THE IMPLEMENTATION OF PICTURE SEQUENCE TECHNIQUE IN TEACHING PROCEDURE TEXT WRITING AT THE THIRD YEAR OF SMPN 23 BANDAR LAMPUNG

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ABSTRACT

THE IMPLEMENTATION OF PICTURE SEQUENCE TECHNIQUE IN TEACHING PROCEDURE TEXT WRITING AT THE THIRD YEAR OF SMPN 23 BANDAR LAMPUNG

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In learning the language, writing is an advanced proficiency. It is a complicated skill that needs processes because many aspects should be considered. Majority of students of junior high school were difficult to get ideas and generate them into a piece of a good writing, especially in procedure text writing. With reference to this background, the study was intended to promote picture sequence as a media of teaching procedure text writing.

The objectives of this research were to find out whether there was improvement in students' writing ability of procedure text and to investigate what aspect of writing improved the most after the implementation of picture sequence technique. This research was basically quantitative research which used aone group pretest-posttest design.The population of this research was the third year students of SMPN 23 Bandar Lampung in the academic year at 2017/2018. The sample of this research was IX B 2 chosen randomly by using a lottery. This class consisted of 29 students. This research was conducted from January 30th – February 13th 2017.

The result of the research showed that there was a statistically significant improvement of picture sequence on students' procedure text writing (0.00<0.05) with the significant level 0.05 from pretest to posttest after they were taught using picture sequence technique. Picture sequence gave students a chance to think critically and interpret events in the picture and wrote their ideas. In addition, the aspect of writing that improved the most was organization. Picture sequence helped them to produce a text; wrote their ideas into sentences to make the coherence and the unity of procedure text, so the organization of the text could be improved. This suggests that picture sequence technique can be applied in teaching a procedure text writing to improve students' ability.

Keywords: writing, procedure text, picture sequence technique

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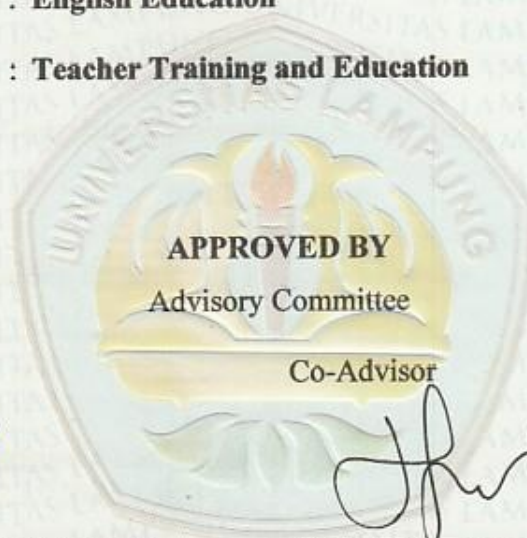
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CURRICULUM VITAE

The researcher's name is Anisa Ramadhani. She was born on February 5, 1996 in Bandar Lampung. She is the first daughter of Agus Juhara(alm) and Rina Indahtry.

She enrolled SDN 1 Langkapura in 2001 and graduated in 2007. After that, she entered SMPN 23 Bandar Lampung and graduated in 2010. Then, in the same year, she continued her study at SMAN 10 Bandar Lampung and graduated in 2013.

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MOTTO

..and He is with you wherever you are – Quran 57:4

Without rain, nothing grows. Learn to embrace the storms of your lifr – anonymous

DEDICATION

This script is entirely dedicated to:

My beloved father and mother
Agus Juhara and RinaIndahtry

My beloved grandmother
Sri Martini

My brother and sister
Kania Rizky Ariani and Arif Tri Laksana

My gorgeous friends in English Department 2013

My lovely almamater
Lampung University

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14. Mam Eka as the owner of SMART GLOBAL EDUCATION, all of the great tutors and gorgeous staff there.
15. The last but not least, for someone who always calls me Miss, I want to thank him for everything.

Hopefully this script will give positive contribution to the educational development and also for those who want to carry out further researches. The writer is completely aware that this script is far from perfection. Therefore, constructive input and suggestions are expected to future work.

Bandar Lampung, June 19t^h 2017

Anisa Ramadhani

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I. INTRODUCTION

This chapter describes the following points: the background, formulation of problems, objectives, uses, scope as well as the definition of key terms, discussed as follows.

1.1 Background

Writing is one of skills that has to be learned by English learners. It is a complicated skill that needs processes because many aspects should be considered. Brown (2001: 335) states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise a text for clearer meaning and how to edit a text for appropriate grammar and how to produce a final product.

Based on *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006*, the aim of teaching and learning of writing in junior high school is to make students able to express meanings in

interpersonal and transactional language, both informally and formally, in the form of *recount, narrative, procedure, descriptive,* and *report* in the daily life context. Furthermore, the standard of competency of writing for Grade IX students is that students should be able to express meanings of written functional texts and short simple essays in the form of *recount, narrative and procedure* texts accurately, fluently, and acceptably to interact with the closest environment. Therefore, junior high school students are expected to have good writing ability.

In order to make a good writing, there are many aspects that have to be paid attention to make a good piece of writing. Since English is a foreign language in Indonesia, some writing aspects such as grammatical rules, organization of ideas, motivation to write, and vocabulary mastery can be some of the problems faced by students. It can be seen from the researcher's experience during the Teaching Practice Program (*Praktek Pengajaran Lapangan: PPL*) at SMPN 1 Anak Ratu Aji. The observation showed that many students were not able to write in English well. It was shown by their writing products. The major problem that students faced was to get ideas and generate them into a piece of a good writing. Moreover, they also made many grammatical mistakes. Some students still using Indonesian words in their writing. It is strengthened by the theory of Silva (1993: 657 in Brown 2001: 339). She states that second language writers did less planning, and less fluent in writing (use fewer words), less accurate (made errors), and less effective in stating goals and organizing material.

Based on the explanation above, English teachers need to find the solution to solve the students' problems in writing. There are several alternatives that can be used by a teacher to improve students' achievement in procedure text writing. One of them is by using an appropriate technique. In this research, the researcher uses a picture sequence as a technique. According to Wright (1989: 2) pictures contribute to increase the students' interest and motivation, make the students have sense of the context of language and pictures can be a specific reference point or stimulus. Picture sequence can enhance students' motivation in learning writing. Besides, picture sequence can help students to generate the idea. Yunus (1981:49) states that picture sequence is a number of related composite picture linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Because picture sequence contains a story or a sequence of events, they can help students to generate and develop their ideas. They can also help the students to organize their writing as they consist of a series of pictures that can help them to see the steps and the order. They will help the students to develop their imagination and integrate their paragraphs to produce a coherent and well-organized writing.

Many researches have been conducted to find out the effectiveness of picture sequence in teaching writing. The research entitled *Improving Students' skill in Writing Procedure Text through Picture Sequence at the Eight Grade of MTs Negeri Tangerang 2 Pamulang* wss conducted by Suaeni (2015) to find out whether picture sequences improved the students' ability in writing a procedure

text. The researcher used a class which consisted of 32 students. This study was conducted through action research including planning, acting, observing, and reflecting. The study was carried out in two cycles. The result showed that there was an improvement of the students' skill in writing a procedure text through picture sequences.

Another similar research of picture sequence technique was conducted by Rodiyah and Bahtiar in 2013. The study was aimed at investigating if there was any improvement of students' achievement before and after being taught by using picture sequence. This study was conducted in two cycles and each cycle consisted of three meetings. The instruments used to collect the data were a writing test (quantitative data) and diary notes, interview sheet, and observation sheet (qualitative data). As a result there was an improvement of the students' achievement in recount text writing by using sequences of pictures.

Riyan and Zuhri (2014) also conducted research to find out the effectiveness of using picture sequence technique. The subject of this research was the tenth grade students of SMA Negeri Bandar Kedungmulyo Jombang consisting of 2 classes, X IPS 1 (28 students) and X IPS 2 (30 students). The researcher used a test as the research instrument. As a result, there was a significant difference between the students who were taught a procedure text by using picture series and those who were not.

Based on the results of those researches, it can be inferred that those researches prove that picture sequence is good to be implemented in teaching writing,

especially in helping the students improve their writing achievement. The difference between those researches and this research is that this research does not only focus on finding out students' writing achievement but also finding out what aspect of writing improves the most after being taught by using picture sequence.

1.2 Formulation of Problems

Based on the background that has been discussed above, the researcher formulates the problems as follows:

1. Is there any increase of students' ability in procedure text writing at the third year students of SMPN 23 Bandar Lampung after the implementation of picture sequence technique?
2. What aspect of writing improves the most at the third year students of SMPN 23 Bandar Lampung after being taught by using picture sequence technique?

1.3 Objectives

The objectives of this research comprise:

1. To find out if picture sequence technique increase students' ability in procedure text writing at the third year students of SMPN 23 Bandar Lampung.

2. To find out which aspect of writing improves the most at the third year students of SMPN 23 Bandar Lampung after being taught by using picture sequence technique.

1.4 Uses

The uses of the research are as follows:

1. Theoretically, the result may be used to support the existing theory on the teaching of English as a Foreign Language.

2. Practically, the findings of this research are expected to become a source of information about the ways to improve the teaching and learning quality, especially in improving students' writing skill. This study is also expected to increase awareness of individual achievement to improve the students' writing skill in teaching and learning process.

1.5 Scope

This research was a quantitative one. It was conducted in the third year students of SMPN 23 Bandar Lampung. The subjects of the research were a class that consisted of 29 students. These students were taken as the subjects under consideration that they had already studied grammar, vocabulary, structure in the previous semester. The material of the research was limited only at procedure text of recipe. This research also used a picture sequence as material.

1.6 Definition of Terms

In order to avoid misunderstanding from the readers, definitions of terms are provided as follows:

1. **Writing** is a skill of arranging words to form sentences and paragraph in the larger units so that those ideas, facts, and impression may be communicated to others (Crimmon, 1983: 3).

2. **Teaching writing** is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, the material presented is should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnochiaro, 1964: 129).

3. **Procedure Text** is a piece of text type to explain how something can be done (Anderson quoted by Hastomo, 2013).

4. **Picture Sequence** is numbers of linked pictures which forms a series of sequences in order to tell a sequence of events or a story (Yunus, 1981:49).

Those all above are what this chapter covers, such as, background, formulation of problems, objectives, uses, scope as well as the definition of key terms.

II. LITERATURE REVIEW

This chapter discusses about writing, aspects of writing, teaching writing, procedure text, picture, picture sequence, teaching writing procedure text using picture sequence, procedure of applying picture sequence in teaching procedure text, advantages and disadvantages of using picture sequence technique, , theoretical assumption and hypothesis.

2.1 Writing

Writing is one of the four language skills that has to be learned by students at school. Writing is the last stage that students have to learn after they are able to listen, speak, and read. Writing is an important skill that helps students to communicate in the form of writing. As stated by Brown (2001: 3) education (including numeracy and literacy) is desirable for the whole population, not only for the efficient running of society, but also for fulfillment and advancement of individuals. Because of this reason, it is important for students to have a good writing ability. However, writing is not as simple as writing symbols and words but writing is a more complex activity. Writing is different from speaking which can be naturally acquired as it gets a lot of exposure. Grabowski (1996 in

Weigle 2002) states that writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. On the other hand, writing has to be learned consciously because there are many aspects that have to be considered and paid attention to make a good piece of writing.

Writing belongs to the productive skill as it produces language to communicate. Spratt, Pulverness, and Williams (2005:26) state that writing and speaking belong to productive skills because speaking and writing produce language rather than receive it. Therefore, writing is a product that can be one of indicators whether students have achieved the goal of the teaching and learning process or not.

Besides, writing is also both a mental activity and a physical activity. Nunan (2003:88) states that the nature of writing can be defined as both mental and physical activities that are aimed to express and impress. Writing is a mental activity because the writer has to be able to commit the idea and it is a physical activity because the writer has to be able to express and organize the idea into a readable text. Brown (2001: 335) also states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise the text for clearer meaning and how to edit the text for appropriate grammar and how to produce a final product. It can be assumed that writing contains both physical activity, where students are expected to know how to arrange the words, and mental activity where students have to be able to invent and express the ideas. Therefore, in order to make a good piece of writing, a writer has to be

able to know how to generate the idea, organize it into a cohesive writing, and has good knowledge in some aspects of writing such as grammar, punctuation, and vocabulary.

In addition, Hayes (1996 in Weigle 2002: 25-26) states that the process of writing involves three main cognitive activities, involving text interpretation, reflection and text production. Text interpretation is the process of creating internal representations derived from linguistics and graphics input. Reflection is a process of creating new internal representations from the existing representations. Text production is the last process in which new written linguistics forms or graphic output are produced from the internal representations. Therefore, to produce a writing there are some processes that the writer has to go through.

Based on the theories of writing above, it can be concluded that writing is a productive skill of inventing ideas and feelings, organizing it, and expressing it with the right words into a good piece of writing.

2.2 Aspects of Writing

To have good handwriting, writers can be said successful in their writing contains some aspects of writing. According to Jacobs (2001:357) there are five aspects of writing. They are:

1. Content refers refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

4. Language Use/Grammar refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics refers to the use of graphic conventional of the language, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

In addition, Harris (1979: 68-89) also states that there are five aspects of writing. They are:

1. Content refers to the substance of writing, the idea expressed (unity)

2. Grammar refers to the employment of grammatical form and syntactic patterns.

3. Form refers to the organization of the content (coherence).

4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. Mechanics refers to the conventional devices used to clarify the meaning.x

In this research, the writer will apply those aspects of writing by Jacobs (2001:357) in evaluating the students writing score because it provides a well defined standard and interpretive framework for evaluating a compositions' students' communication effectiveness which is suggested to be used in evaluating students' writing.

2.3 Teaching Writing

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, the material presented should be relevant to their needs, interest, capacities, and ages until they are able to make a composition well or even no errors (Finnochiaro, 1964: 129).In other words, it is clear that the teacher should guide the students to write or how to express the ideas in written form.

In relation to teaching writing, Harmer (1984: 40) points out that there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics (Madsen, 1989:120 in Idrus, 2003). It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. In practicing their writing, the students have to follow the steps to make their writing more effective.

Mappe (2000) suggests that there are different views on the stages that the writers go through in producing a piece of writing, but a typically through model identifies four stages: pre-writing, drafting, revising and editing. The description of each stage is shown as follows:

1. Pre-writing

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivation to write because they feel that they have something matter to say.

2. Drafting

In this stage, the result of brainstorming session will provide a plan of description of topic. The content might be written without considering the grammatical aspect first.

3. Revising

In this stage, the students review a draft to check five aspect of writing based on the feedback which is given by the teacher or peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form.

4. Editing

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

In addition, Blanchard and Root (2003) state that there are three steps in writing process; prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Pre-writing

Pre-writing is the first step; it is a preparation step before writing process. Prewriting gives a warming up to gather ideas which are going to write.

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft which may be unclear, ambiguous or confusing. We have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with adding new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

Therefore, this study used three processes in writing: pre-writing, writing, and revising with picture sequence applied in both pre writing and writing stage of teaching writing proces

2.4 Procedure Text

As quoted by Hastomo (2013 in Anderson,1982) states that procedure text is a piece of text type to explain how something can be done. The purpose of this text is to explain how something can be done such as directions, recipes, instruction, and manual. The generic structure of a procedure text contains:

1. An introductory statement that gives the aim or goal. this may be the title of the text or on introductory paragraph

2. A list of the materials that will be needed to complete procedure. This may be a list or a paragraph. This step may be left out in some procedures.

3. A sequence of steps in the order they need to be done. Numbers can be used to show first, second, third, and so on. The order is usually important; such words as now, next, and after this can be used. Usually the steps begin with a command such as add, stir, or push.

In addition, there are some linguistic features of a procedure text which include: the use of technical language; sentences that begin with verbs and are stated as commands; the use of time words or numbers that tell the order for doing the procedure; the use of adverbs to tell how the action should be done.

In short, procedure text is a piece of text type to explain how something can be done through a sequence of actions or steps. In addition, it uses detail information

about the materials and commands which guides readers to complete the steps. This kind of text can also be said as directions, instructions, and manuals.

2.5 Picture

There are many kinds of pictures that could be used in teaching and learning of writing in the classroom. These kinds of pictures would be described to the area of its appropriateness for teaching activity, namely individual picture, situational picture, and picture series. This research only focused on teaching and learning writing using a sequence of pictures. A sequence of pictures could be used as a support to teach writing since they could motivate students in making composition and brought a difference situation and a new variation of teaching learning activity in the classroom.

Picture provides for most people critical contacts with the real world. According to Raimes (1983), pictures (drawings, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps) can be valuable resources for teaching writing. She further states that the teacher can find valuable resources in pictures. Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities. In addition, she states that picture can be the basis for not just one task but many, such as sequencing of sentences to the writing of original dialogues, letters, reports, or essays. Furthermore, she states, because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention.

In addition, Finocchiaro (1981: 275) mentions that media can help the learning process simpler and make it perfect. The media will allow students to understand better the content of what is being taught. Media can also help to shape the learning process as well as interest in the language program and thus provide motivational impulse.

Wright (1989) adds that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas. The roles of pictures in productive skills (speaking and writing) are (1) picture can draw students' motivation and attention and make them participate in learning; (2) pictures can create contextualized language learning activity; (3) pictures may raise interpretation objectively and subjectively; (4) pictures may refer to response of questions, or as controlled practices; and (5) pictures can stimulate and give information in dealing with conversation, storytelling and discussion.

Furthermore, Dale (1963:243) states that pictures have unique advantages of their own. They can bring us close to the very point of visual context with reality for teaching purposes or change the size of an object too small or too large to be visually understood in its actual dimensions. Action which happens in a picture is clear and the students can find many thing in picture which can improve students' vocabulary.

From those explanations, the researcher can conclude that pictures offer many functions in learning English. They can motivate students to take a part in the classroom, grab students' attention and interest, provide them a variety of task, stimulate them to learn English, especially learning writing, etc.

2.6 Picture Sequence

According to Harmer (2004:69), picture can stimulate students' creativity, especially in wrtiting. Picture works in provoking the imagination and creativity so that they can produce a good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by pictures. Futhermore, when students look at the picture, they will have their own imagination inside the picture. Starting from that, they will have something (an idea) to write. Similarly, Brown (2003:226) argues that picture offers a non-verbal means to stimulate writer's response. It means that by giving students a picture, it is easier for them to get ideas.

Meanwhile, Wright (1989:17) explains the use of pictures as media can help to attract students' interest and encourage their motivation in learning, make them want to pay attention and want to take part. Pictures make the students have sense of the context of the language. They bring the world into the classrom. Pictures can be a specific reference point or stimulus to the students. Next, pictures can also be described in an objective way or interpreted or responded to subjectively by learners. Pictures can cue responses to questions or substitutions through guided practice. The last, pictures can stimulate and provide information in the conversation and discussion.

Pictures bring challenges for students in learning writing skill. Pictures are used as the means of describing, identifying, predicting, discussing, matching, grouping, sequencing, ordering and memorizing. Pictures also bring opportunities to learn writing skills to express opinions, express experiences and

feelings, speculate and express opinion, express and debate opinion and to dramatize. Therefore, there are many activities which can be created from using pictures.

Harmer (2004:67) also states some ways to have pictures as media to teach writing. They are describing pictures, writing postcards, story tasks and so on. In this research, the researcher will use one of them, which is a story task to be used as media in teaching writing.

Furthermore, Harmer (2004:69) proposes several activities of story tasks that the students can have. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence, and a headline or caption. However, there was one of them used in the research; a series of pictures in sequence.

Additionally, Yunus (1981:49) describes picture series as numbers of linked pictures which form series of sequences in order tell a sequence of events or a story. The use of picture series can help the students to write types of text that require sequences like narrative, procedure, recount or spoof. There are some factors supporting the use of picture series:

1. Sequential pictures help the students to generate ideas about what they are going to write as students are sometimes confused about what they will write firstly. Picture series provides information of which one comes first and which comes next.

2. Picture series can draw students' attention out to be involved in writing process.

3. Picture series also provides clearer description about what happened.

4. Picture series also represent the details of events.

Here are examples of sequence of pictures:

How to Make a Fried Egg
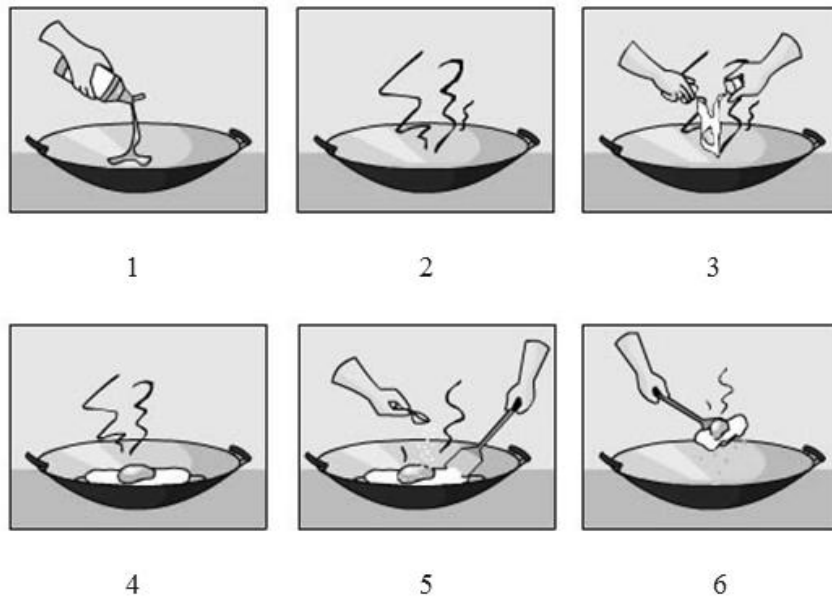
How to Make Sandwich
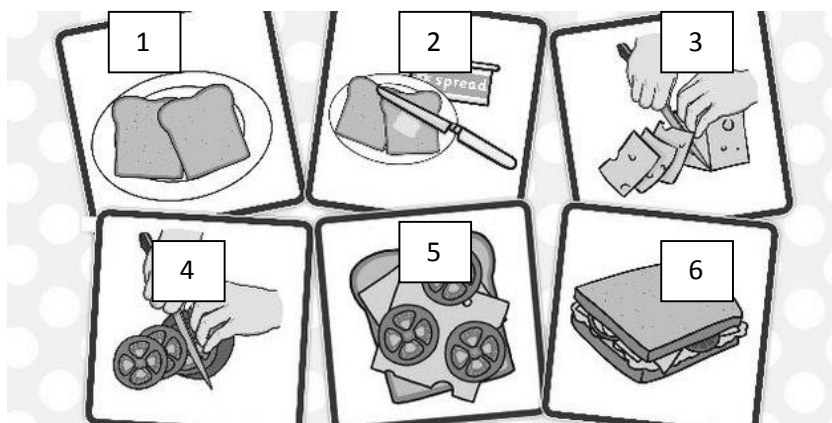
(Source : https://www.pinterest.com/mariannaxk/learning-of-sequence/)

In conclusion, the researcher believes that picture series can be an effective way to be applied in teaching and learning of writing. It helps students to imagine, generate their ideas and write optimally. Besides, pictures also can attract students' attention and increase their enthusiasm in writing.

2.7 Teaching Writing Procedure Text using Picture Sequence

Generally, teaching is not only transferring knowledge to the student, yet it is guiding the students that they are able to succeed. The process of teaching has three main components, the components are teacher competency, students who accept the knowledge, and the last is material or knowledge itself, which is taught. Meanwhile, Brown (2000:7) states that teaching is a guiding and facilitating learning, enabling the learner to learn getting the condition for learning.

The process of teaching English writing will be successful if it is supported by some factors such as qualified teacher, supplementary materials, teaching method and teaching aids. Each of those factors must have function in teaching learning process. The function of teaching aids is for helping teacher to deliver their idea or knowledge in order that it can be understood by students easily.

In learning procedure text, students have many difficulties such as understanding generic structure, using imperative verbs, and using temporal conjunction in the procedure text. Sometimes, the students create the procedure text without analising the generic structure specifically. They also get difficulties in using imperative verbs and temporal conjunction in appropriate words so the result of learning procedure text is not optimal.

Because of the difficulties in writing a procedure text, the teachers have to prepare technique that are appropriate to students in learning procedure text easily. According to Kreidler (1965:1) pictures are recognized way of a representing a real situation so they can be served as an example of the advantages in using visual aids. In the classroom, picture can help the students to associate with their real life experience. In this case, the sequence of pictures is chosen to teach the procedure text because it can make the students understand the grammatical structure, imperative verbs, and temporal conjunction of procedure texts easily.

Furthermore, procedure text is a text which is often faced by students in their daily life; they can use their existing knowledge or their experience to connect writing procedure text. Procedure text is a text that has purposes to give clues or steps, ways or method to make and operate something. Thus, pictures are used as visual aids in helping students in learning to write procedure text.

Based on Suaeni (2015), students who are taught by using picture sequence technique can develop the content of the story and organize it based on the generic structure. There are good improvements in terms of students' writing product.

Rodiyah and Bahtiar (2013) also investigates the effectiveness of picture sequence technique in teaching activity. She did a Classroom Action Research (CAR) that consists of two cycles. The result of the study showed that showed that there was an improvement of the students' achievement in writing by using sequences of pictures.

The last, Riyan and Zuhri (2014) found that there was a significant difference between the students who were taught procedure text by using picture series and those who were not.

Those previous studies above were used as references for the writer in conducting this study also as the comparison between those relevant studies with the study conducted by the writer.

2.8 Procedure of Applying Picture Sequence in Teaching Procedure Text

In practicing to write by using picture sequence technique and observing the process, the researcher followed the following procedure proposed by Blanchard and Root (2003).

1. Prewriting

Prewriting activity gives warming up the brain to gathering the ideas to write about. Teacher will introduce the students the topic of learning which is about procedure text. After that, teacher explains the picture chronologically from the first picture to another. Then, teacher will tell them that picture sequence will help them in generate ideas when they start to write.

2. Writing

After that, teacher gives a sequence of picture and students should create the first draft. Teacher asks them to start writing their procedure text individually based on the picture sequence given. The result of brainstorming of picture sequence in prewriting process is guidance for the students to write paragraph. The students should concern about the developing ideas.

3. Revising

In this step, students focus on the clarity of their message such as organizing ideas and selecting more precise vocabulary. In editing, the students proofread for and correct errors in spelling, punctuation, capitalization, and usage. Graham (2003) writes about the importance of feedback regarding process of writing. Since, students will learn further about what should be written besides they have a chance to be adventurous with the target language.

2.9 Advantages and Disadvantages of Using Picture Sequence Technique

There are some advantages and disadvantages using picture sequence technique in teaching procedure text. They are:

Advantages:

1. Pictures can be helpful for students to develop their ideas in writing a procedure text. Pictures will help students to arrange some tips or clues correctly.

2. According to Kreidler (1965:1), pictures are a recognized way of a representing a real situation so they can be served as an example of the advantages in using visual aids. In the classroom, picture can help the students to associate with their real life experience. In this case, the sequence of pictures is chosen to teach the procedure text because it can make the students understand the grammatical structure, imperative verb, and temporal conjunction of procedure texts easily.

3. Pictures are relatively cheap and easy to use since they can be prepared quickly.

According to Sadiman et.al. (2010:31), the weaknesses of using picture is that it only emphasizes on the visual side of the students, therefore the size of the picture that is used in the classroom is very limited for a large group of students. The last weaknesses of using picture is that it too complex, not effective enough for the learning vocabulary. The other some disadvantages of pictures used in teaching and learning process, such as:

4. Students pay attention to the picture more than learned material

5. It takes time and costs much to provide attractive pictures;

6. Small and unclear pictures may arise problems in the teaching learning process since the students may misunderstand about the picture.

It is obvious that sequence of pictures has benefit for teacher to teach procedure text. When teacher used the pictures as their media in teaching they have activated two from five senses and it betters in explanation because the pictures can explain clearly the teacher's explanation. Besides, there are also some disadvantages in using picture sequence. Teacher should find possible ways to overcome those problems in order to make picture sequence can be used effectively in classroom activity.

2.10 Theoretical Assumption

Picture sequence is an effective medium to be used in teaching paragraph writing like procedure text since picture gives students a chance to think critically and interpret events in the picture and write their ideas. Sequence of picture is also really serviceable for teaching writing for this kind of pictures helps students to complete ideas and stimulate their imagination powers.

Based on the explanation of picture sequence, the researcher believes that there is an increase in students' procedure text writing. By using picture sequence, the students will have imagination about pictures they see. It will help them to produce a text; write their idea into sentences to make the coherence and the unity procedure text, so the organization of the text will be improved. Moreover, pictures could stimulate students' enthusiasms, create a joyful teaching and learning process

Based on the statement above, the researcher assumes that there is an increase of students' procedure text writing after being taught by using picture sequence technique. Then, the researcher also assumes that organization is the aspect that improves the most by using the technique. In this case, picture sequence will help students to develop the ideas in composing a procedure text since it helps students to organize their thought systematically.

2.11 Hypotheses

The researcher proposes the following hypotheses:

1. There is an increase in students' procedure text writing by using picture sequence technique.
2. Organization is the aspect of writing improves the most by using picture sequence technique.

Those all above are what this chapter covers, such as, writing, aspects of writing, teaching writing, text, procedure text, teaching procedure text, picture, picture sequence, procedure of applying picture sequence in teaching procedure text, advantages and disadvantages of using picture sequence technique, theoretical assumption and hypothesis.

III. RESEARCH METHODS

This chapter discusses about research design, population and sample, data collecting technique, instrument, research procedure, scoring system, validity, reliability, data analysis, data treatment, hypothesis testing.

3.1 Research Design

This research was a quantitative study which was intended to see the students' procedure writing improvement after the implementation of picture sequence technique. The research design was one group pretest-posttest design. The design was used to compare the students' ability in pretest and posttest after the treatments were given. This design used a pretest to find out the students' initial ability before the treatment (Hatch and Farhady, 1982: 21-22). It could be illustrated as follows

T1 X T2
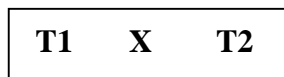
Notes:
T1 : Pretest
T2 : Posttest
X : Treatment by the researcher

3.2 Population and Sample

The population of this research was the third year students of SMPN 23 Bandar Lampung. There were six classes of class IX and each class consists of 29 students. All of those classes have equals ability in general. A class was taken as a sample of this research, an experimental class. In determining the experimental class, this study used a simple probability sampling by using lottery; so that those all the third year classes in the school got the same chance to be the sample

3.3   Data Collecting Techniques

The aim of this research was to gain the data on the students' procedure text writing ability score before the treatment (pre test) and after the treatment (post test). The text used was a procedure text concerning five aspects of writing: content, organization, language use, vocabulary, and mechanics. A pre test and post test were conducted to see whether there was an improvement on sudents' score after the implementation of picture sequence's technique . The data were gained from:

3.3.1   Pretest

The pretest was conducted before the treatment was administered. It was to see the basic quality of students' procedure text writing performances before receiving the treatment. The pretest was a writing test. The pretest was conducted in 90 minutes.

3.3.2 Posttest

The posttest was conducted after the treatment was administered. It was used to know the improvement of student's ability in writing a simple procedure text. It was conducted in 90 minutes. The posttest was administered once.

3.4 Instrument

The instrument of this research was writing procedure text tests in forms of pretest and posttest to gain the data regarding the effectiveness of picture sequence. It required the students to express their own idea in the written form. One material in every meeting was given to students to be developed. Later, in the treatment, a picture sequence was given to help students develop their writing.

3.5 Research Procedure

In collecting the data, this study used the following steps:

Selecting materials for treatment

In selecting materials for treatment, the researcher selected some samples of procedure text from English books and the Internet.

1. Determining the population and selecting sample

The population of this research was the third year students of SMPN 23 Bandar Lampung. The researcher chose one class as the experimental class randomly by using a lottery since every class had the same opportunity to be chosen.

2. Administering a pretest

The pretest was conducted to measure students' preliminary ability before treatment. Here, students in the experimental class were assigned to write a procedure text. The topic was about "How to make a cup of tea" and the time allocation was 90 minutes.

3. Conducting treatments

After giving the pretest to the students, the experimental class was given treatments by using picture sequence technique. Each treatment was conducted in 90 minutes, based on the time allocation in the syllabus of the third grade of SMP. The treatment was conducted in three meetings. In those three meetings the students were guided to write a procedure text. After the treatments had been given, the posttest was given to the students to evaluate their ability in writing a procedure text after the implementation of picture sequence technique.

4. Administering a posttest

In order to see the improvement of student's writing ability, the posttest was conducted in the experimental class after they had been given the treatments. The test was in the form of writing. The students were asked to develop their procedure text writing. The posttest was conducted in 90 minutes.

5. Analyzing the test result (pretest and posttest)

After scoring the pretest and posttest, the data were analyzed by using SPSS version 17.0 software program. It was used to find out the means of pretest and posttest and how significant the improvement was.

3.6 Scoring System

The consideration of criteria for evaluating the students' procedure text writing ability was based on the ESL Composition Profile by Jacob et al (1981). There were five aspects to be tested: content, organization, vocabulary, language use, and mechanics.

In evaluating the students' writing scores the researcher analyzed the result of students' text writing. The pretest and the posttest text writing results of the experimental group were analyzed to make sure that the treatments that had given an impact to the students' ability. The criteria of scoring system were based on the rating sheet from Jacobs et al (1981). The students could succeed in writing if their writing included five aspects of writing. Therefore, the aspects of writing were evaluated in the students' paragraph writing in the form of simple procedure text. They were content, language use, organization, vocabulary, and mechanics. The score of the test was derived as follows:

1. Content   : 30%
2. Language use : 25%
3. Organization : 20%
4. Vocabulary   : 20%
5. Mechanics   : 5%

Table 3.1. The Scoring Criteria

Aspect	Criteria	Score
Content	- **Excellent to very good**: Knowledge able, substantive, through development of thesis, relevant theory.	30-27
	- **Good to average**: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	- **Fair to poor:** Limited knowledge of subject, little substance, inadequate development of topic.	21-17
	- **Very Poor**: Does not show knowledge of subject, non substantive, not pertinent, not enough to evaluate.	16-10
Organization	- **Excellent to very good**. Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	20-18
	- **Good to average**. Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-15
	- **Fair to poor.** Non-fluent, ideas confused or disconnected, lack logical sequence and development.	14-10
	- **Very poor.** Does not communicate, no organization, not enough to evaluate	9-7
Vocabulary	- **Excellent to very good.** Sophiscated range, effective words/idioms and usage, word form mastery, appropriate register.	20-18
	- **Good to average.** Adequate range, occasional errors of idiom choice, usage but meaning not obscured.	17-15
	- **Fair to poor.** Limited range, frequent errors of idiom/words, meaning confused or obscure.	14-10
	- **Very poor**. Essentially translation, little knowledge of English vocabulary, not enough to evaluate	9-7

Language Use	- **Excellent to very good**. Effective complete constructions, few error of agreement, tense, number, word order, function, pronouns, and preposition.	25-22
	- **Good to average**. Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured.	21-18
	- **Fair to poor**. Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.	17-11
	- **Very poor**, virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.	10-5
Mechanic	- **Excellent**. Few errors of punctuation, spelling, and capitalization/ used correctly	5
	- **Good**. Occasional errors of punctuation, spelling, and capitalization.	4
	- **Fair**. Numerous errors of punctuation, spelling, and capitalization	3
	- **Very Poor**. No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2
Total score		

(Jacobs et al, 1981: 90).

3.7 Validity

Validity is the extent to which an instrument really measures the objective to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). A test can be considered to be valid if it can precisely measure the quality of the test. Validity indicated how deep the instrument was valid when it capable to provide the output accord with the researcher's need of data.

In teaching English as Foreign Language, there are five kinds of validity: face validity, content validity, predictive validity, construct validity, and concurrent

validity (Setiyadi, 2006: 22). This research instrument will be analyzed based on content and construct validity.

Content validity was used to analyze the writing test that was applied to measure students' writing skill. According to Setiyadi (2006: 23) to fulfill this type of validity the researcher should be aware of all the indicators of the test items and analyze whether the instrument has represent the material which will be measured. This study used procedure text writing test which is supposed to be comprehended by the third year of junior high school students. The test was considered as valid in content validity since the test of writing constitutes a representatives sample of the language skill and structure and also the material used is chosen based on school-based curriculum (KTSP).

Construct validity was about the instrument form. It investigated the research instrument appropriateness to the research object. Since this research needed the data of writing score, the instrument must truly examine the students' ability in writing a paragraph. It means that the test construction is already in line with the objective of learning (Hatch and Farhady, 1982: 251). Related to this research, the test items should involve the aspects of writing suggested by Jacob et al (1981:90) such an content, organization, vocabulary, grammar and mechanic.

3.8 Reliability

Hatch and Farhady (1982:243) establish that the reliability of a test could be defined as the extent to which a test produces consistent result when it administered under similar conditions. A test can be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there is inter-rater reliability. Inter-rater reliability is used when score on the test is independently estimated by two or more judges or

raters. In this case, the first rater was the researcher and the second was an English teacher in SMPN 23 Bandar Lampung Bandar Lampung. Before scoring the students' procedure text writing, it is important to make sure that both raters use the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Jacobs et al (1981: 90). To measure how reliable the scoring is, this study uses *Spearman Rank Correlation* with the formula:

$$r = 1 - \frac{6.\sum d^2.}{N(N^2 - 1)}$$

Notes:

r   : Reliability

d   : Difference of rank correlation

N   : Number of students

1-6   : Constant number

(Sudijono, 2006: 228)

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as follows:

1. 0.80 - 1.0   : very high reliability

2. 0.60 - 0.79   : high reliability

3. 0.40 - 0.59   : medium reliability

4. 0.20 - 0.39   : low reliability

5. 0.0 – 0.19   : very low reliability

(Arikunto, 1998: 260)

Based on the standard of reliability above, it could be concluded that the writing

tests would be considered reliable if the tests reached the range of 0.60-0.79 (high

reliability).

The reliability of this research could be seen on the explanation below:

1. **Reliability Result of the Score in Pretest**

$$R= 1 - \left(\frac{6\left(\sum d^2\right)}{N(N^2-1)}\right)$$

$$R= 1- \left(\frac{6(86)}{29(29^2-1)}\right)$$

$$R= 1- \left(\frac{6(86)}{29(841-1)}\right)$$

$$R= 1- \left(\frac{516}{24360}\right)$$

R= 1- 0.0211

R= 0.9789 (very high reliability)

2. **Reliability Result of the Score in Posttest**

$$R= 1 - \left(\frac{6\left(\sum d^2\right)}{N(N^2-1)}\right)$$

$$R= 1- \left(\frac{6(204)}{29(29^2-1)}\right)$$

$$R= 1- \left(\frac{6(204)}{29(961-1)}\right)$$

$$R= 1- \left(\frac{1224}{27840}\right)$$

R= 1- 0.0439

R= 0.9561 (very high reliability)

It can be concluded that the reliability of the raters in the experimental class was very high. It meant that the researcher's way of scoring the data was similar to the second rater. They had almost the same scoring system therefore there was no subjectivity in scoring the students' writing. Besides that the scoring criteria helped the raters in score the students' writing accurately. In addition, the result showed that both raters scored the students' writing consistently and fairly.

3.9 Data Analysis

The result of student's procedure writing ability in each test was evaluated based on content, language use, organization, vocabulary, and mechanics. The result of students' performance in pretest then was compared with the result of their performance in posttest to the impact of the instruction in their writing performance. To analyze the data gained from writing test, the researcher treated the data through the following steps:

1.   Sorting the data

Each rater scored the students' writing of pretest and posttest. Then, the average scores between two raters were taken to be the final score that was analyzed statistically using *Repeated Measured t-test (Paired sample T-test)* that was to show the differences between pretest and posttest of experimental class for answering the hypothesis. The data was computed through SPSS.

2.   Drawing conclusion

The scores of the pretest and posttest of two groups were statistically analyzed using *Repeated Measured t-test (Paired Sample t-test)* to draw a conclusion. It was computed through the Statistical Package for Social Science (SPSS).

3.10 Data Treatment

According to Setiyadi (2006:168-169), using T-Test for hypothesis testing has three basic assumptions that can be described as follows:

    a. The data is an interval.

    b. The data is taken from random sample in population.

    c. The data is distributed normally.

Therefore before testing the hypothesis using T-test, it was necessary to find out whether the data were normally distributed or not. The data were treated by using normality test.

This test was used to measure whether the data were normally distributed or not. The data was tested by *One-sample Kolmogorov-Smirnov* Formula. The criteria of normal distribution were:

    H_0 : the distribution of the data is normal

    H_1 : the distribution of the data is not normal

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign >). In this case, the researcher used the level of significance of 0.05.

3.11 Hypotheses Testing

The hypotheses are stated as below:

1. H_0: "There is no increase in students' procedure text writing after being taught by using picture sequence technique.

$$\boxed{H_0: X_1 \quad X_2}$$

2. H1: "There is an increase in students' procedure text writing after being taught by using picture sequence technique.

$$\boxed{H_1: X_1 > X_2}$$

Organization was the aspect of writing that improved the most after the implementation of picture sequence technique.

Those all above are what this chapter covers, such as, research design, population and sample data collecting technique instrument of the research, research procedure, scoring system, validity, reliability, data analysis, data treatment and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions of the research findings and discussion in the previous chapter. It also covers the suggestions for English teachers who want to use picture sequence technique in writing classroom and other researchers who want to conduct similar research using picture sequence technique.

5.1 Conclusions

1.   The implementation of picture sequence was effective to improve students' writing skills. It could be seen from the improvements of students' writing score in the pre-test and post-test. The mean score improved from 59.77 to 72.63. Picture sequence technique also improved the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect.

2.   The implementation of picture sequence could improve students' ability in procedure text writing, especially in aspect organization. It is because the   use   of   picture   sequence   in   the materials and writing practice could

generate students' ideas. Picture sequence provided an image that the students could easily follow. By seeing the sequence of picture, they could easily generate ideas into a chronological order. In addition, the aspect of writing that improves the most after organization is the aspect of content. It is due to picture sequence can be used to help the students clarify their thoughts in order before they begin to draft. The students will develop their ideas first then make a relation among the information that they have seen from the picture. So it will help them to write the procedure text easily.

In addition, the implementation of picture sequence could promote the students positive attitude toward the teaching learning process. It is because the picture itself was colorful. Thus, the students loved it. Most of the students were actively involved in teaching and learning process. They became enthusiastic to do the writing task. They also enjoyed the learning process. It implies that picture sequence increased students' enthusias in the teaching and learning process of writing.

5.2 Suggestions

5.2.1 Suggestions for English Teachers

1. Considering the advantages of sequence of pictures, the researcher suggests that English teachers of the class apply sequence of pictures as an alternative way in teaching writing especially procedure text. It is supported by the findings that sequence of pictures not only can help the students to increase

their ability but also increase the teacher' performance and the student's participation in the classroom.

2. It needs much time to apply this technique in teaching writing. Therefore, the teacher should allocate the time efficiently.

5.2.2 Suggestions for Further Researchers

a. This study was conducted in a Junior High School level.

Therefore, the further researchers can try to find out the effect of using picture sequence in different level of school.

b. Further researchers can try to use picture sequence in teaching another kind of text; narrative, report, or recount, since this study focused on the students ability in procedure text writing.

The conclusions and suggestions of this research have been discussed on this chapter. The conclusions cover the findings and discussions of this research and the suggestions cover the recommendation for English teacher and further researchers.

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