THE EFFECTIVENESS OF USING SEQUENCE PICTURES FOR TEACHING WRITING PROCEDURE TEXT

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Abstract

The objective of this study was to find out whether using sequence pictures was effective or not for teaching writing procedure text. The population of this study was the ninth grade students of SMP Negeri 2 Tonjong, Brebes in the academic year 2014/2015. The samples of the study were class IX B as experimental class which consisted of 35 students and class IX C as control class which consisted of 35 students. The design of this study was an experimental study. The writer used pre and post-test in collecting the data and used quantitative method to analyse the data. The mean of experimental class was 79.94, higher than control class 74.71. Then the result of the mean of post-test of experimental class was 79.94, higher than pre-test 72.66. For that reason, it could be concluded that sequence pictures was effective for teaching writing procedure text on the ninth grade students of SMP Negeri 2 Tonjong in the academic year 2014/2015.

Keywords: effectiveness, sequence pictures, teaching, writing, procedure text.

A. Introduction

One of the goals of teaching English is to develop students' written communicative competence. Especially in junior high school, writing skill is introduced from the seventh to the ninth year. The students of each year are expected to master the basic competences in writing.

According to Hyland (2002: 1), writing is a principle of all people, either personally or social identities. In modern era, writing plays an important role in real life. Through writing, students try to express ideas and uses eyes, hands, and brain, constantly as a unique way to reinforce learning. Thus, writing is an essential language reinforcing skill and a crucial ability because it becomes a means of learning, discovering, developing, and refining language ability. Bram (1995: 7) states that the meaning of writing is create or recreate communication in written form.

Writing skill is more complicated than other skills in English language. Writing skill does not only talk about grammar and vocabulary but also the conceptual and judgment elements. Because of the difficulties, some efforts have been done to solve the problems. In addition, Pramono (2009: vii) states that the biggest of our difficulty as Indonesian people in making written form/report in English is we are not accustomed to practice in improving writing skill.

The problems faced by learners of English language must be solved especially by English teacher. By using appropriate and interesting media in the process of teaching and learning English at class, it is expected that the learners will be easier in receiving writing materials from teachers. The writer in this study is interested to use sequence pictures as media in teaching writing at class especially to write a composition in writing the procedure text. Procedure text is a kind of text that can be seen

around us. Commonly, procedure text can be the recipe of food, manual of electronic instruments, rules, etc. By using sequence picture as media in writing procedure text, the students will be easier to apply in a sentence, and understand the sequence of the procedure text from the beginning till the end of the process. Because media plays important role in understanding English language by the learners in receiving materials, teacher as the guide of the class activities should use it in delivering the materials of procedure text.

There are some reasons why the writer is interested in choosing the topic. In the learning process of English, some teachers did not use media in teaching. One way to help the teacher in teaching writing procedure text was by using media, and sequence pictures was one of media that hopefully could help the teacher in teaching writing process. Therefore the writer was interested in using sequence pictures as the media to make student more joyful, and understand in following the lesson. Moreover, the students still felt difficult in learning writing and the writer found that most of the students did not only still have lack of vocabulary but also still had difficulties to arrange the sentence correctly. Therefore, the writer tried to solve the problems so that the students could write effectively through sequence pictures.

Due to the phenomenon above, the writer was interested in conducting a study entitled "The Effectiveness of Using Sequence Pictures for Teaching Writing in Procedure Text (An Experimental Study on the Ninth Grade Students of SMP Negeri 2 Tonjong in the Academic year 2014/2015)."

B. Literature Review

Some theories reviewed here are related to the definition of effectiveness, sequence pictures, teaching, writing, and procedure text.

1. Effectiveness

According to Mulyasa (2009: 173), effectiveness is a success effort in obtaining and employing a certain objective, therefore it deals with comparison between objective attainment and the previous plan.

The writer concerns in improving of the students' ability in writing procedure text by using sequence pictures as media in teaching and learning process, and it can be seen from the score of the students.

2. Sequence Pictures

According to Harmer in Sidqi (2014: 5), a sequence pictures is depiction that shows condition or individuals in act.

The writer uses a sequence pictures that is used as direction for the students to make procedure text correctly.

3. Teaching

Based on Pardiyono (2010: iii), teaching is an art, the art deliver the information of knowledge and skill or ability to the students.

The writer concerns in teaching procedure text by using sequence pictures.

4. Writing

According to Nurjamal, et al (2011: 69), writing is communication means, writing is used to

express and explain ideas in written form, the aim is to give information, assures, and entertaining.

The writer concerns in teaching writing procedure text as one of the four skills needed by the learners and the item of test is essay test.

5. Procedure Text

Pardiyono (2010: 31) states procedure text is a kind of text that contains a direction to do or finish a job.

According to Anderson (1997: 153), procedure text is a text that provides us directions for finishing something.

The writer focused on the generic structures of procedure text.

C. Method of Investigation

It covers the research design, the source of data, the technique of data collection, and the technique of data analysis.

1. Research Design

This research used true experimental research. It compared two class; they were experimental and control class (pre and post-test control and experimental class design) chosen in random to find out the effectiveness of using sequence pictures for teaching writing in procedure text on the ninth grade students of SMP Negeri 2 Tonjong in the academic year 2014/2015.

Both of classes were selected randomly and then they were given pre-test related to this research to know the initial condition whether there was a difference between experimental and control class.

2. Source of Data

Arikunto (2010: 173) states population is the entire subjects of the research. The population of the research was all of the ninth grade students of SMP Negeri 2 Tonjong in the academic year 2014/2015. It consists of seven classes, namely IX A, IX B, IX C, IX D, IX E IX F, and IX G, which in each class consists of 35 students, the total of students was 245 students.

Based on Arikunto (2010: 174), sample is representative population that will be researched. It means that sample must represent entire data of population. The writer took two classes, they were class IX B as experimental class consists of 35 students and class IX C as control class consists of 35 students, the total of sample was 70.

The samples were selected randomly; it aimed to neutralize the differences so that both of class could be considered as the equal class in all aspects. If both of classes was equal, so it could be considered that every differences that happen after the treatment was as the influence from the treatment, not other variables.

3. Technique of Data Collection

There are three techniques in collecting the data in this study, namely: test, questionnaire, and documentation.

a. Test

Arikunto (2010: 266) states that test is used to measure basic competence and achievement. The writer conducted pre-test and post-test.

1) Pre-Test

Pre-test was conducted in the beginning of the research. The purpose was to measure the students' skill in writing procedure text. It was given by the writer before teaching by using sequence pictures, the writer asked the students to do the test related to the materials about what they had learnt before. Both experiment class and control class were given pre-test in the same way.

2) Post-Test

Both experiment and control class gave post-test. It was done to know the students' achievement after they were taught by using sequence pictures (experimental class) and without using sequence pictures (control class), whether there was the significance different between experimental and control class or not.

The writer used a written test, the students had to arrange the jumble sentences become a good procedure paragraph.

b. Questionnaire

Questionnaire was one of instruments that were used to collect the data. It consists of a number of questions that had to be answered by the students. Contain of all questions were related to this study. It was purposed to collect the information about the students' problem in writing procedure text. The writer gave questions to find out the students problem that was faced by the students, and it was given to the experimental class

after giving the treatment by using sequence pictures.

c. Documentation

To collect the data, the writer also took some pictures of the students' and writer's activity during pre-test and post-test. It was to prove that the study was really conducted in SMP Negeri 2 Tonjong.

4. Technique of Data Analysis

The writer analysed the data by using statistic formula. The technique that was used by the writer was by comparing the mean score of two sample, either experiment or control class. The writer did the measurement twice, namely before (pre-test) and after (post-test). The data were the first test score and the second test score. It aimed to compare whether there was difference between both of score significantly.

The steps of experimental data analysis by using pre-test and post-test design model were as follows:

a. Determine mean score of first test.
b. Determine mean score of the second test.
c. Determine the difference of mean by using t-test formula trough making a table.

No. Resp.	Control Class		Experimental Class	
	Y	Y1	X	XI
SUM				
MEAN				

Table 1. Table design of the result of pre and post- test Control and Experimental Class.

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Where:

Y: The score of pre-test of the control class

Y1: The score of post-test of the control class

X: The score of pre-test of the experimental class

X1: The score of post-test of the experimental class

d. Applying the data into the formula t-test (equal test)

The writer used the t-test formula to compare the mean score of experiment and control group. The t-test formula was as follows:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:

t: t-value

$\overline{x}_1$: The average score of the experimental class

$\overline{x}_2$: The average score of the control class

s: Standard deviation

s_1: Standard deviation of the experimental class

s_2: Standard deviation of the control class

n_1: The number of students/ subject participating in the test in the experimental class

n_2: The number of students/ subject participating in the test in the control class

(Sukestiyarno, 2010: 133)

The writer used SPSS (*Statistical Package for Social Science*) 16.0 programs to analyse the data, the data were analysed by using *independent t-test*. The result of analysing the data could be seen in *output group statistics*, namely *t-test for equality of mean* column.

D. Discussion

It will be discussed further about the findings of the study and the interpretation.

1. Applying the result of the test to the table.

No Resp.	Control Class		Experimental Class	
	Y	Y1	X	X1
1.	66	67	67	80
2.	88	90	66	75
3.	83	85	71	79
4.	63	65	67	73
5.	76	79	66	80
6.	76	76	76	83
7.	65	71	71	85
8.	57	62	72	86
9.	79	80	71	84
10.	83	85	74	73
11.	75	78	74	78
12.	71	75	74	80
13.	70	70	84	82
14.	76	77	66	82
15.	68	70	83	92
16.	67	67	72	75
17.	61	61	71	75
18.	86	87	73	79

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19.	76	79	72	84
20.	69	72	84	89
21.	69	75	79	80
22.	72	72	75	84
23.	81	81	72	88
24.	80	80	72	89
25.	69	70	71	79
26.	80	83	67	72
27.	70	71	83	89
28.	71	73	63	71
29.	62	77	69	69
30.	68	74	69	72
31.	64	70	90	92
32.	79	80	70	72
33.	66	70	69	67
34.	66	72	70	83
35.	66	71	70	77
SUM	2518	2615	2543	2798
MEAN	71.94	74.71	72.66	79.94

Table 2. The result of pre and post-test Control and Experimental Class.

2. Applying the data into the formula t-test (equal test).
   a. Hypothesis of T-test

   H_0 : $\mu_1 = \mu_2$ (mean score of both class was same)

   H_1 : $\mu_1 \neq \mu_2$ (mean score of both class was different)

   b. The Formula of Analysis Design
   Standard of error was 0.05 (5%). In the result of test of homogeneity showed that both of group was homogeny. It could be seen in *t-test* and *equal variances assumed* column.

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c. The Result of Analysis

Based on the t result, the score of *sig* was $0.002 = 0.2\% < 5\%$, so H_0 was rejected; it means that H_1 was accepted. Thereby, the mean score of Experimental Class was different from the mean score of Control Class.

d. The Interpretation of the Result

By accepting H_1, so the mean score of both classes was different. Based on the output of *Group Statistics* in table 4.8, it could be seen that the mean score of Experimental Class was 79.94, and the mean score of Control Class was 74.71. It showed that the mean score of Experimental Class was better than Control Class $(79.94 > 74.71)$. It could be concluded that sequence pictures was effective for teaching writing in procedure text because there was difference achievement between control and experimental class.

Based on the data that were analysed by using SPSS 16.0 program above, it could be concluded that the post-test mean score of the students that were taught by using sequence pictures was higher than the students that taught conventionally. The post-test mean score of experimental class before getting the treatment was 72.66 and after getting the treatment was 79.94 $(79.94 > 72.66)$. It was higher than control class; the post-test mean score was 74.71. Therefore, it could be said that there was improvement score of pre to post-test of experimental class. The score was increased because the writer used sequence pictures as the media in teaching writing procedure text.

It was different from control class. In learning process of writing procedure text the writer just gave

material conventionally, without particular media, the activity was only writing paragraph from the writer's instruction. Consequently, their score in writing was still low. We could see that although there was improvement score from pre to post-test in control class but it was still lower than experimental class.

It was different from control class; the students were boring to follow the class. The teacher just gave material conventionally. The activities were only discussing and writing paragraph from the teacher's instruction. The teacher rarely used media in his teaching.

This condition made the students bored and they did not have much spirit to study. Consequently, their score in writing was bad. We could see that although there was improvement from pre-test to post-test in control class but it still lower than experimental class.

E. Conclusion

Based on the results of research findings and discussion that were analysed by using SPSS *(Statistical Package for Social Science)* 16.0 program in the previous chapter, the writer concluded that there was a significant difference between the students who were taught by using sequence pictures in teaching writing procedure text and the students who were taught without using sequence of pictures (conventionally). It was found that in *Independent Samples Test* between control and experimental class got score *sig* was 0.816 (more than 0.05) and the score from *t-test* and *Equal Variance Assumed* was 0,002 (less than 0.05). It means that both of classes had same variant but had different achievement.

It can be seen from comparing the means both of the classes; it was found that the mean of experimental class was 79.94 which were higher than control class 74.71. Then the result of the mean of post-test of

experimental class was 79.94 which were higher than pre-test 72.66.

For that reason, it could be concluded that sequence pictures was effective for teaching writing in procedure text on the ninth grade students of SMP Negeri 2 Tonjong in the academic year 2014/2015.

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