

The effects of Picture Series strategy in improving students' writing procedure text ability at SMP Budi Mulia, Mamuju

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ABSTRAK

This paper provides a template for preparing papers for electronic production of the Journal of Education Technology. A well-prepared abstract enables the reader to identify the basic content of a document quickly and accurately, to determine its relevance to their interests, and thus to decide whether to read the document in its entirety. The Abstract should be informative and completely self-explanatory, provide a clear statement of the problem, the proposed approach or solution, and point out major findings and conclusions. The Abstract should be 150 to 250 words in length. The abstract should be written in the past tense. Standard nomenclature should be used and abbreviations should be avoided. No literature should be cited. The keyword list provides the opportunity to add keywords, used by the indexing and abstracting services, in addition to those already present in the title. Judicious use of keywords may increase the ease with which interested parties can locate our article.

Keywords:

Picture Series Method. Procedure Text Writing Skills, Learning English

1. INTRODUCTION

English in Indonesia has been widely taught and studied as a foreign language. In the teaching and learning process of English, there are four skills that must be mastered. Namely, listening, speaking, reading and writing. The purpose of learning English is so that students can communicate in English either in spoken or written form. Writing is one of the important skills that students must possess and master because if they have good writing skills they will be able to express their ideas in writing. According to Pranoto (2004; 9) writing means putting thoughts into writing or telling something to others through writing.

By writing, students are able to construct a variety of science or knowledge possessed in a post, either in the form of essays, articles, scientific reports, news, short stories, poetry and so on. The purpose of teaching writing in school is that the students have the ability to write so that students do not think that the writing skills is a complex activity. There are many kinds of written text. One of them is Procedure text. Procedure text is a text that tells how to make something or do something. In procedure text learning there are several criteria that must be mastered such as generic structure, social function and lexicogrammatical. It means that in this text procedure students' are expected to be able to determine generic structure, social function and lexicogrammatical.

Derewianka in Ai solihah, Ari Rustandi (2020) argues that procedure text is a kind of text designed to describe how something is achieved through a sequence of actions or steps. From the two statements above, the writer infers that procedure text is a kind of text that gives us instructions to do something through a sequence of actions or steps. Based on my experience when doing PPL in a school in Mamuju district, there were several problems for students when they wanted to write. One of them is that they don't know what to write first, they spend 5-10 minutes thinking about what they want to write. This shows that students sometimes cannot find and organize ideas easily.

Based on some of the problems that occurred in these students and based on the researcher's experience, the researcher focused on students' problems in how to develop ideas using grammar sentences and mastering

vocabulary, especially in telling texts. The application of attractive methods can increase writing interest and develop students' creative power in the teaching and learning process. One of them is the picture series method. Picture series are pictures of events that occur. The picture series technique can make it easier for students to express ideas in directed and chronologically arranged writing. Based on this background, the researcher is interested in conducting research on learning by applying steps of independent writing, by using the picture series method.

Literature Review

Several studies have investigated the use of visual media, particularly Picture Series, to enhance students' writing ability in English. Jusman, Marhum, and Muhsin (2014) conducted a study entitled *Developing Students' Ability in Writing Procedure Text by Using Sequence Pictures at SMP Negeri 8 Pasangkayu*. Their research employed a true experimental design involving an experimental and a control group. The findings revealed that the use of sequence pictures significantly improved the students' writing ability in procedure texts. The students became more active in organizing ideas and understanding the steps in writing clearly.

Similarly, Loka (2016) carried out a study entitled *The Effect of Picture Series Toward Students' Descriptive Writing Skill using a quasi-experimental design with 60 students from a private high school in Karawang*. The data were analyzed using an Independent t-test, and the result showed that the t-observed value (2.307) was higher than the t-table value (2.00) at the 0.05 level of significance. This indicates that Picture Series had a significant influence on students' descriptive writing performance. Moreover, questionnaire responses showed that students felt more motivated and interested in writing activities using Picture Series media.

In addition, Rofi'ah and Ma'rifah (2017) examined *The Effect of Four Square Writing Method (FSWM) through Picture Series in Writing Narrative Text for eleventh-grade students at SMA Nusantara Balongpanggang*. Their quasi-experimental study involved 31 students divided into experimental and control groups. The results of the Independent Sample t-test using SPSS 16.0 showed a significant difference between the two groups (sig. 2-tailed = 0.000 < 0.05). The study concluded that the Four Square Writing Method combined with Picture Series had a positive effect on students' writing ability, improving their motivation and independence in generating and organizing ideas.

Based on these previous studies, it can be inferred that Picture Series is an effective strategy for improving students' writing skills across various text types such as narrative, descriptive, and procedure texts. The visual sequence of pictures helps students to conceptualize ideas, maintain logical order, and develop coherence in their writing. However, most of the studies focused on descriptive and narrative texts. Therefore, this study aims to explore further the effect of Picture Series strategy on students' ability to write procedure texts at the junior high school level.

2. METHOD

This research used a quantitative pre-experimental design with one group pre-test and post-test. The population of this research was the students of SMP Budi Mulia in the academic year 2020/2021. The sample was class IX.C consisting of 35 students selected through purposive sampling.

The instrument used in this research was a writing test. Students were asked to write a procedure text in the pre-test and post-test. The treatment was conducted in six meetings using the Picture Series strategy. The data were analyzed using mean score and t-test to determine the significance of students' improvement after treatment.

3. RESULT AND DISCUSSION

The findings showed that students' writing ability improved significantly after the treatment. The mean score of the pre-test was 60.57, while the post-test mean score increased to 82.43

Table 1
The Rate frequency and percentage score on pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage
1	Excellent	96 – 100	0	0%
2	Very Good	86 – 95	0	0%
3	Good	76 – 85	0	0%
4	Fairly Good	66 – 75	7	20%
5	Fair	46 – 65	28	80%
6	Poor	36 – 45	0	0%
7	Very poor	0 – 35	0	0%
Total score			30	100%

Table .2
The Frequency and Percentage of Post-test

No	Classification	Score	Post-test	
			Frequency	Percentage
1	Excellent	96 – 100	0	0%
2	Very Good	86 – 95	5	14,28%
3	Good	76 – 85	26	74,28%
4	Fairly Good	66 – 75	4	11,44%
5	Fair	46 – 65	0	0%
6	Poor	36 – 45	0	0%
7	Very poor	0 – 35	0	0%
Total score			35	100%

The t-test result was 21.73, while the t-table value at the 0.05 significance level was 2.032. Since the t-test value was higher than the t-table, the null hypothesis was rejected and the alternative hypothesis was accepted.

These results indicate that Picture Series strategy effectively improved students' ability in writing procedure texts. Students became more interested, motivated, and able to organize ideas systematically through picture sequences.

4. CONCLUSION

Based on the findings, it can be concluded that the implementation of Picture Series strategy significantly improved students' writing procedure text ability at SMP Budi Mulia. The strategy helped students generate

ideas, arrange steps clearly, and increased their motivation in learning writing. Therefore, Picture Series is recommended as an effective teaching strategy for writing instruction.

5. REFERENCES

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