



THE IMPLEMENTATION OF PICTURE SERIES IN TEACHING WRITING PROCEDURAL TEXT AT TENTH GRADE OF SMAN 1 SAKRA IN ACADEMIC YEAR 2022/2023

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Abstract: This study intended to determine whether the use of picture series is effective in teaching writing procedural text and which components of writing increase after the use of picture series in teaching writing procedural text at the tenth grade of SMAN 1 Sakra. The research method was quasi-experimental with a control group pretest and post-test design. The population was tenth-grade students. The sample was 50 students from 2 classes, 10 E was the experimental group, and then 10 J was the control group. Samples were taken using random cluster sampling. The instrument of data collection was a written test. The result of the t-test was 3.953, and the t-table was 2.011 for df 48 (50-2) at a significant level of 0,05 (95%). It can be concluded that H₀ was rejected and H_a was accepted. Thus, the use of picture series was effective in teaching writing procedural text in the tenth grade of SMAN 1 Sakra. While, the components of writing in the experimental group which increased overall after using picture series in writing procedural text were content, organization, and grammar.

Keywords: picture series, teaching writing, procedural text

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INTRODUCTION

One of the language skills that must be taught at the senior high school level is writing. Writing is a productive skill that is very important to learn and needs to be developed by students (Mustika et al, 2017). Through writing, students can convey their ideas, thought, emotion, imagination, and creative thinking (Hatina, 2017).

However, most Indonesian students who are studying English as a foreign language think that writing is the most complicated skill to master. Sribagus (2018) also stated that writing is the most complicated and tiring job because it is very complex. In addition, Richard and Reinandya (2002) stated that the most difficult skill for foreign language learners to master is writing. In the process of writing, students face many challenges because writing requires complex components that must be involved in writing, such as organizing ideas and selecting suitable vocabulary, mechanics, and grammar rules (Rahma, 2020). It shows that writing is not a simple activity (Setiawan et al, 2017). Therefore, writing requires much practice for students to enhance and develop their writing skills.

There are several texts taught in senior high school that can be developed through writing skills. These texts are narrative, recount, argumentative, and procedural text. In this study, the researcher focuses on procedural text because procedural text is an English material taught at the 10th grade. Procedural text is a type of text that explains how to make, use, do and



operate something through several stages or processes. This type of text is often found in daily life, such as cooking recipes, school environment rules, and health protocols during covid-19.

There are various strategies that can be used to improve students' ability in writing procedural texts such as using teaching media, one of them is picture series. Picture series is a picture consisting of several pictures arranged in sequence that are used to tell the sequence of events, processes and stories. Wening (2016) stated that series pictures can help students to express and develop their ideas according to the written theme. In addition, Wright (1994) stated that picture series can improve students' motivation and attract students' attention. Research conducted by Listiyaningsih (2016) also proves that picture series can improve students' ability in writing procedural texts. Nevertheless, amongst some writing components, little has been known about specific component(s) which is(are) directly assisted by picture series. Whether picture series is only effective for teaching certain genre of writing is also under-researched. Therefore, the researcher was interested in implementing picture series in teaching writing procedural text in the tenth grade of SMAN 1 Sakra because procedures are potentially represented through sequence of pictures. Specifically, this study focused on which writing components are significantly assisted by picture series.

RESEARCH METHODS

The method used in this research was quasi-experimental with a control group pretest and posttest design. According to Sugiyono (2018), experimental research is a type of research method used to find the effect of treatment. The population of this study was the 10th grade of SMAN 1 Sakra. The sampling technique used was random cluster sampling. The researchers only took two classes randomly as the research sample, Class 10 E as the experimental group and class 10 J as the control group. The total sample was 50. The instrument of this research is a written test. The step for data collection in this study were, firstly, giving a pretest to the experimental and control groups to find out their background knowledge in writing procedural text, secondly, giving treatment using picture series to the experimental group while the control group was only taught using media commonly used by teachers when teaching in the classroom (whiteboard), and lastly, is giving a posttest to both groups to see whether the picture series influenced and increased each component of students' writing. After collecting the data, the researchers displayed it in a table and then described and calculated it through SPSS 25 version.

FINDINGS AND DISCUSSION

Findings

The findings of this study are related to the pretest and post-test scores of the experimental (X-E) and control groups (X-J), the findings from the experimental class students' writing components that increased and did not increase after being given treatment using picture series, and also the findings from the writing components of the control class who were not given treatment using picture series. Table 1 below indicates the minimum, maximum, and std. Deviation, and std. Error from the experimental and control group.

Table 1. Descriptive statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest Experimental	25	35	75	1436	57.44	1.895
Post-Test Experimental	25	66	91	2025	81.00	.992
Pretest Control	25	40	76	1456	58.24	1.879
Post-Test Control	25	54	82	1792	71.68	1.278
Valid N (listwise)	25					

Table 1 above presents the different scores between both groups. The mean score of the experimental group is 57.44, the highest score is 75, and the lowest score is 35, while the mean score of the pretest in the control group is 58.24, the highest score is 76, and the lowest score is 40. The post-test scores of both groups were also different. The mean score of the post-test for the experimental group is 81.00, the highest score is 91, and the lowest score is 66, while the mean score of the post-test for the control group is 71.68, the highest score is 82, and the lowest score is 56.

Further, Table 2 below contains the data of the independent sample tests conducted to determine the comparison of the different mean scores of the experimental and control group by looking at the value of Sig. (2-tailed).

Table 2. Independent sample t-test

		Levene's Test for Equality of Variances									
		t-test for Equality of Means									
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Std.Deviation	Equal variances assumed	.041	.841	3.953	48	.000	10.120	2.560	4.973	15.267	
	Equal variances not assumed			3.953	47.175	.000	10.120	2.560	4.970	15.270	

Table 2 shows the value of Sig (2 tailed) was $0.000 < 0.05$, this indicates that there was significant difference in the mean score of post-tests between the experimental group who was taught using picture series and the control group who was not taught using picture series. Based on table 2 above, it can be seen that the t-test value is higher than t-table ($3.953 > 2.011$) at a significant level of 0.05, so it can be concluded that the null hypothesis (H0) was rejected, and the alternate hypothesis (Ha) was accepted. In other words, picture series is effective in teaching writing procedural text at tenth grade of SMAN 1 Sakra.

Table 3 below is the writing component that increases after the implementation of the picture series in teaching writing procedural text.

Table 3. The improvement of the student's achievement in writing procedural text using picture series

No	Components of writing	Average score		Increase
		Pretest	Post-test	
1	Content	18.16	25.84	7.68
2	Organization	11.84	17.36	5.52
3	Word choice/vocabulary	12.12	16.36	4.24
4	Grammar/language use	12.6	17.92	5.32
5	Mechanics	2.72	3.52	0.8
	Σ	1436	2025	589
	Average	57.44	81.00	23.56

Table 3 indicates the average value of the writing component of the experimental group (X-E) has increased after using picture series in teaching writing procedural text. However, when explicitly viewed from individual writing components, 25 students from the experimental group experienced an increase in 3 writing components; namely, content increased by (7.68), organization increased by (5.52), and grammar increased by (5.32). While the writing components that did not increase were two, including word choice and mechanics, students who did not experience an increase in the writing component (word choice) one student (4%), and students who did not experience an increase in the writing component (mechanics) were six students (24%). Table 4 below is the writing components of the control group who was not taught using picture series

Table 4. The improvement of the student's achievement in writing procedural text without picture series

No	Component of writing	Average score		Increase
		Pretest	Posttest	
1	Content	19.72	21.8	2.08
2	Organization	12.28	15.16	2.88
3	Word choice	11.56	14.6	3.04
4	Grammar	11.96	16.8	4.84
5	Mechanics	2.72	3.32	0.6
	Σ	1456	1792	336
	Average	58.24	71.68	13.44

Table 4 above indicates that all writing components of the control group generally increased. However, when viewed specifically from individual writing component, none of the writing components in the control group increased overall.

Discussion

Based on the analysis of the experimental group's pretest and posttest data, the researchers found an increase in students' scores in writing procedural texts after being given treatment using picture series. It can be seen from the difference in the mean score of the pretest is (57.44), and the posttest score is (81.00), which increased by 23.45. At the same time, the control group who was not given treatment using the picture series had an average pretest value of 58.24 and a posttest value of 71.68, an improvement of 13.44. This shows that the posttest average value of the experimental group was higher than the control group. The results of



hypothesis testing using independent sample t-tests also show that the t-test value was higher than the t-table ($3.953 > 2.011$) at a degree of freedom 48 significant level of 0.05 (95%). So, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This proves that the implementation of the picture series was effective in teaching writing procedural text in the tenth grade of SMAN 1 Sakra in the academic year 2022/2023.

The result of this study was relevant to the results of research conducted by Salihah N (2016). She stated that using picture series could improve students' skills in writing procedural texts. It can be seen from the average pretest score is 59.3, and the post-test score is 74.6, which increased by 15.3. This finding is also supported by the findings of Yessy Listiyaningsih (2017), who stated that student achievement scores increased after applying picture series in writing procedural texts. It can be seen from the pretest score is 5.6, and the post-test value is 7.48, which increased by 1.87. Other findings that are relevant to this research were also conducted by Sunarlin P (2018), who stated that there was an effect of student learning outcomes on the use of picture series in writing procedural texts. This was evidenced by the average score of the pretests, 65.4, and post-test, 82.20, which increased by 17.8.

Besides being effective, the picture series can also guide students in developing their ideas (Lidiyawati & Nirwanto, 2016). Wirght (2004) stated that picture series can make a strong contribution to the content of students' writing. However, in this study, picture series not only gave a strong contribution to the content of students' writing but the organization and grammar were also affected by the picture series. It can be seen from the improvement obtained by students after the implementation of picture series, content increased by (7.68), organization (5.52), and grammar (5.32). And there are 2 writing components did not increase as a whole when viewed specifically from individual writing component, namely word choice, and mechanics. Student who did not experience an increase in word choice was one student (4%) and mechanic were six students (24%) while the control group did not experience an increase in each writing component when viewed specifically from the individual writing component. From these findings, it can be concluded that picture series is more effectively used in teaching writing procedural texts and can increase the content, the organization, and the grammar of the students' writing. Pictures presented in series have shown the sequences of events, thus it assists the organization of the text. The content on the pictures appeared to be ample information for writers to develop the content of the texts as well as the grammar that specifically show certain time sequences as clues for the grammar forms suitable for the texts.

CONCLUSION

Based on the post-test result of the experimental group was 81.00, while the control group was 71.68. This indicates a difference in the mean post-test score between the experimental and the control group. Based on the results of the hypothesis using an independent sample t-test in the previous chapter that the t-test value (3.953) was higher than the t-table distribution (2.011) at the degree of freedom $50-2 = 48$ at a significant level of 0.05 (95%), it shows that H_0 was rejected, and H_a was accepted, the results of this findings can be concluded that the picture series was effectively used in teaching writing procedural texts at the 10th grade of SMAN 1 Sakra in the academic year 2022/2023.

The researchers also analyzed all writing components in the experimental group before and after being given treatment. In general, all writing components in the experimental group increased. However, when explicitly viewed from individual components, there were three writing components increased, including content, increased by (7.68), organization (5.52), and grammar (5.32). Two writing components did not increase, word choice and mechanics, and the student who did not experience an increase in word choice was one student (4%) and mechanics six students (24%). When compared to the writing component between the experimental and the control group, it can be concluded that the writing component of the



experimental group was better than the control group. It can be seen from each writing component of the control group that none of the writing components increased overall. From the findings of this study, it can be concluded that picture series can improve students' writing components, especially in terms of content, organization, and grammar.

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