

THE USE OF PICTURE SERIES IN WRITING PROCEDURE TEXT

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Abstract: Writing is one of skill which needs to be learned by the students. Through writing, someone can share personal meanings and express his/her idea in the written form. However, students still have problems in writing procedure text. Therefore, the purpose of this study was to find out whether there was a statistically significant difference of students' writing achievement and that of those who were not. This research was quantitative. The samples of the research were 30 students at the eighth grade of SMP Negeri 4 Kayuagung, namely classes VIII.3 and VIII.6. The instrument used was written test in the form of essay. The data were analyzed by using t-test. The result showed that there was a statistically significant difference on students' writing of procedure text with significance level of $p < 0.05$ and the value of t_{obtained} (3.189) was higher than t_{table} (2.000). This suggested that picture series helped the students to understand the difficult words easily by looking at the pictures, made them more enjoyable and interesting to learn writing, made the class more active and alive, and could attract the students' curiosity in learning new vocabulary so that they could write the composition of procedure text well.

Key words: *writing, procedure text, picture series*

INTRODUCTION

One of the most important skills that should be taught is writing. Writing is a skill that students need to develop, and the ability to teach writing is a central to the expertise of a well-trained language teacher. According to Soanti, Regina, and Bunau (2015, p.2), writing skill is one of important

things in English. Through writing, the students can express their opinions or ideas into writing form. Moreover, writing is the way to share personal meanings and write courses emphasizing the power of the individual to construct his or her own views on a topic. Then, Ismail (2011, p.73) adds that writing is certainly an important element of learning English as a

second language. It is important because it reinforces grammatical structures, vocabulary, and idioms in learning English in the classroom.. In brief, writing is very necessary for the students to be mastered in order to express their ideas in their mind in the written form.

Although writing is important skill that must be learned by the students, students still have problems with writing, such as inadequate grasp of vocabulary or grammar. They also get frustration frequently to convey their ideas appropriately and write using correct English (Hyland, 2003). Therefore, students also have to pay attention on grammatical language including what kinds of tenses that should be used for their writing, how the sentences are structured, and what

the appropriate words that is used in their writing.

Furthermore, Byrne (1998) claims that writing is a difficult activity for most of people, both mother tongue and foreign language because there are the causes of writing under three headings namely: psychological, linguistic and cognitive. First, psychological problems; writing is essentially a solitary activity and requires to write our own without the possibility of interaction or benefit of feedback which makes the act of writing to be difficult. Second, linguistic; students have little time to pay attention either to organize the sentences structure or connect the sentences. Third, cognitive problems; writing is learned through a process of instruction; students have to master the written form of the language and

to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. In other words, most of students consider that writing is the hardest skill to master as the ability to write in foreign language is more complicated and it involves many components such as structure, vocabulary, punctuation, and spelling (Heaton, 1998)

Based on the Competence Standard of the English curriculum, the junior high school students have to be able to write narrative, descriptive, procedure, report, and recount texts. One of the texts that the eighth grade students should be mastered is procedure text. A Procedure text informs us how something is done by a series of steps or actions (Derewianka, 1990).

Nevertheless students get difficulties to write procedure text such as understanding generic structure, using imperative verbs and temporal conjunction. They also sometimes create the procedure text without analyzing the generic structure specifically and use inappropriate words so that the result of learning procedure text is not optimal (Mahanani, 2011).

Furthermore, teachers have to prepare some media that are appropriate for students in learning procedure text easily. Byrne (1998) states "visual material can easily lend itself to the practice of writing's sake and it that has no communicative value which will not contribute significantly to the development of writing skills." Visual material can be appropriately used in the early stages, so as to supplement other

forms of practice. Visual material is divided into two main categories: (a) *Pictorial*: single picture and picture sequences, (b) *Plans, map, diagrams*: diagram such as graphs and charts (figures and a few items, such as headings, in words). Based on the previous explanation, it can be inferred that visual material is important to make students interested in learning writing. One of the visual materials that can be used in teaching procedure text is series pictures. Series picture is a media used to make learning writing easier because it has many chronological illustrations.

Zenger (1991) mentions that there are some advantages of using picture as media in teaching-learning English. First, it can stimulate and motivate students to become more observant and express themselves.

Second, it is an inexpensive, many even are free, and fairly easy to locate. Third, it can be used by individual or group. Fourth, it can be displayed for as long as necessary so pupils can work at their own rate. Fifth, it is up-to-date and can bring reality into the classroom. Sixth it can be used to introduce, supplement, or summarize at unit and finally, it enriches reading and can help clarify misunderstanding. In addition, based on the research done by Hasanah (2009), it was found that series picture was good media in teaching procedure text and it can improve students' writing ability and it can be used to teach other skills of English. Therefore, picture can be used as one of way to help students' writing skill. Based on research conducted by Andri (2010), it was found that picture can improve the

students' ability in write descriptive text based on structural elements, although there is a mistake in the component of writing. It meant that picture was as one of media that could be used to improve students' writing achievement.

Based on the observation at SMP N 4 Kayuagung, it was found that the eighth grade students of SMPN 4 Kayuagung were not interested in learning writing and unmotivated of their environment to learn English, the students also felt strange and faced difficulties to write paragraph. Therefore, , the purpose of this study was to find out find out whether there was a statistically significant difference of students' writing achievement after they were taught through picture series.

There are two major purposes for writing procedural texts: to explain

or to instruct. Procedural texts explain written text to make clear and understandable how to achieve and intended goal or to detail a process of how something is created or prepared, such as recipes. (Buss and Karnowski: 2002).

METHODOLOGY

The purpose of this research was to find out whether there is significant difference of students' writing achievement after they had been taught using series picture. This research was quantitative research in which one group pretest-posttest design was applied. This population of this research was the eighth grade of SMP Negeri 4 Kayuagung in the second semester of 2011/2012 academic year. Class VIII.3 which consisted of 30 students was chosen

as the experimental class and class VIII.6 as control group.

The research was conducted in several procedures; given pretest, given treatment, given posttest, and analyzed the data. For the data collection instrument, pretest and posttest of writing were administered. The students' scores from pre-test and post-test were analyzed by using t-test of SPSS 15 program.

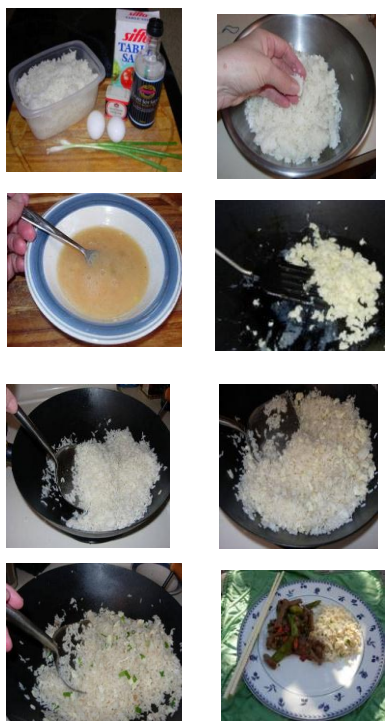
The test was scored by using analytic scoring rubric (Adapted from First Steps Writing Resource Book, 2003). The writing test was in the form of essay. Students choose one topic out of five topics given. Moreover, the topics were based on the curriculum 2006. The specification of test item was used to see the appropriateness of the test with curriculum. In this study inter

rater reliability was used. The resulting coefficient is an estimate of the inter rater reliability the judgments being made in either set of rating. The correlation coefficient (r) between the two of scores was calculated by means of Product Moment Correlation. Moreover, SPSS 16 was used to find out the reliability of the test. The reliability coefficient of the test was 0. 725. Since the reliability coefficient of the test obtained was more than 0.700, it could be judged that the test was reliable.

In conducting the research, the procedure of teaching writing using series pictures in the classromm were as follows.

1. Ask students to make groups consisting of five to six students.
2. Give each group a series of pictures consisting of eight

pictures



Source: http://chinesefood.about.com/od/ricefried/ss/fried_rice_8.htm

3. Ask students to have discussion

in order to arrange the pictures in a good order.

4. Ask all the leader of a groups to write the numbers (alphabets) of the pictures that have been arranged well on the whiteboard.

5. Discuss the groups' arrangement and give appreciation to the group which can arrange correctly, for instance giving applause.

6. Ask the students in their groups to describe each picture with a sentence by writing a simple sentence for each picture.

7. Explain the transition expressions such as *first*, *second*, *third*, *etc*, which are needed to make the procedure text.

8. Ask every students to make a composition of procedure paragraph using example given, each of students writes a procedure text based on the right order of steps or pictures given.

9. Ask students to submit their works.

RESULTS AND DISCUSSION

The lowest score in the pretest of the experimental group was 4.56, highest score was 7.81 and the mean score was 5.76. In the posttests of the experimental group the lowest score

was 6.25, the highest score was 9.12 and the mean score was 7.49. Based on the results of paired sample t-test, the mean of the pretest was 5.6057 with standard deviation of 0.76326, whereas the mean of the posttest was 7.4810 with standard deviation of 0.70573.

The result of the paired sample t-test; paired sample difference of writing procedure text achievement in means between pre-test and posttest in experimental groups 1.87533 with standard deviation 0.78824, the standard error 0.14391, and the the value $t_{obtained}$ of the writing achievement were 13.031. At the significance level of p is higher 0.05 in two tailed testing with df 29, the critical value of t_{table} is 2.045. It meant that the students in the experimental group had progress in terms of their writing achievement

after they had been taught by using series picture

Meanwhile in the control group, The lowest score in the pretest of the control group was 4.37, highest score was 7.81 and the mean score was 5.91. In the posttests of the control group, the lowest score was 6.56, the highest score was 8.25 and the mean score was 7.20. Based on the results of paired sample t-test, the mean of the pretest was 5.8990, standard deviation was 0.56423 the mean of the posttest was 7.1873, standard deviation was 1.00900 and the value of $t_{obtained}$ was 6.994. At the significance level of p is higher 0.05 in two tailed testing with df 29, the critical value of t_{table} is 2.045. It means that there was a significant difference in writing achievement before and after the treatment in control group.

Based on the result of independent sample t-test, the value t_{obtained} was 3.189. At the significance level of $p < 0.05$ in two tailed testing with df 58, the critical value of t_{table} is 2.000. Since the value of t_{obtained} exceeded the critical value of t_{table} and the score of standard deviation for experimental group was lower than control group, the null hypothesis (H_0) was rejected and the research hypothesis (H_a) was accepted. It means that there was a significant difference in writing achievement between students who were taught by using the picture series and that of those who were not.

Based on the results above, there are three interpretations presented. First, picture series was effective to improve the students' skill in writing procedure text. It can

be proven by seeing the increasing of scores gained by the students who were taught by using picture series that in pretest their mean score was 5.6057 while after the treatment by using picture series their posttest score improve to be 7.4810. The mean difference of the pretest and posttest in the experimental group was 1.87533 or in other words their increase score was 1.87%. The standard deviation was 0.78824. It meant that picture series was helpful to write texts especially procedure text.

Second, compared to single picture which applied in control group, the data showed that single picture is also effective to increase the students' skill in writing procedure text because the mean difference was 1.28833 in which the mean score in pretest was 5.8990

while in posttest the mean score increased to be 7.1873. The standard deviation was 1.00894. It means that gained score of the students in control after the treatment in the form of single picture also increased that was 1.28% which was lower 0.41 % than the increase score

Third, indicated by independent sample test which compare the mean difference between post-tests in experimental and control group. The mean difference of post-test in experimental group and control group was 0.47000. This mean difference was statistically significant at the significance level of p was higher than 0.05 in two tailed testing with df 58. The score of p value was 0.778 and the value t -obtained 3.720. It showed that there was a significant difference in students'

writing achievement between the students who were taught by using picture series and those were taught through single picture.

From the three interpretations above it was obvious that there was clear and strong evidence that after getting the treatment the students' procedure writing scores in both experimental and control group significantly improved from pretest to posttest. This proved that both picture series and single picture could give significant contributions and were effective to use in teaching procedure text. Although based on the data it was proved that picture series was more effective in improving the students' skill in writing procedure text. In other words, the picture series strategy has been verified and effective that it can be improved the students' ability in

writing a procedure paragraph. It was because the picture series can show to students that in a procedure paragraph the steps of doing something are important, beside make them aware of the chronological steps, the use of the picture series helped the students to develop their ideas to write paragraph easily and during teaching learning process the situation of the class more active and alive. Students had to arrange the picture series with the group discussion to write into paragraph where they could share ideas with their friends that make them remember about how to write procedure paragraph and improve vocabulary. The picture series was colorful pictures and related their environment.

Meanwhile, since there were not sequences of events in single

picture, the students who applied single picture still had difficulty to write the topic into paragraph. Therefore, the influence of using series of picture could improve the students writing achievement better than single picture.

CONCLUSION

The students' writing achievement improve after they applied the picture series in teaching writing activity. Study shows that pictures are an indispensable part of language teaching and learning. Therefore, teachers should use them more often to make their teaching more effective and enjoyable. The use of picture series makes the writing learning more enjoyable and interesting because they can memories the meaning of the difficult words, pictures as key

words and without asking another person or looking them up in the dictionary. They did not need to think much about what should they write for the first to develop and arrange the top into a paragraph because the picture series give the guidelines event. The guidelines really helped students to write. Based on the research, the writer concludes that: First, Pictures help the students to understand the difficult words easily by looking at the pictures. Second, The use of pictures makes the vocabulary learning more enjoyable and interesting because they can memories the meaning of the difficult words pictures as key words and without asking another person or looking them up in the dictionary. Third, the use of picture series makes the class more active and alive because students have to

arrange the picture in right order as quickly as possible and the last the use of pictures could attract the students' curiosity in learning new vocabulary.

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