

IMPROVING STUDENTS' WRITING ABILITY BY USING SEQUENCE PICTURES AT X GRADE OF SMA KATOLIK ATMAJAYA TOLITOLI

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ABSTRACT

This research design belongs to a pre-experimental research. The instruments of collecting data are pretest and posttest. The test was used to obtain data in order to find out the effect of using sequences pictures in writing procedure text. The result of the research shows that: 1. by using sequences pictures can improve students' writing ability in procedure text, 2. there is significant difference between the result of pretest and posttest, the mean score of posttest was 78,40 it was higher than the mean score of pretest 56,0. 3. The testing hypothesis shows that T_{count} 9,167 was higher than T_{table} 2,093. It indicates that the null hypothesis (H_0) rejected and the alternative hypothesis (H_a) accepted. Finally, this research shows that students' ability was improved after they were taught using sequences pictures. They were better in their procedure text writing. It was signed by their improvements of writing component are organization, Vocabulary and grammar.

Key Words: Sequence Pictures, Ability, Writing, Improving.

ABSTRAK

Penelitian ini menggunakan model metode experiment. Instrument yang digunakan dalam pengumpulan data adalah pretest dan posttest. Test digunakan untuk memperoleh data yang bertujuan untuk mengetahui pengaruh dari penggunaan gambar bersusun dalam penulisan text prosedur. Hasil penelitian menunjukkan bahwa : 1. Penggunaan gambar bersusun dapat meningkatkan kemampuan siswa dalam menulis text prosedur, 2. Terdapat perbedaan yang berarti antara hasil pretest dan posttest, dimana rata-rata posttest yaitu 71,85, lebih tinggi dari rata-rata pretest yaitu 41,60, 3. Uji hypothesis menunjukkan bahwa T_{count} 11,587 lebih tinggi dari T_{table} 2,093. Artinya bahwa null hypothesis (H_0) ditolak dan alternative Hypothesis (H_a) diterima. Dengan demikian, penelitian ini menunjukkan bahwa kemampuan siswa meningkat, setelah belajar menggunakan gambar bersusun. Mereka lebih baik dalam menulis prosedur text. Itu terlihat dari kemajuan mereka dalam organization, kosakata dan grammar.

Kata kunci: Gambar Bersusun, Kemampuan, Menulis, Meningkatkan

1.1 Background

Writing is one of the basic language skills that very important to learn. It is a language skill that can be used to communicate and express with other person in written form (paper). As a process to get product, writing is influenced by some elements they are grammar, vocabulary, mechanics, style and form (organization).

In line with explanation above, the government of Indonesia created many curriculums which determined writing is one of the language skills that must be taught at Senior high school. One of them is Kurikulum Tingkat Satuan Pendidikan (KTSP). It states that the students must be exposed and be able to write different kinds of texts. One of them is writing procedure text. It is obviously stated in the basic competence that the tenth grade

students are expected to be able to express the meaning of functional text and simple short story essay in the form of procedure and report text to interact on the daily life context.

Based on the writer's experiences when she did teaching practice in SMA Katolik Atmajaya Tolitoli at tenth grade for two months, she found many students got difficulties in learning writing procedure text, they often find difficulties to generate their ideas based on their imagination and experiences only when they wrote procedure text. The problems are, in the choosing the best word (word choice), organizing generic text structure (goal, ingredients, and steps), and grammar.

Regarding to those problems which are usually found in learning of writing procedure text, the writer intends to use sequence pictures as a media to improve the students' ability in writing procedure text. It has some benefit such as it can motivate students and make them want to pay attention and want to take part. Then, it contributes to the context in which the language is being used. They bring a word into the classroom. It also can prompt the students into writing story; attract the students to focus in writing and give more their attention in seeing picture and reading the text. It also help the student to understand and generate their idea visually in writing sentence, so they can write the story based on the picture they see because the picture give a true, concrete, and realistic concept. By seeing it, the students are able to imagine what they want to write.

Therefore, to solve the problem writer would like to improve students' ability in procedure text writing by using sequence pictures of cooking recipe.

1.2 Research Question

Based on the background above, the research question in this research is "can the use of sequence pictures improve students' writing ability at the X grade of SMA Katolik Atmajaya?"

1.3 Objective of the Research

Regarding to the research question, the objective of this research is to find out whether the use of sequence pictures can improve students' writing ability at X grade of SMA Katolik Atmajaya Tolitoli.

1.4 Significance of the Research

In line with the objective of the research above, the result of this research is expected to give contribution to the English teachers, students, and the next researchers.

1.5 Scope and Limitation of the Research

Related to the title, the writer limited the scope into two variables, they are sequence picture and writing ability. The kind of writing ability is procedure text of cooking recipe by using sequence pictures at tenth grade A of SMA Katolik Atmajaya Tolitoli.

1.6 Definition of Key Terms

In order to clarify the title, the writer gives the definition of key terms as follows:

- a. Sequence picture is a series of photographs dealing with one subject. It may tell a story, reveal a person, or show how to do something.
- b. Ability is potential or talent to make something.
- c. Writing is the representation of language in a textual medium through the use of a set of signs or symbols.
- d. Improving is to become or make something better, to increase the value or good qualities of something.

2. REVIEW OF RELETED LITERATURE

2.1 Previous researches

The writer has found previous researches which were related to this research, the first research was taken from Astuti (2011) who did the research entitled “Improving Students’ ability in writing recount text through pictures Sequence : A Classroom action research at the first year of MA Darul Ma’arif cipete”. It showed that picture sequences can improve effectively the first year students’ ability in writing recount text.

The second was taken from Ayuningtyas (2012) that entitled “Using Pictures sequence to improve the ability of eleventh grades of SMAN 1 Srengat-Blitar in writing narrative texts: A classroom action research.” It showed that the use of picture sequence can improve the students’ attitude, can also improve the students writing product.

The third was taken from Suaeni (2015) that entitled “Improving Students’ Skill in writing procedure text through pictures sequence: A classroom action research at the ninth grade of MTs negeri Tangerang 2 Pamulang.” It showed that through using picture sequence can improve the students’ skill in writing procedure text at ninth grade of MTsN Tangerang 2 Pamulang.

2.2 Definition of writing

Writing is one of skill that has to be mastered by the students in learning English. In writing, the students have to pay attention to aspect of writing. Haris (1969) component of writing consist of grammar, vocabulary, mechanics, style and form (organization).

2.3 Process of writing

Writing requires complex thinking; the process of writing involves problem solving and decision making. Jenkinson (2006) stated that, teachers who focus on the writing process in a variety of disciplines take students through some variation of these steps prewriting, writing a draft, peer review of the draft, revising, editing, writing the final draft and publishing.

2.4 Definition of procedure text

Procedure text is to tell someone how to do something or how to make something and how to operate something. In addition, procedure text tells someone how to do something with goal, material, and steps to make sure that someone understand about the procedure text.

2.5 Sequence picture

Sequence picture is a kind of picture. Finochiaro (1986) defined, “sequence picture is (six to ten) on cart as a number of related composed pictures linked to form a series or sequence”. On the words, picture sequence consist of several picture which have a relation each other in a chronological order. It is presented to tell a story in some events. It usually tells experiences, instructions, stories, etc. From this sequence picture, learners can be easier to understand the meaning of word, a sentences or event a paragraph after they sew the picture itself. The use of picture can improve the creativity of the students. Picture often used to present the situation in the learning process.

Sequence picture have some importance in teaching writing. But on the other hand, the uses of sequence picture also have some negative sides.

2.6 Conceptual framework

The procedure text is a text that tells the readers how to do something in sequence of steps. This text type is taught at senior high school level. However, senior high students usually encounter some difficulties in learning writing of procedure text. For example the students are difficult to write a procedure text based on their experience or imagination only. Thus, to overcome this problem the students need stimulation in order to help them in creating a procedure text effectively. In this case the writer used visual media was sequence pictures

3. RESEARCH METHOD

3.1 Design of the research

In this research the writer used experimental research, since it describe the quantitative degree in which variables is relate. It is also reasonable that the writer intend to examine the cause and effect between two variables, sequence pictures as independent variable and students' writing ability in procedure text as dependent variable. According L. R. Gay (1986), experimental method is the only method of research that can truly test hypotheses concerning cause and effect relationships.

This experimental design used pre-experimental research design (one group pretest-posttest design). Design by sugiyono (2011) as follows:

O ₁	X	O ₂
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Where:

O₁ : Pretest

X : Experiment group

O₂ : Posttest

3.2 The population and sample

In this research, the writer conducted the research at SMA Katolik Atmajaya Tolitoli. The writer took the population of Tenth grade of SMA Katolik Atmajaya Tolitoli which consists of two parallel classes and 43 students. In selecting the sample, this research applied purposive sampling. The writer took one class, was X_B class as a sample of this research.

3.3 Procedure of the research

There are three stages in doing experiment research; the first pretest was doing before treatment, the second treatment for five meetings and the last posttest was doing after gave treatment to find out the improvement of the students in writing procedure text.

3.4 Technique of data analysis

The result of students' score both pre-test and post-test analyze statistically. Based on three components they were grammar, vocabulary, and form (organization). Thus, the writer tabulates the data based on the rating score in the scoring of composition.

Normality tests are for testing whether the input data is normally distribution. The normality test is the statistics formula of chi-square for match test (Sugiyono, 2011) is:

$$X_h^2 = \frac{\sum(o-f)^2}{h}$$

Where:

fo = frequency of research result

fh = frequency of theoretical

The criteria use to test the normality of the test are:

- If the result significance level ($x_h^2 \leq x_t^2$), it indicates that the data was normally distributed.
- If the result significance level ($x_h^2 > x_t^2$), it indicates that the data was not normally distributed.

Then the writer compute the mean score of students from pretest and posttest by using the formula proposes by L.R. Gay, (1986) as follows:

$$x = \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum x$ = Total score of respondent

N = the number of respondent

To know the standard deviation between pretest and posttest, the writer applies the following formula proposes by sugiyono (2011):

$$S^2 = \frac{\sum fi(Xi-x)^2}{(n-1)}$$

Where:

S² = Standard deviation

X = the sum of convert score

N = the total number of sample

After got the mean score of both of tests, the writer computes the correlation score of the students. The writer used a formula proposes by Sugiyono (2013) as follows:

$$R_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Where:

Rxy = correlation score

n = total number of students

$\sum xy$ = total score both of pretest and posttest

$\sum x$ = total score of pretest

$\sum y$ = total score of posttest

The last, the writer analyzed the data to know the significant difference or testing hypothesis by using t_{count} formula as proposed by Arikunto (2002) as follow:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Where:

x_1 = Mean of pretest

x_2 = Mean of posttest

s_1 = Standard deviation of pretest

s_2 = Standard deviation of posttest
 n_1 = The total number of pretest
 n_2 = The total number of posttest
 r = Correlation.

Finally, it was found t_{count} from both of pretest and posttest. Then, it was checked with critical value of t_{table} at 0.05 level of significance of t test. The null hypothesis will be accepted and the alternative hypothesis will be rejected when t_{count} is lower than t_{table} . On the other hand, the null hypothesis will be rejected and the alternative hypothesis will be accepted when t_{count} is higher than t_{table} .

4. RESEARCH FINDINGS AND DISCUSSION

To find out the result of the research, the writer used SPSS version 18 program to analyze the data collection.

4.1 The result of pretest

Pre-test was given to obtain students' score in writing ability of procedure text before applying the treatment. The result of pre-test can be seen in the table.

Table 4.1
The result of Pre-test

No	Students 'code	Score aspect of writing			Obtain score	Total score	Grade	Rate
		G	V	O				
1	ADM	4	3	3	10	55	Very poor	Failed
2	AA	5	3	3	11	61	Poor	Failed
3	AAL	4	4	2	10	55	Very poor	Failed
4	BP	3	4	4	11	61	Poor	Failed
5	BYY	4	3	3	10	55	Very poor	Failed
6	BDS	4	2	4	10	55	Very poor	Failed
7	CM	4	4	4	12	66	fair	Successful
8	FN	3	3	3	9	50	Very poor	Failed
9	H	3	4	4	11	61	Very poor	Failed
10	HFT	5	2	3	10	55	Very poor	Failed
11	MIU	5	2	3	10	55	Very poor	Failed
12	MHL	5	4	3	12	66	fair	Successful
13	RSH	3	4	4	11	61	Very poor	Failed
14	RKFA	5	2	3	10	55	Very poor	Failed
15	SLN	4	4	4	12	66	fair	successful
16	SE	1	3	1	5	27	Very poor	Failed
17	TT	4	4	2	10	55	Very poor	Failed
18	YMK	5	3	3	11	61	Poor	Failed
19	YAB	3	3	3	9	50	Very poor	Failed
20	YEM	5	2	3	10	55	Very poor	Failed

Based on, the table showed that in the Pre-test there were 3 students got fair grade (15%), 3 students in the poor grade (15%), and 14 students got very poor grade (70%). Thus, the writer concluded that the students still poor in writing ability of procedure text.

4.2 The result of posttest

Post-test was given after treatment, to find out the improvement of the students' writing ability in procedure text after applying the treatment. The result can be seen in the following table:

Table 4.3
The Result of Post-test

No	Students 'Code	Score Aspect of Writing			Obtain Score	Total Score	Grade	Rate
		G	V	O				
1	ADM	4	3	6	13	72	Fair	Successful
2	AA	4	3	6	13	72	Fair	Successful
3	AAL	4	5	6	16	89	Good	Successful
4	BP	5	4	6	15	83	Good	Successful
5	BYY	5	4	6	15	83	Good	Successful
6	BDS	4	4	6	14	77	Good	Successful
7	CM	5	5	6	16	89	Good	Successful
8	FN	5	5	6	16	89	Good	Successful
9	H	5	4	6	15	83	Good	Successful
10	HFT	4	4	6	14	77	Good	Successful
11	MIU	2	2	6	10	55	Very poor	Failed
12	MHL	5	5	6	16	89	Good	Successful
13	RSH	4	3	6	13	72	Fair	Successful
14	RKFA	2	2	6	10	55	Very Poor	Failed
15	SLN	5	5	6	16	89	Good	Successful
16	SE	2	2	6	10	55	Very Poor	Failed
17	TT	4	3	6	13	72	Fair	Successful
18	YMK	5	5	6	16	89	Good	Successful
19	YAB	4	5	6	16	89	Good	Successful
20	YEM	5	5	6	16	89	Good	Successful

Regarding to, the table above showed that in the Post-test there were 13 students got good grade (65 %), 4 students in the fair grade (20%) and 3 students in very poor grade (15%). Thus, the writer concluded that the students' writing ability in procedure text could be improved by using sequence pictures.

4.3 Discussion

In accordance to the findings of the research, the writer had analyzed the data collection. It described the application of sequences pictures media can improved students' writing ability of first grade at SMA Katolik Atmajaya Tolitoli.

The first, the writer conducted pre-test. The result of pre-test showed that before implementing the treatment the students still poor in writing procedure text. The pre-test showed there were 2 students got fair grade (10%), 4 students in the poor grade (20%), and 14 students got very poor grade (70%).

The second, the writer applied the treatment to the students. It was done in five meetings. The treatment was the application of sequences pictures media. The writer taught the students by using sequences pictures media. The treatment was five meetings with allocated times (90 minutes) in every meeting.

The last, the writer conducted posttest after applying the treatments. The result of post-test showed that the students' writing ability in procedure text improved. The post-test showed there were 13 students got good grade (65%), 4 students got fair grade (20%), and

3 student got very poor grade (15%). Therefore, there were 17 students was success passed the standard achievement and 3 students failed.

The description of the data collection showed that the students' writing ability in procedure text had significant improvement. The mean score of post-test (78,40) was higher than the mean core of pre-test (56,00). The value of T_{count} was higher also than T_{table} ($9,167 > 2.093$). Thus, the writer concluded that there was significant effect of using sequence pictures media to improve students' writing ability of procedure text.

5. CONCLUSION

5.1 Conclusion

Based on the research finding and discussion in previous chapter, it can be concluded that by using sequences picture was very effective to improve students 'writing ability at X grade B of SMA Katolik Atmajaya Tolitoli. It was proven by the results of the data analysis both of pretest and posttest.

The mean score was 56,00 for the pre test and 78,40 for the post test. The correlation score of the students was 0,4 and The standard deviation was 8,182 for pretest and 12,080 for post test. The t_{count} showed that t_{count} 9,167. Was higher than t_{table} 2,093. It means that H_a was accepted and H_o was rejected. Since the t_{count} was higher that the t_{table} , there was a significance effect of using sequence picture to improve students' ability in writing procedure text at X grade B of SMA Katolik Atmajaya in Academic year 2016/2017.

5.2 Suggestions

In this part, writer would like to contribute some suggestions for the English teachers, students and reader based on the research finding and discussion. The first for the teacher, they should use interesting media to teach English because students believe that English language is difficult. And also, teacher should plan the time well and they should careful in selecting the pictures.

The second for the students, the writer suggests add their vocabulary by reading English book or provide the dictionary when learning English processed. The last for the reader, the writer expected the reader get useful information from this research and the result can be used as reference in conducting the same research to obtain better result.

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