accurately, fluently, and appropriately in daily life context to interact with others. In other words, when the students reach the functional level, they can fulfill their needs, like writing letters, using the procedure texts well, and describing something.

Some of the SMP/MTs students, in general content, have not reached the functional level well. They still have difficulties in writing. When the English teacher asked them to write a procedure text, only few of them understand it. The result of their assignment on procedure text is not satisfactory. Some of them still have difficulties in using correct grammar. They also have low vocabulary mastery.

It also happens to the students of MTs Darul Funun El-Abbassiyah Kabupaten 50 Kota, they think that English is difficult to learn. When the teacher asks them to do some activities, most of them do not do the task well. Some of them still have difficulties and have poor understanding in writing a text especially in generating ideas and using correct grammatical structure. According to the English teacher of that school (Nela), the students did not actively join the teaching and learning process. So it can be concluded that the students still have low motivation and ability in writing procedure texts.

The focus of the research is that picture series media could give the students new ideas in learning writing, especially in writing procedure texts. The students could feel interested and be more active when teachers teach writing. Thus, the media could motivate the students in learning writing. Teachers could use picture series to motivate students when they teaches writing.

RESEARCH METHODOLOGY

The research started on October 2016 at the Second Year Students of MTs Darul Funun El-Abbassiyah,. This school is located on Jl. Raya Padang Jampang, Kecamatan

Guguak, Kabupaten 50 Kota, Propinsi Sumatera Barat. The data were collected from 29th October 2016 to 14th November 2016. The population of this research was the second year students of MTs Darul Funun El-Abbassiyah Kabupaten 50 Kota in 2016-2017 academic years while the sample was class VIII 3.

The instrument that used to get the data was a writing test for procedure text. The aspect being measured are grammar, vocabulary, mechanics, language use, and organization. The tests are used to get information about students' writing performance. The researcher hold pre-test and post-test to see whether picture series gives an effect on the students' writing or not.

Table 1 Blue Print of the Writing Test

No.	Test	Picture Series	The Test
1.	Pre-Test	<ul style="list-style-type: none"> How to Make Mango Juice 	Please write the Procedure Text. You have 45 minutes to complete your writing.
2.	Post-Test	<ul style="list-style-type: none"> How to Make Mango Juice 	Please write the Procedure Text base on the Picture series. You have 45 minutes to complete your writing.

The data were analyzed by using statistical analysis. In order to compare the results of students' written test through the pre-test and post-test, the t-test was used by employing SPSS 16.0. The researcher discovered the complete results including the mean, variance and how the accuracy the data of the test. The researcher chooses t-test to compare the differences of students' scores in the pre-test and the post-test.

The classification of students' scores by Harris (1974) was used to score students' work and classify students' scores in pre-test and post-test.

Table 2 the Classification of Students' Score

Test Score	Level of Ability
81 - 100	Excellent
61 - 80	Good
41 - 60	Mediocre
21 - 40	Poor
0 - 20	Very Poor

(Harris: 1974)

THE RESEARCH FINDING

The objective of the research was to find out the effect of using picture series on the students' writing ability. They had to write a procedure text in the pre-test and the post-test. The researcher conducted the research in six meetings where two meetings for pre-test and post-test and four meetings for the treatment.

The data were collected by giving a writing test to the students. The students were required to write a procedure text on a paper individually. The pre-test was given at the beginning of the research to find out the students' writing ability before they were given a treatment. Furthermore, the second test was given after the treatment had been applied. After analyzing the data, the significant difference between two mean scores, the significance of test, and the difference of the average scores between the pre-test and the post-test were found.

The test results are presented to show the students' ability in each aspect of writing. In writing, the students were assessed in five aspects, they were: grammar, content, mechanics, vocabulary and organization. This section presents the finding based on the data obtained from the three raters.

Based on the research conducted, it shows there was effected in students' writing ability. Their improvement in writing scores had proven through their pre-test score. The comparison of their score was presented in the following table:

Table 3 Improvement in Each Aspect of Writing in Pre-Test to Post-test

Aspects of Writing	Average Score		Improvement
	Pre-Test	Post-Test	
Grammar	36.76	75.49	38.73
Content	47.55	67.16	19.61
Organization	50.00	70.10	20.10
Vocabulary	48.53	69.12	20.59
Mechanic	43.63	69.12	25.49
Total	226.47	350.99	124.52
Average	45.29	70.20	24.90

As can be seen on Table 4.9, the students' average score had significantly increased. In addition, it can be concluded that applying Picture series in writing Procedure text gives significant effect on the students' average score in each aspect of writing.

The Result of T-test Table

In this research, "t" test formula was used to compared the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students' writing ability or not.

In performing the pre-experimental research, hypothesis was required to see whether there is a significant difference after the activities was completely performed.

The mean of the pre-test score (X) achieved by the students of MTs Darul Funun El-Abbasiyah Kabupaten 50 Kota was 45.29. Furthermore, when the treatment had been given to the students, the enhancement of students' writing ability occurred.

The improvement could be seen in their mean score as shown in the post-test results (Y) which is 70.20. The margin of pre-test and post-test achieved was 24.91. Aside from the enhancement score of pretest and posttest, in order that the hypothesis could be accepted, the results of 't' test formula is also required. The 't' test formula swon in table 4.

$$\begin{aligned} \text{T table} &= n-1 (\alpha 5\%) \\ &= 17-1 (0.05 \times 5\%) \\ &= 16 (0.05 \times 5\%) \\ &= 2.120 \end{aligned}$$

Table 4 T-Test Table

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	70.1971	17	7.52008	1.82408
Pre-test	45.2712	17	7.68429	1.86371

Based on the table 1.4, the mean score of pre-test is 45.2712 and in the post-test is 70.1971. The difference of the mean score between pre-test and post-test is 24.91. The gap of mean score shows an effect of students' writing ability in the written test. Standard deviation is a values spread in the sample, while standard error mean is an estimate of standard deviation. The spread of values in the sample pre-test is 7.68, while standard error of mean is 1.86. The standard deviation and standard error of mean of post-test are 7.52 and standard error of mean is 1.82.

Discussion

As the final reflection, the English teacher and the researcher collaboratively discussed the result of the research. They drew a conclusion that the use of picture series could be the effective way to help students in writing the procedure text. In other words, picture series could effected to students' skills in writing procedure texts. The significant result of the research were obtained from the score from rater, documentation, and sample of the students' works.

This research is focused on the students' five components of writing, namely: grammar, content, organization, vocabulary, and mechanic. The researcher found that the score result of post-test is higher than the score result of pre-test.

CONCLUSIONS AND RECOMMENDATION

Conclusions

Based on the result, it can be concluded that using a picture series is an effective technique used to improve writing skill of the students of Junior High School, especially for the second year students of MTs Darul Funun El-Abbasiyah Kabupaten 50 Kota. The use of picture series made a positive influence to the students. It could be seen that there were changes in the teaching learning process especially in writing. The implementation of picture series could help the students to organize their ideas into logical development. They knew what they should write in its correct order parts of procedure text with the use of the picture series. Besides, the use of picture series was effective to attract the students in studying English. The students showed positive attitude during the teaching and learning process. They actively involved in the teaching and learning process, especially in writing procedure text.

The improvement could be seen in some points. First, the use of picture series was helpful to organize students' ideas in good order. After they got picture series, they were stimulated to write. Second, the use picture series could decrease students' problems in writing procedure texts in terms of grammar, vocabulary and punctuation with other supporting activities during the implementation. The last, the students were actively involved in the process of teaching and learning. Here, picture series were able to enhance the students' interest in writing. It could increase students' involvement during the teaching and learning process.

Recommendations

After implementing the picture series, the researcher have some suggestions for the English teachers and for further researchers to be considered.

1. For English Teachers. It is suggested for the English teachers to use picture series in teaching writing procedure texts since the result of the research showed that picture series were useful to help students in generating the ideas. The students could write the procedure text in a good order. Besides, the use of picture series also promotes the students' positive behaviour during the teaching and learning process. The learning using picture series was able to enhance the students' interest and preference to do writing activities.
2. For other researchers, the results of the research were expected to encourage other researchers to conduct further study dealing with writing skills or picture series for other skills. Further researchers are recommended to use picture series on different grades of education level such as junior/senior high school level to see the effectiveness of using picture series in composing procedure texts. Further researchers also may conduct research on other genre of texts to improve their writing skills in different kind text.

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