



USING SEQUENCE PICTURE TECHNIQUE TO INCREASE THE STUDENTS WRITING ABILITY AT FIRST GRADE OF SMAN 1 SUNGGUMINASA

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Abstract

The writing skills are complex and sometimes difficult to teach, The difficulties are due to weaknesses in grammar and vocabulary. Another problem, the students have a lot of ideas in their minds but they worry to start and even they don't know how to develop ideas. Uninteresting topic and unsuitable teaching techniques can influence students interest in writing English. To solve this problem, the English teacher should have to be more creative in choosing the material and techniques which can make the writing class more interesting, exciting and enjoyable. Materials are divided into two points they are visual and non visual material. Visual material offers, an attractive and stimulating framework for writing practice. One of the visual materials is picture. Picture is very suitable to be applied to the students of senior high school as a method writing skill. The objective of the research will find out the improvement students writing ability by using sequence picture and the interest of the students to use sequence picture at SMAN 1 Sungguminasa this research will use class action research that consisted two cycles the research population was the first grade of SMAN I Sungguminasa academic year 2015/2016 the sample of this research consisted of 30 students. This will obtain the data by using writing test and questionnaire sheet. The reason why this research focuses on the sequence picture technique was that it will give the stimulate and motivate the students to study English special in writing skill. Beside that this technique will make the students become more attractive and interest in writing by using visual material

Key words: writing, sequence picture, interest.

1. INTRODUCTION

a. Previous Research Finding

Some researchers have done studies on the writing process strategy and its contribution of English teaching. Some of the findings are presented in the following section. Suriatiratna (1991), who conducted a research on using pictures to guide students in learning English writing for the second year students of the Language Department at SMA Negeri 600 Cangadi Soppeng she found out that still pictures as a guide in learning to write in English made the students write easier. Beside, she also found that pictures, as guide in learning to write English was interesting for most of the students.

Nappu (2003) in her thesis under the title -Using Picture in Collaborative Learning in Large English Classl stated that the use of pictures in collaborative learning in large classes could improve the students' achievement in English especially on listening, speaking and structure. She concludes that the blend strategy of using

pictures and collaborative learning as a teaching strategy has brought an up-to-date way in English language teaching in large classes which aims at improving the students' achievement especially in the national examination. The use of familiar pictures related to the materials or lessons in collaborative learning in large class English classes was interesting to the students so they were motivated to study English.

Afiah (2006) stated that the use of pictogram as visual material improved the writing skills of the eleven grade students of MAN Model Makassar; it was proved by the analysis of the tests showing that the posttest is greater than pretest. The use of pictogram as visual material that improved students ability in writing skill is interesting to the students so they feel motivated, stimulated, enjoyed and encouraged to develop their ideas in descriptive paragraphs in English writing. She concludes that the use of pictogram as visual material is interesting, effective, efficient and applicable in teaching writing skills.



Based on findings above, the researcher is interested to use a sequence pictures as media in teaching writing skill. Therefore, the researcher believes that the use of sequence pictures in teaching writing is one alternative method/technique that can be applied to improve the students' ability in the writing skills.

b. Some Pertinent Ideas

1) The nature of writing

Basically, writing means producing or reproducing oral message into written language (Muhsin, M. A., & Sastrawati, I., 2016). It involves an active process to organize, formulate and develop the ideas on the paper so that readers can follow the writer's message (Syamsuri, A. S., Muhsin, M. A., & Nurmayani, N., 2016). Besides, writing skills requires an accurate and precise grammar, spelling, punctuation, capitalization, and vocabulary (Bram in Imeldi, 2001).

Kroma (1988) described that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper from words to sentence, sentence to paragraph, and paragraph to essay. Ghaith (2002) also described that writing is a complete process that allows writer to explore thoughts and ideas, and make them visible and concrete.

The major writing systems — methods of inscription — broadly fall into four categories: logographic, syllabic, alphabetic, and feature. Another category, ideographic (symbols for ideas), has never been developed sufficiently to represent language.

2) Definition of pictures

There are many definitions of picture. Some of the definition are:

- a) Picture is a visual representation;
- b) Picture is a clear and telling mental image;
- c) Picture is a situation treated as an observable object;
- d) Picture is a representation of a person or scene in the form of a print or transparent slide; recorded by a camera on light-sensitive material;
- e) Picture is illustration used to decorate or explain a text;

- f) Picture is graphic or vivid verbal description.

From the definition above, the researcher concludes that picture is very suitable to be applied to the students of senior high school until universities level as a method/technique in writing skill. It is very helpful for the students in generating and organizing their ideas in wiring through pictures.

3) Definition of sequence pictures

There are many definition of sequence. Spivey (2005) explain that *Sequencing* is the process of putting events, ideas, and objects in a logical order. Why is sequencing important? We sequence all day long—we divide our time into what we need to do first, second, and last; we understand events in our lives by understanding the order in which they occur. For some students, sequencing can be a hard concept to grasp, especially when they are trying to tell a story. Using good key words like -first,|| -next,|| -then,|| and

-finally,|| cue your child as to what is coming next. The following activities are fun ways to practice sequencing with your child. There are many sequencing activities such as sequencing pictures, photo sequencing, letter and number sequencing, story sequencing.

Picture Sequencing is cut several sequential pictures from magazines, picture books, comic books, or the comics section of the newspaper. Make sure the pictures have an obvious order. Scramble the pictures. Younger children should begin with two panels representing beginning/end or first/last, and then progress to three panels, then four, etc. The older the student, the more panels he/she should be able to arrange in correct order. Always start at the student's level of instruction. (For example, a sequence might include a picture of a dirty dog needing a bath, a tub filled with water, the dog being washed, and the clean dog.) When the child thinks he/she has the correct order, have him/her tell a story in order using the pictures. If the pictures are not in a correct order (the picture of a clean dog is placed before the picture of someone washing the dog), have the child tell why that does not make sense and have him/her attempt to rearrange the sequence. Use pictures of events in nature like a volcanic



eruption, tadpole metamorphosis, seeds to flowers, or the changing of the seasons to enhance the child's learning.

Sequence pictures is every artifact, every picture, really every observed moment has trapped within it a million possible storylines.

A story becomes a story when it moves past the facts, past the details, to the description of a sequence of events, in which some character is driven by a clear desire, acts to realize that desire, and discovers something in doing so. A Sequence picture is combining between a pictures and the story. Every picture tells a story. Using a picture will help the students to illustrate it in a short story. The picture is one of a good way to stimulate the writing ability of the students. From the pictures there can be a lot of story will find. With another word, phrase, sentence, or paragraph.

4) Elements of writing

In writing something based on the pictures, we must focus on the sentence. (Jacobs et al., 1981) concluded that there are five significant elements of writing, they are:

a) *Content*

In order to have a good content of writing, its content should be well unified and completed. The term usually known as unity and completeness, which become the characteristics of the good writing. The main idea has to be explained and develop fully. Completeness is the controlling ideas, which developed thoroughly by the use of particular information. Unity means that every parts of the sentence contribute to one principle, unifying thought.

b) *Organization*

The process of organization material in writing involves coherence, order or importance, general to specific, specific to general, chronological order and spatial pattern.

c) *Vocabulary*

One of requirement of a good writing always depends on the effective use of words. In personal description, word play a dual role: to communicate and to evoke, to let the readers to perceive and feel.

d) *Language use*

Language use writing involves correct usage endpoints of grammar. There are many points of grammar, such as verbs, nouns and agreement. Specific nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifier of adjectives, adverbs, and participle form.

e) *Mechanics*

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

5) The process of writing through sequence pictures

The process of writing through pictures has the same steps to the process of writing in general. Depdiknas (2003) described the steps of writing are: pre-writing. Writing draft, re-writing, and publishing. In details, the four stages presented as follows:

a) *Pre-writing*

In this stage, motivation and stimulation are also the important parts because the writing process will be carried out easily, if the students have glad feeling. The students' enthusiasm for writing something will be existing when they allowed choosing the relevant topic or personal topic. In this case, the teacher should give great attention about the students' interest and the topic chosen.

Another technique that writers can do in this stage is free writing. This technique is writing freely, starting with a blank sheet and letting your thoughts flow without regard to connections or direction whether an idea makes sense.

b) *Writing draft*

In this stage, the students tries to write the sentences and focus of activity is writing of content. The important thing that the teacher must suggest to the students is don't be afraid make a mistake. In this stage, the students' or the writer begins to determine what to include and exclude, and to make initial decisions about how these ideas begin to evolve. While writing first draft, writer should focus on getting meaning down on paper. But they should not



be overly concerned with grammatical correctness.

c) *Re-writing*

In this stage, the teacher makes improvements about some mistake that students' done. Students' reorganize and sequence relevant ideas, add or delete them to make the meaning clear. The activity in this stage is the students' work harder because their writing should be corrected. They must re-read their writing carefully for knowing whether their writing is good, grammar, vocabulary, diction, and content.

d) *Publishing*

In this stage, the students' must pay attention from the major substance of a paragraph to its conventional features such as spelling, capitalization, and punctuation. The students can do proofreading activity individually or in pairs seeing guidelines

6) Writing assessment

There are two kinds of assessment that the teacher can *he* used in assessing the students' writing. They are:

a) *Process assessment*

Tompkins (1991) stated that process assessment is a kind of ongoing assessment used to keep track of students' progress in writing in which counting the number (score) of the composition is not regarded.

b) *Product assessment*

The kind of this assessment focuses on the assessing the students final composition. It can be accessed through employing some methods of scoring. Cohen (in Salija 2004) divides the scoring methods into three types: holistic analytic, primary trait, and analytic scoring rubrics

7) The Interest

a) *What is interest?*

Attempts to define interests are numerous, a great variety of definitions have been developed, and here only a few of them. Interest is a feeling that accompanies or cause special attention to some objects or readiness to attend to and be stirred by certain class of objects. Robert in Afiah (2006) said that experimental interest is a

response of liking. It is presents when we are aware of and object we prepare to reach out.

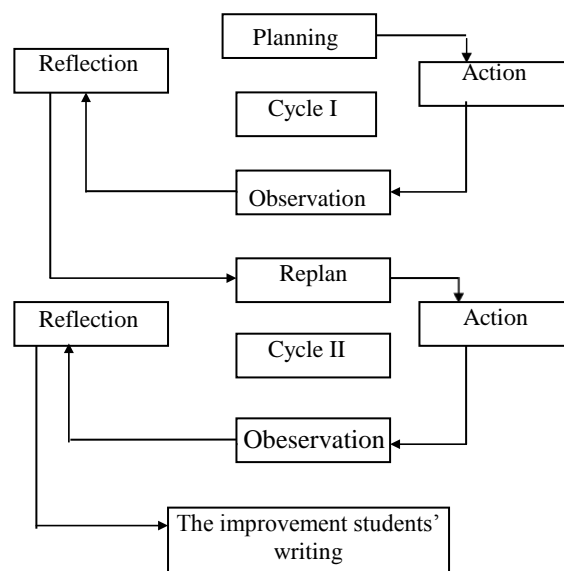
Based on the definitions above, we can conclude that interest is a mentally condition which refers to our attitude toward an object, our feeling which will determines our activities, and feeling of liking that will perform our behavior and motivate us to do something.

b) *Factors influencing the students' interest*

Harmer (1991) stated that there are two factors can affect the students' motivation. Extrinsic motivations are concerned with factors outside the learner while intrinsic motivations are concerned what take place inside the learner.

2. RESEARCH METHODOLOGY

In this research, the researcher used Classroom Action Research (CAR) that would be done through two cycles with four steps namely: planning, acting, observing and reflection, the researcher will describe the cycle through schema of action and each could be explained briefly as followed:



The location of research will be student SMA Negeri I Sungguminasa, it is located at Jln. Andi Mallombasang Sungguminasa Kabupaten Gowa. The subjects of the study were the students of second class of SMA Negeri I Sungguminasa in 2015/2016 academic year which consists of 30 students.



In connection with the application of collaborative classroom action research, the researcher and the teacher discuss some preparations including:

a. Preparing a suitable strategy

This research focus on the implementation of sequence pictures in teaching writing in implementing one of the strategies, the students will give the sequence pictures then the students make a short story paragraph based on the pictures given.

b. Designing the lesson plan

The researcher design the lesson plan as the guideline in implementing the teaching and learning the writing skill through sequence pictures.

c. Preparing instructional materials and media.

The materials take from different sources such as textbooks, magazine. The instructional media used in this study were pictures.

d. Preparing the criteria of success

The criteria of success of this study were emphasizing on the teaching learning writing process and the product of the students writing.

The researcher conducted the treatment in the class according to the procedure which is described in the lesson plan below:

- a Teachers give stimulation and motivation before the process of teaching writing skills.
- b Teacher introduced the topics that presented.
- c Teacher explain more about the topic which different in each meeting.
- d Students answer some questions orally based on the topic and in each meeting (pre activity). The activity tends to remain students about what they had learnt and got from another subject.
- e Teacher distributes the writing material by using sequence pictures as visual material based on the topic and the content area in each meeting.

- f. The students were asked to write paragraph by their own words based on the topic in each meeting by using sequence pictures.
- g Teacher walks around and monitor.
- h The students might ask the teacher if they find any trouble.
- i Students write his/her paragraph writing on the blackboard (1 -2 students)
- j Students were asked to describe their writing using sequence pictures.
- k Teacher and students discuss the students paragraph writing, then analyzing the paragraph, sharing, and working together.
- l The students exchange her/his friends' paragraph writing to read, so everyone could compare their writing.
- m Teacher give some practical tips and advice in developing their writing by using sequence pictures in writing.
- n Students asked to collect their writing task.
- o Teacher tells the students what they should do in the next meeting.

Treatment	Topic	Content area	Command
1	The story of my life	Social study	Social study students write about their life, include their experience and environment; when she/he was child, family, schooldays, future plans and favorite memories.
2	Animal	Biology	Students write about the story of the animal habitat in their environment
3	Daily activities	Social Study	Students write about their daily life in the morning until night
4	School	Education	Students write about their schools when they were in kindergarten until senior

In this stage, the researcher observe the way in sequence pictures will done by the teacher and the students so that the weaknesses, if any, can be improved in the next cycle. The data of this research will obtain from the result of observation, test, and students writing scores. In this stage, the



researcher and the teacher analyze the obtain data, make reflection, and make a conclusion. The data will take from students writing and test. Through reflection, the action was evaluated to see whether the cycle needed to continue or not.

The main instrument used in this research is test. This instruments described in detail as follows:

a. Test

The test consists of pre-test and post-test. In both pretest and posttest, he students write a story without using sequence pictures. The procedure of the research will be given as follow.

b. Questionnaire

This instrument was given to find out students interest in the use of sequence pictures. The questionnaire used Likert Scale with the options, strongly agree, agree, undecided, disagree, and strongly disagree are the options for the statements. The questionnaires were distributed to the respondents after the last treatment.

1) *Pretest*

Before doing the treatment, the students were given pre-test to know their proficiency in writing. In this pre-test, the researcher asked the students to write. The materials were based on the curriculum. The pre-test runs for 90 minutes.

2) *Treatment*

In treatment, the researcher will give the students some topics, distributes pictures and then asks the students to write a short paragraph.

3) *Posttest*

After the treatment, the posttest was conducted to find out the students achievement in writing skills and their interest by using sequence pictures in questionnaire. The posttest runs 90 minutes.

Before action, the researcher will prepare lesson plan for each stages of the sequence pictures technique. Lesson plan is made as the guideline for the researcher in teaching. It is designed base on the following items.

a. Instructional objectives

Instructional objectives is talking about the excepted result is going to gain. Besides, instructional objectives provide the teacher's framework in guide the students to develop the topic that are going to be taught.

b. Material and media

In this point, the researcher will prepare the appropriate material that selected base on instructional objective stated in the lesson plan. The main media will be used is picture.

3. FINDING AND DISCUSSION

a. The implementation of activities

This research aim to find out the improvement students writing ability by using sequence picture and the interest of the students to use sequence picture at SMAN 1 Sungguminasa this research will use class action research that consisted two cycles the research population was the first grade of SMAN I Sungguminasa academic year 2015/2016the sample of this research consisted of 30 students. This will obtain the data by using writing test and questionnaire sheet. Materials are divided into two points they are visual and non visual material. Visual material offers, an attractive and stimulating framework for writing practice. One of the visual materials is picture. Picture is very suitable to be applied to the students of senior high school as a method writing skill.

The questionnaire was given after the posttest to know the students interest in using story pictures technique in writing English. Based on the analysis of questionnaire the writer concludes that the students were strongly interest towards the use of story pictures technique. It means that there is a good applicable strategy in teaching English writing.

In this steps the researcher had done to collecting the data to know: (1) content concerns with the subject or theme of the essay, (2) organization focuses on coherence between one idea to another idea of the essay, (3) language use focuses on structures of the sentences, (4) vocabulary concerns with the words choice and range, and (5) mechanics



concerns with punctuation, spelling, and capitalization.

b. Barriers faced in research activities

In implementation of this research, basically there is no faced huge obstacle. It because the teamwork of the researcher. Only minor obstacle that we faced, such as teaching schedule that must be completed because deadline of the examination, administration letters that must be done, the students had a long holiday, so the research should be postponed. But all of the problems not really influence the research. The efforts of this research activities such as; using the effective time, divided the task to the researcher and students involvement so the administration will be done.

c. Research result

The result of this research is field data collection. The data collected were 70%. The research will continue in analysis data in final report. The analysis of the data will be completed after the researcher accessed the progress report. The researcher will recheck again all of the data that they already found from first cycle until the second cycle. The researchers hope that the study will be completed on time.

4. CONCLUSION

Using Task - Based Language Teaching (TBLT) approach have significant effect in developing speaking skill of the eight grade students of SMP Negeri 6 Watampone, it can be seen in the results of students' score. The students' mean score of posttest was 07.00 for experimental group, while control group was 58.66, and the t-test of the students' speaking achievement in experimental and control group in posttest was smaller than α (0.00 < 0.05).

The students' attitude toward task-based language teaching (TBLT) approach in teaching speaking have good attitude. The mean score of students' attitude was 90%. It was categorized as strongly positive attitude.

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