

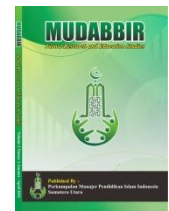


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## THE EFFECTIVENESS OF USING PICTURE SERIES ON STUDENTS' ENGLISH WRITING SKILLS OF PROCEDURE TEXTS AT SMA MASEHI SEBIRU BIRU IN ACADEMIC YEAR

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### ABSTRACT

This research deals the effect of picture series on students in writing procedure text. The purpose of this study was to determine the effectiveness of the use of picture series on students' English procedural text writing skills. This research was conducted with experimental research used in two groups. the experimental group used media in the form of picture series and control without using picture series. The subjects of this study were students of SMA Masehi Sebiru Biru class XI MIA 1 who would be the experimental group and XI IIS which would be the control group, where class XI MIA 1 consisted of 29 students and XI IIS consisted of 24 students. This study used a written test to obtain data. After analyzing the data, the average value of the two groups was obtained where the experimental group got an average score of 85 and the control group 79.1. Based on the calculation results show that using the media in the form of picture series is higher than without using picture series. Picture series is effectively used in students writing procedure text.

**Keywords:** *Writing skill, Procedure Text, Picture Series.*

### INTRODUCTION

Writing skill is an activity that cannot be separated from teaching and learning activities for students at school. Writing skills provide many benefits for students, namely; develop personality, broaden horizons, develop creativity, instill courage, self-confidence, and help students develop thoughts and life experiences. Writing activities

make students active and creative in learning activities and improve students' ability to string words into interesting sentences.

According to Puspitasari (2014), writing is a tool to get along with the world. People communicate not only through oral media, but also through written media. There are so many communication media that use written language, such as newspapers, magazines, blogs, websites, and even social media. Based on these reasons, it is clear that writing skills are also important to master in order to maintain good communication with others. Therefore, the teaching and learning process of English in the classroom must include teaching writing skills in the right way to help students build their ability and competence in written language. Basically, writing is the expression of ideas, opinions, experiences, or information that is in the mind of the author in the form of written language. Writing skill is a special ability that helps students put their thoughts into words in a meaningful form and mentally interact with the message. Writing is an activity of organizing thoughts on paper and presenting them to readers in paragraphs and sentences (Nunan, 2003).

Procedure text is writing that tells us in the form of making or doing something through several steps or directions. And is one of the genres in writing that must be mastered well by students. They must be able to write procedure texts in everyday life, procedure texts are used to perform a step or complete something. Therefore, procedure text is very important to learn.

One of the problems that caused the learning objectives to not be achieved was the low ability of students to write procedure texts. Therefore, the low ability of students to write procedure texts because students find it difficulties to express their ideas or ideas in written form, students are less interested in writing procedure texts. Starting from when the writer wrote about his sister and friends who were high school students, the high school students were not interested in writing procedure texts because it was difficult for them. and do not know how to write and arrange procedure text in a structured manner. And they are confused about what steps to take first, to write procedure text.

The activity of writing texts, especially procedural texts is not a lesson that can be lecture by the teacher. Its characteristics as an ability make it an individual knowledge that must be put into practice. Therefore, teachers must be creative in teaching and learning activities so that students are able to master the material. Specialized in writing procedural texts so that students' ability to write procedural texts is as expected.

The student's ability to write procedural texts has not actually been as expected. The teacher as a facilitator should be able to change the conventional learning model so students are interested in learning and easy to understand so it can improve student learning outcomes. In connection with efforts to facilitate learning, the learning media greatly influences it.

## METODOLOGY

This research was conducted with experimental research. To collect data there are two groups of students that will be used, namely, the experimental group and the control group. The experimental group is the group that gets treatment with serial images, while the control group gets treatment without using serial images that will be taught with communicative media.

The experimental research method is the most productive research method, and if the research is carried out properly it can answer the main hypothesis related to causality. Ary (2002) stated that experimental research involves the study of the effect of systematic manipulation of one variable on another variable. Experiments were studied with two kinds of variables, namely independent variables and dependent variables. The independent variable is a systematic manipulation of the independent variable. The dependent variable is called the dependent variable because it depends on the function of the independent variable. The design can be shown as in the following table.

TABLE I. EXPERIMENT RESEARCH DESIGN

Group	Pre-test	Treatment	Post-test
Experiment	√	Picture Series	√
Control	√	Without picture Series	√

The sample is a group of people or events taken from a population. Two classes (XI IPA and XI IPS) were selected as samples of this study, where class XI IPA had 31 students, class XI IPS had 32 students for a total of 63 students.

The experimental group was taught how to write procedure text using serial pictures, while the control group was taught how to write procedure text without using serial pictures.

In data collection, a writing test will be given as an instrument. Students will be invited to write a procedure text in the form of a writing test based upon the student's book with the key concepts provided.

Population of this study is the students at the XI Grade at SMAS MASEHI SEBIRU BIRU in 2021/2022 academic years. There were two classes; they are XI MIA and XI IIS. The total students consist of 63 students.

Order to know the different effect between two group the writer used to test the formula of t-test that proposed by Arikunto (2014) used the following pattern:

$$t = \frac{|Mx - My|}{\sqrt{\left\{ \left( \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right) \left( \frac{1}{Nx} + \frac{1}{Ny} \right) \right\}}}$$

Where:

Mx = Mean of experimental group

$M_y$  = Mean of control group

$X^2$  = The deviation score of experimental groups

$Y^2$  = deviation score of control group

$N_x$  = The total sample of experimental group

$N_y$  = The total sample of control group

## FINDING AND DISCUSSION

There are two classes taken as the sample of this study. They were divided into two groups, namely the experimental group and the control group. To collect data, a written test was given to students in the same test items. The data of this study were obtained after pre-test and post-test were carried out in the experimental group and the control group. The following are the results of the pre-test and post-test of the two groups.

**TABLE V. THE RESULT OF PRE-TEST POST TEST OF THE EXPERIMENTAL GROUP**

No.	Student's Name	Pre-Test	Post-Test
1.	APG	70	75
2.	AE	65	75
3.	AT	80	90
4.	DW	80	90
5.	EP	75	80
6.	ER	85	90
7.	EM	75	80
8.	FBB	80	85
9.	FC	70	75
10.	HS	85	90
11.	JG	80	90
12.	L	75	80
13.	MBS	70	85
14.	MR	85	90
15.	MG	85	90
16.	NS	75	80
17.	RE	80	85

18.	RB	80	85
19.	SEL	90	100
20.	SEL	90	100
21.	SU	70	75
22.	TS	80	85
23.	TH	75	80
24.	VS	75	85
25.	YA	70	80
26.	YS	80	85
27.	DAP	80	85
28.	DGS	70	75
29.	DB	75	100
		2250	2465
Total		<i>Mean</i> = $\Sigma/N$ = 77,5	<i>Mean</i> = $\Sigma/N$ = 85

From the Table V which had been collected, the lowest and the highest pre-test score in the experimental class were 65 and 90 which in the post-test 75 and 100.

**TABLE V. THE RESULT OF PRE-TEST POST TEST OF THE CONTROL GROUP**

No.	Student's Name	Pre-Test	Post-Test
1.	IKS	80	80
2.	RPBM	65	70
3.	SRB	65	70
4.	ES	70	75
5.	MNT	75	78
6.	ENK	75	75
7.	DRS	80	85
8.	AAB	80	80
9.	LAB	85	88
10.	AP	75	78
11.	DKT	80	85

12.	FS	85	90
13.	RS	70	80
14.	GT	80	81
15.	SBB	75	78
16.	PS	75	76
17.	IG	80	82
18.	RS	75	78
19.	VBG	80	83
20.	KY	75	76
21.	BAB	80	81
22.	FA	75	75
23.	JKP	75	78
24.	MRB	80	82
Total		1825	1900
		$Mean = \frac{\sum}{N} = 76$	$Mean = \frac{\sum}{N} = 79,1$

From the Table V which had been collected, the lowest and the highest pre-test score in the control class were 65 and 85 which in the post-test 70 and 90.

This study gave students pre-test and post-test for the experimental group and the control group. Then the researcher using media in the form of serial images gave it to the experimental group, students who were in the control group did not use media in the form of serial images, this was done to obtain comparison results between groups that used serial images and did not use the media. The use of picture series in the teaching and learning process can improve students' writing skills. This is evidenced by data showing the average development of students. The average post-test of the experimental group (85) was higher than the mean of post-test of the control group (79.1). Observation and test data showed that students experienced an increase in the writing test. Using media in the form of picture series can improve students' writing procedural text skills.

## CONCLUSION

After analyzing the data, the data conclusions can be drawn the following: 1) Students who write using media in the form of picture series get better achievements than students who write without using picture series in writing procedural texts. 2) Students find it easier to learn and understand procedure texts by using picture series.

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