

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a set of rules which is used by humans as a tool of communication and is needed to express our feelings, ideas, emotions, and share information with each other. The use of the language is governed by the conventional rules shared by the speakers of the language. In Indonesia, English as a foreign language has been taught formally from the primary level up to the university level. In the process of teaching and learning English, there are four language skills that must be achieved and competence by students, namely listening, speaking, writing, and reading. Listening and reading are receptive skills, while speaking and writing are productive skills.

Every day we use writing from simple to complex one such as writing letters, notes, cooking list, etc. Through writing we can express our experience, events, and ideas. Therefore, writing involves active-idea thinking. The idea is developed to be a good and interesting writing. Writing is very important because it helps us to communicate with others more efficiently.

Writing is one of the skills which is very hard to learn, it is important of language is essential to every aspect and interaction in our daily lives, we use language to inform the people around us of what we feel, what we desire and question or understand the world around us, we communicate effectively with our words, gesture and tone of voice in multitude of situations. Writing is a complex and difficult among the language skills. It is a must for the language learners to master writing skill. Without having good knowledge in writing, it is so difficult to be able to convey the ideas to the readers.

Teaching is not an easy job but it is a necessary one and can be very rewarding when we see the students progress and know that we have helped to make it happen. It is true that some lessons

can be difficult and students feel stressful at times it is also worth remembering that the best teaching can also be extremely enjoyable. The purpose of teaching English is in order that students master four skills: listening, speaking, reading, writing without the integration between these four skills, English will be clueless. Writing is frequently useful as preparation for some other activities by writing people can express their ideas well.

In writing skill the student has to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspects of life. Though writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through text. In this research, the research focuses on Procedure Text.

Procedure Text is a text which gives instructions on how to do something. Procedure Text is a genre among writing genres which is taught in secondary school. This text consists of a sequence of steps or procedure that should be followed by the reader to accomplish the goal of the text. Students who write rarely will find some problem when they must write. Especially when they want to transfer their thoughts and ideas in writing form, they not only focus on words, phrases, sentence patterns and grammar, but also they must focus on the idea of each paragraph.

The reason the writer raised this title, because during the experience of program activities (PPL) in one of Junior High School, the writer taught material writing text and the writer chose Procedure Text to teach students, when the writer teaching English lesson, the writer sees that the enthusiasm of the student in learning, when the writer teaches material Procedure Text in English the student gives good response with speaking Indonesian language but, when the writer asks the student to write text procedure in book with English, some of the students

understand and some of students not understand, so that's why the writer interest to choose this title as long as the observation period in SMP Indonesia Membangun Medan, the writer make premilary observation to determine the ability of student in writing Procedure Text. Based on premilary the writer choose 20 students as sample for taking oral writing test, the writer ask student to write Procedure Text. The writer has found that students got difficulties in writing they make error in both organization of idea and in language use, it is caused by the fact writing in english different from Indonesia from those kind of problem, teachers should find some ways out how to make students writing ability in Procedure Text better than before. Based on the problem above ,the researcher proposethat one of the attempts to overcome those problems is by giving a good media of teaching to be producative and efficient.one of the media is picture. Picture can help the students to express their ideas and students will more understand the material given by teacher can give some picture to express the material and then stimulate the students to speak english by using picture.these activities make students more active in the learning process and at the same time make their learning more meaningfull and fun for them From this problem ,the writer will identify the effectiveness of using sequence picture as a teaching learning media in Procedure Text in SMP RK Bintang Samosir Palipi

Table 1.1 TheList of Students Writing Procedure Score at SMP RK Bintang Samosir Palipi

No	Name	C	V	G	M	O	Score
1	Ambito Siregar	15	5	10	15	5	50
2	Aurel Simamora	20	5	5	10	8	48
3	Ayu Sembiring	15	10	10	15	5	55
4	Bangun Lubis	10	5	10	8	5	38
5	Evi Pandiangan	20	10	5	15	10	55

6	Irfan Malau	10	5	10	8	5	38
7	Immanuel Sitingjak	10	5	10	8	5	38
8	Kristy Gultom	15	10	10	15	10	60
9	Marcel Sihombing	15	5	5	10	10	45
10	Musa Sirait	15	5	5	10	5	40
11	Nico Ambarita	20	10	8	15	10	63
12	Nindi	15	8	8	10	10	51
13	Omega Siburian	15	10	10	8	8	51
14	Pernando Sihalohe	5	10	5	8	5	28
15	Reza Simanjuntak	10	8	8	10	10	46
TOTAL		706					
MEAN		47.06					

Based on preliminary observation above the writer sees that many students can't write text well, especially Procedure Text. They still make many mistakes not only spelling but also grammar and development of the paragraph. Students unable to make text procedure well, they still confuse to write Procedure Text. So the writer chooses this title hoping the students can improve their ability in writing Procedure Text. To sum up the writer's interest is to know how the Sequence Picture technique can be applied in teaching Procedure Text in the classroom, and how effective the Sequence Picture technique will improve the students' Procedure Text. The title of this research is **“ The Effect of Applying Sequence Picture Technique in Teaching Writing Procedure Text of the Eighth Grade students at SMP RK Bintang Samosir Palipi**

1.2. The Problem of the Study

Based on the background of the study, the problem of the study is formulated as follows as: "Does the sequence picture technique affect the students writing skill in Procedure Text of the eighth grade students at SMP RK Bintang Samosir Palipi in academic year 2019/2020.

1.3. The Objectives of the Study

The objective of the study is to know whether using sequence picture technique is effective to affect students ability to write Procedure Text at the eighth grade of SMP RK Bintang Samosir Palipi or not.

1.4. The Scope of Study

This scope of the study is limit on the effect sequence picture technique in teaching writing Procedure Text at the eighth grade of SMP RK Bintang Samosir Palipi .There are three characteristic of Procedure Text .such as social function, generic structure and language features. The researcher just focus on the language features of Procedure Text .The level of students being studied is eighth grade of junior high school in SMP RK Bintang Samosir Palipi.

1.5. The Significances of the Study

The finding of this study was intended to give contribution in teaching English both theoretically and practically .

1. Theoretical

- a) The finding of this study is expected to be a basic knowledge for further research of sequence picture in strategy in writing .
- b) The finding of this study is expected as reference to the other researcher who want to study more about procedure text by using sequence picture .

2. Practical

a. For the Teacher

1. Teacher can use sequence picture as a media in teaching learning process to motivate the students and it can make teaching learning process easier .
2. The finding of this study is expected to be able to be contribute any use for language teachers in teaching English .
3. The finding of this study is expected to help the teachers solve the problem in teaching expecially writing skill.

b.For the College

1. The result of this study may help the college students to improve their ability in writing Procedure Text .
2. The finding of this study is expected as guidance for English teacher to motivate the students in learning English better .
3. The finding of this study is expected as guidance for English teacher in teaching English mainly to increase the students writing skill in write text .

c..For Research

By doing this research,the writer will get some new experiences and knowledge about her research and it will be useful for the future .

1.6.Hypothesis

Ha : There is a significance effect of using sequence picture on students ability in writing Procedure Text .

Ho : There is no significant effect of using Sequence pictureon students ability in writing Procedure Text

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review literature and explanation of the relate material, some opinions are needed to explain some concepts or terms that applied in the research concern.it used to avoid misunderstanding between the writer and the readers .The basic concept of the study should be clear from begining to give a clear concept of what has been done to reach the goal of the research, it is used to make the writer and the readers have the same perception of the research .so, in order to strengthen the study, the following terms are needed in the study.

2.2 Writing

Writing is a process of arranging letter, words, sentences and paragraph on the bases of structure and some other related to one other, writing is communication it use use to express and explain,assure and writing allso entertaining us when we can delivering our idea in the written form . According to Brown (2001:337), writing is a process putting ideas down on paper to transform thoughts in to words, to sharpen main ideas, and give them structure and coherent

organization. From the definition above the writer concludes that writing is part of four skill in English, and writing is a productive of what in our mind.

According to Richards and Schmidt (2002 :54-55), "writing is expressing idea, concept, feeling, opinion and experience in certain place, time and situation written form. Based on the experts opinions above, it conclude that writing is a way of expressing and sharing ideas, opinion, feeling, experience, and information into written language that can be used as reminder to the next time that has patterns, characteristic and nuances.

2.2.1. Process of Teaching Writing

In writing there are the process, steps and arrangements of writing first, the process of writing is the way or steps in organizing a written text that is used to complete to whole paragraph, make the content clear, coherence and it able to make the students interest in learning it, these process of writing make the main written text complete. According to Jeremy Harmer (2004:4), in using a writing material, there is a process involved and the process can affected by the content of the writing .There are four elements of writing process based on Jeremy Harmer theory:

1. Planning

Planing means the writer going to write before starting to write or type, it is used as an outline of what is the writer going to do and write .Writer tries and dedicate what she is going to say. Some of writers, planning may involve making detailed notes .when making a plan, the writer has to think about three main issues they are, the writer has to consider the porpose of writing science the type of the text and the language, the writer has to consider information that is chosen to write and the content structure of the piece that is how best to sequence the fact ,ideas, or arguments which has decided to include.

2. Drafting

the writer can refer to the first version of a piece of writing as draft. Draft is often done in the assumption that it will be amended later, the writing process proceeds in to a number of editing, and number of drafts produced on the way to final versions.

3. Editing

After producing a draft which is made a writer, usually they read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers or editors who comment and make suggestion, another readers reaction to a piece of writing will help the author to make appropriate revision

4. Final Draft

The writer who have editing their draft, making the changes they consider to be necessary, they produce their final version, the original plan and the first draft have some differences, it is caused by the thinks have changed in the editing process.

2.2.2.Purpose of Teaching Writing

Teaching writing has function to make the students able to write easily, and make the students interest in creating text freely as their needs and habitual in daily life.

According to Harmer (1998:78), there are some purpose of teaching writing, they are:

1.Reinforcement

People acquire language is purely oral/aural way, but greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our

understanding of how oral and written language fit together and as aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

2. Language Development

The actual process of writing helps people to learn along rather like the process of speaking. The mental activity constructs proper written text is all part of the on-going learning experience.

3. Learning as a Style

Some students are fantastically quick at picking up language just by looking and listening. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing can also be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4. Writing as a Skill

The most important reason for teaching writing is, it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to use electronic media. The students need to know some of writing special conventions (punctuation, paragraph construction etc.) Just as they need to know how to pronounce spoken English appropriately.

In the other hand according to Cox in Nawawi (2011:6), the purpose of writing are:

1. To inform, it means there have more than one purpose in any assignment and to convey information.

2. To amuse, the purpose of writing is to amuse or entertain, make it be fun but examine carefully the humor plan the use.
3. To satirize, satirize is often a form of humor, but it is always humor with serious purpose.
4. To persuade, the purpose of writing is to persuade the desire to influence the reader thoughts or action.

So based on purposes above, the writer concludes that the purpose of teaching writing are beside to give information, amuse, satirize and persuade, it also used to make the students able to combine one word to other word , one sentence to the other sentences, know the rules and the function and able to create a text based on their feeling, ideas, and experience.

2.2.1 Components of writing

In the Extended ESL Composition profile, Jacob et al in Weigle (2019:115) point out five components in writing. They are content, organization, vocabulary, structure and mechanics. The description of all those components as follows: Related to the scope of the study, the writer takes all of the components of writing as follows:

1. Content

The content of writing should be clear to readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed.

2. Organization

Organization refers to the overall structure pieces of writing. The aim of organizing material in writing involve coherence, the order of importance, general to specific, specific to general, chronological order and spatial order of the pattern.

3. Vocabulary

One requirement of a good writing always depends on the effective use of words. The effective use of words will always result in good writing both specific and technical writing, the dictionary is very considerable, vocabulary is one of the components of writing. The lack of vocabulary makes it difficult to express the idea.

4. Language Use

Language use in writing description and another form of writing involve correct language and point of grammar. An adequate should be one that is capable of producing grammar.

5. Mechanics

Mechanics is the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling. 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.

2.2.4 Genre of Writing

According to Sanggam Siahaan et.al (2011:1), there are 12 genres in writing they are :spoof, recount, procedure, hortatory exposition, anecdote, description, report, analytical exposition, explanation, discussion, new item, and narrative

1. Spoof

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text.

2. Recount

Recount is written out to make a report about an experience of a series of related event.,a recount is written out to inform an event or to entertsin people.structurally,arecount is atext which contain three components ,they are orientation ,events,and the last i reorientation .

3. Narrative

Narrative is any written english teks in which the writter want to amuse,entertain people ,and to deal with actual or vicarious experience in the different ways.

4. Procedure

Procedure is any written english text in which the writer describe how something is accomplished through a sequence of action or step.

5. Hortatory exposition

Hortatory exposition is a written english text in which the writer persuades people that something to should or should not be the case

6. Anecdote

Anecdote is the tools of the writer to share with the others account of an unusual or amusing accident.anecdote is a text containing five component,by they are abstract,orientation,crisis,reaction and coda.

7. Description

Describtion is the writer describes an object.the object can be a concrete or abstract object, it can be person, or an animal, or a tree, or a house, or camping .

Description is the teks containing two components, namely, identification and description.

8. Report

Report is a kind of the text which can be written out with a description technique, it describes an object to the readers .

9. Analytical Exposition

Analytical exposition is expository text. It is about the truth of a fact of a certain object. the aim is just to expose the truth of the fact , in this case is just to persuade the readers to believe it, and show the reader about the truth in the human life reality.

10. Explanation

Explanation is a written english text in which the writer explained the process involved the information or workings of natural or sociocultural phenomena .

11. Discussion

Discussin is a written english text in which the writer present some point of view about an issue, it contains three components, they are issue, argument, and conclusion or recomendation .

12. News item

News item is neither a paragraph not an essay, instead this conformms to any written english texts containing one or more than one paragraph in which the writer to inform people about event of the day which are considered newsworthy or important.

2.3 Procedure Text

Everyone has certainly written, written novels, poetry, etc, and there are also those who like to write something like how to make a cake, how to use a computer, how to cook or often called Procedure Text. here, some defenition ot the Procedure Text will be discuss. The Procedure Text it self aims to provide instructions on the steps /methods /ways in making

operating, or doing something . it is a type of text that aims to describe a command or instruction on how something is achieved in the right order or steps.

According to Bachtiar (2010:398) Procedure Text tells how to make something through a sequence of actions or steps. According to pardiyono (2012:6) Procedure Text provides information to others about the steps or procedures in completing a job or problem, to tell the procedures, to tell the steps to accomplish a job. The effect on the reader is to know, gain knowledge about the steps to solve a problem or profession

Based on the experts opinions above, it conclude that Procedure text is a steps or ways. Procedure Text is a text that is designed to describe how something is achieved through a sequence of actions or steps, writing is the last skill in english that we cannot ignore. When the students write a text they should not only write semantically correct but also should use correct grammar.

2.3 .1 General Structure of Procedure Text

Gerot and wignel (1977:55), explain that the generic structure of the Procedure Text consist of three points. They are:

1. Aim / goal (goal)

The goal of Procedure Text is an introductory statement giving the aim or goal. the goal maybe like title of the text or sometimes it can be introductory paragraph.

2. Ingredients / materials

Material are the list of material that will be need for completing the procedure. The material can be a list of or paragraph.

3. Steps / methods

There are series of steps listed in chronological order that should be done to achieve the goal .

Example: First, wash the tomatoes. Then cut it into slices.

2.3.2 Language feature of Procedure Text

According to Anderson (2003: 52) the language features usually found in a procedure are:

1. The use of technical language
2. Sentences that begin with verbs and are stated as commands
3. The use of time words or numbers that tell the order for doing the Procedure
4. The use adverbs to tell how the action should be done

According to Hartono (2005: 8) the language features of procedure text are:

1. Focus on generalized human agents
2. Use of simple present tense
3. Use of mainly temporal conjunctive relations
4. Use of mainly material (action) clauses

2.3.3 The Example of Procedure Text

“How to Make a Pancake”

INGREDIENTS :

1. 3 – 4 spoonful of flour
2. 2 eggs
3. 1 ½ (250 ml) of milk
4. 1 stick of butter

MATERIALS :

1. 1 mixing bowl
2. 2 table spoons
3. 2 cups
4. 1 small pan

PROCEDURE :

1. Put the flour in the bowl.
2. Put milk in a cup.
3. Make sure it's 250 ml of milk.
4. Put the milk in the bowl.
5. Break the 2 eggs into the bowl.
6. Mix it with a spoon.
7. Heat up the pan and put the butter
8. Put the mix in the pan.
9. Let the pancake mix cook about 5 minutes
10. Flip pancake over when the top is brown.
11. Your pancake its ready to be serve

2.4 Media

2.4.1 Defenition of Media

Media is tool that present the message and stimulate students to learn. It has been supporte by Sadimanwho stated that "Media is everything that can be used to deliver massages from the sender to the receiver so that it can stimulate the thoughts, feeling, concerns, and interests as well as students' attention in such away that the learning process can occur". One of the media is picture.

Branston and Stafford (2010:9) The media are not so much 'things' as places which most of us inhabit, which weave in and out of our lives. Their constant messages and pleasures seem to flow around and through us, and they immerse most of our waking lives. According to Carol et

al (2010:3), media is a form of communication that people use to exchange information. These would include newspapers, magazines, radio, novel, television, textbooks, photographs, cartoons, films, advertising, leaflets, billboards, song, internet, and so on. In other words, media is the source of the material containing instructional in learning environment that students can stimulate students to learn. Based on those definition, it can be concluded that media is a tools that used to channel information from the sender to the receiver which can stimulate students to get knowledge, skills, creativity and attitude. The teacher allowed to use media during teaching and learning process to support the presentation of the lesson.

2.4.2 Classification of Media

According to Arsyad (2015:35) teaching media can be classified in to three kinds, they are:

1. Visual aids : It is media that can be seen such as pictures (picture series/sequence), flashcard, newspaper, realia, map, etc.
2. Audio aids : It is teaching media that can be heard such as radio, music or song, tape, cassette, mp3 player, etc.
3. Audio visual : It is teaching media that can be seen and can be heard, video clips, film, video, television, news, VCD, etc.

2.4.3 The Function of Media

Kemp and Dayton in Arsyad (2015:23) formulates that there are many functions of using media in teaching learning process. There are as follows:

- o Submission of materials becomes more standardized. Every student who see or hear through the media receives the same message.

- Learning can be more interesting. The media can be used as an attention getter and keep students attention.
- Learning can be more interactive with the application of learning theory.
- The use of media in teaching learning is to improve the teaching learning quality. By using media, students can memorize what they achieve in long time.

2.5 Picture

2.5.1 Defenition Picture

Picture is one of the media that can be used by the teacher in writing skill. In this case, it focuses on teaching writing Procedure Text for junior high school. According to Andrew Wright, picture are the most suitable for the revision of know language and more recombination or manipulation word, the picture are not justan aspect of method but through their representation of places, object and people they are an essential part of the overall experience.By using picture students can focus in special sentence, sturcture and language form .it clear that picture can help and increase the students ability in writing.

The writer conclude that Picture has a lot of meaning, defining as drawing, a painting or photograph, an image of someone or something .The meaning of picture will helpful students a lot in understanding the situation and memorizing vocabularies. Actually when teacher used the pictures as their media in teaching they have activate two from five senses. And it better that explanation, because the pictures can explain clearly the teacher's explanation

2.5.2 The Type of Picture

According to Betty Morgan (1973:13-31) there are some types of picture as their shapes

a. Wall Charts

Wall charts illustrate aspect of a topic .On one chart use may be made of photograph, artist's drawing, symbols, graph and text

b. Wall Picture

Wall picture is simply a large illustration of scene or event a set of scenes or events.

c. Flash Cards

- Word Flash cards, card with printed words on it can help up rapidly :the cards can be used to demonstrate exactly what the teacher wishes
- Picture flashcard, useful for the representation of a single concept, such as an object or an action.

d. Work Card

Include visual as well as text magazine picture, drawing, maps and diagrams can be important part or work card at all levels, used for variety of purpose.

2.6 Sequence Picture

2.6.1.The definition of Sequence Picture

Sequencing is the process of putting event,ideas and object in logical order.According Yunus in Ramadhani (2016:2 Picture sequence is a number of relate composite picture link to form a series of sequences .because picture sequence contains a story or a sequence of events they can help the students to generate and develop their ideas .they can also help them to see the steps and the order .they will help the students to develop their imagination and integrate their paragraph.

According to Farisha Andi Baso (2016:111), that Picture is a illustration used to decorate or explain a text. According to Jusman (2014:3) "Picture sequences is provide several

pictures in relation to each other that reflect chronological events, procedures, or steps from the first to the last, from the beginning to the end systematically”.For some students, sequencing can be a hard concept to grasp,expecially when they are trying to tella story.using good keyword like first,next,than ,and finally.

From the explanation above, the writer concludes that picture sequences is the teacher uses picture that was taken from book, newspaper, or magazine to facilitate lesson, picture can be used by slide show in laptop or showed it to the students one by one, picture sequence makes students’attitudes towards writing activities improvved, sequence is steps . Sequence picture have advantages to student it will help students to learn easy. Picture sequence makes students’attitudes towards writing activities improvved, sequence picture have advantages to student it will help students easy to learn .

2.6.2 Advantages and Disadvantages of Picture Sequence

In teaching learning using picture sequences strategy have advantages and disadvantages. According to Shoimin (2016:125), “The advantages of picture sequences strategy, they are:

- a) make it easier for students to understand what the teacher meant when delivering learning materials.
- b) students quickly respond to material submitted because in accompanied by the picture.
- c) Students can read one by one according to the instructions given in the given pictures.
- d) Students concentrate more and get excited because the tasks assigned by the teacher are related to their daily play, i.e, playing the picture.
- e) The existence of competence of concepts or readings that exist in the picture,
- f) Interesting for students because through audio visual in the form of pictures”.

From the explanation above, the writer concludes that the advantages in picture sequences strategy includes the researcher give stimulate and motivate students to become more observant and express themselves.

Furthermore, Shoimin (2016:126) says, “The disadvantages of picture sequences strategy, they are:

- a) It takes a lot of time,
- b) Many students are passive,
- c) Must prepare many tools and materials related to the material to be taught with the techniques,
- d) The teacher fears there will be chaos in class.
- e) Requires no small cost”.

From the explanation above , the researcher concludes that disadvantages of picture sequences strategy is need a lot of time and the researcher or teacher Must prepare many tools and materials related to the material to be taught with the techniques.

2.7.Previous Study

In previous study the researcher presents the thesis with same theme as the other researchers.there are two previous researches related to this study :the first thesis is written by Anisa Ramadhani with the title the implementation of picture sequence technique in teaching Procedure Text writing at the third year of SMPN 23 Bandar Lampung.The Research finding showed that the implementation of picture sequence technique as a technique in teaching writing had given positive effect of the students ability in Procedure Text writing.In other words, picture series could increase students ability in Procedure Text writing.it can be seen from the comparison of mean score of pretest and post -test. This study also analyzed the improvement of

each aspect of writing, they were vocabulary (12.65%), organization (24.70%), mechanics (6.40%), language use (7.76%) and content (15.70%). the implementation of picture sequence could promote the

students positive attitude toward the teaching learning process. It is because the picture it self was colorful. 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 the student enthusiasm in the teaching and learning process of writing

More ever a Research written by Nuri yanny Harahap in research title The effect of picture sequence strategy on students writing Procedure Text ability (A study at the Eleventh Grade Students of MAN Sipagimbar The purpose of the research is to know: 1) the application of using picture sequences strategy. 2) the extent of the students' writing Procedure Text ability before and after using picture sequences strategy. 3) whether there is a significant effect of picture sequences strategy on students' writing Procedure Text ability at the eleventh grade students of MAN Sipagimbar. This research uses experimental method. The population of this research was all of the eleventh grade students of MAN Sipagimbar. It consist 102 students. Cluster sampling technique was uses to get a sample it consist 30 students. The technique for collecting data by observation sheet and giving test (essay test). The result mean score of the application of picture sequences was 3,25 it was "very good". Value before using picture sequences strategy was 65.5, it was categorized "enough". While the mean score of the students' writing Procedure Text ability after using picture sequences strategy was 77.8, it was categorized "good". The result of ttest was 9.81 and ttable was 2.04. It means that there is a significant effect of using picture sequences strategy on students' writing Procedure Text ability at the eleventh grade students of MAN Sipagimbar.

The differences of this research from the two previous studies stated above it can be seen that picture series can be increase in practicing and improving the writing skill. It can improve and help them in writing Procedure Text .this study, as a result, was conducted the effect of picture sequence in teaching writing Procedure Text to the students .

2.8 Conceptual Framework

Writing is on of the four langage skill that must be mastered .Writing is a process of arranging letter, words, sentences and paragraph on the bases of structure and some other related to one other .Writing is delivering our idea in the written form. Sometimes students still cannot use their critical thinking to organize the ideas.Thats why writing activity has to be done in creating and interest. The Procedure Text it self aims to provide instructions on the steps /methods /ways in making operating, or doing something.

Motivation to write is very important in writing activity .to make the student motivated .we can make the interesting media.good teacher also make many activities interesting to make students interest to write Procedure Text .So in this case teaching Procedure Text ,the writer assumes that it is important to use picture ,picture has many positive effect,picture can be effective media in teaching writing Procedure Text.

Figure 2.8
Conceptual Framework

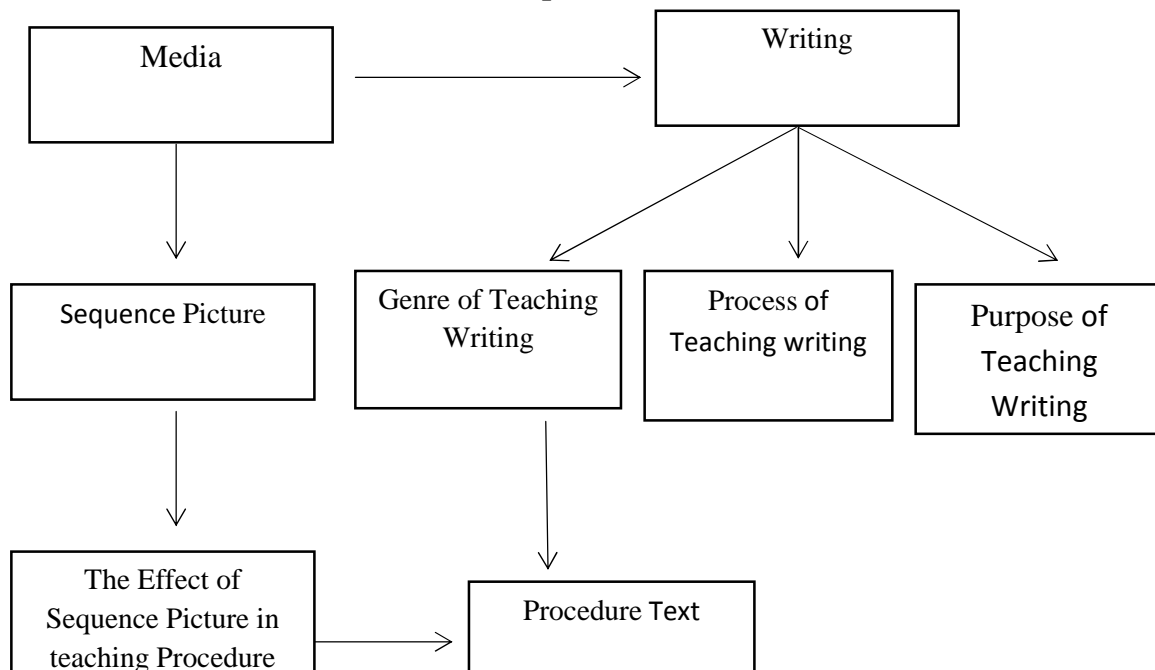


Figure 2.1 The effect of applying sequence picture technique in teaching writing procedure text

CHAPTER III

RESEARCH METHODOLOGY

3. 1.Research Design

In this study, the writer used an experimental quantitative research. Research design plays an important role in a research because the quality of research greatly depend on the design. In this research, the researcher used the form of quantitative one. According to Michael J Wallace, quantitative is broadly used to describe what can be count or measure and can therefore be consider objective. The design of the research belongs to Pre-Experimental Research. According to Sugiyono (2012:110) there are three design included in preexperimental design, namely (1) one shoot case study, (2) one group pre-test post-test, and (3) intact group comparison. In this research she use experimental design using one group pre-test post-test design.

Table 3.1.Research Design

Class	Test	Teratment	Test
Experimental (VIII-A)	Pre-test	Sequence Picture Technique	Post-test
Control (VIII-B)	Pre-test	Using conventional treatment	Post-test

3.2 The Population and Sample

a. Population

The population of this research would be focused on eighth grade students of SMP RK Bintang Samosir Palipi Academic 2019/2020 with total number were 30 students which consist of class VIII –A = 15 students VIII - B = 15 students . According to Arikunto (2010 :173) the population is all of the object research It can be people, animals, plants, things, test score or events as the data sources.

b. Sample

Sample would be chosen from the population According to Arikunto (1992: 117). Sample is a part of population that has the same characteristic as the data source. Sevila et all (2006 :160) state that sample is a small is the small group that is observe. in this research the researcher would bechoose class VII A and VII B of SMP RK Bintang Samosir Palipi as the sample.

3.3. Instrument of Collecting Data

The writer used writing test as an instrument of collecting the data .for the test the researcher as the teacher gave the writing test to the students in the class.The studentswas asked to make Procedure Text based on theme given and in scoring the writing test.

3.4. Technique of Collecting Data

The procedure is used to solve the problems. The procedure in collecting data in this case is test ,kind of test is Procedure Text .The techniques of collecting data used in the research are:

1. Pre-test

Pre-test was given to know each of the students' ability in the experimental and control class before doing the treatment. The purpose is to measure the students' skill in writing Procedure Text. Both experimental class and control class would be tested before they learn about Procedure Text. The writer asked them to make text about Procedure Text.

2. Treatment

The treatment was the second procedure which is conducted after the pre-test. Treatment was given to both the experimental and control class by using the same materials but different teaching strategies. Experimental class was taught by sequence picture technique while control class would be taught by conventional model. There are two meetings in this research. Both groups were given pre-test in the first meeting. After that, the treatment and the post-test of procedure text were given in the second meeting. The teacher taught the experimental group and control group by the following procedures.

	Teacher	Students	
		Experimental class	Control class
Pretest	Teacher gave essay test to students about Procedure Text	Students answer the question and they write in book	Students answer the question and they write in book
Class activity	Teacher enters the class, gives greeting to the students, asks students to deliver pray, doing attendance list and then enters to the topic. Teacher explains about text procedure starting from	Students give response when teacher gives greeting, the class monitor chooses one of the students to deliver pray, raise the hand when teacher does attendance list.	Students give response when teacher gives greeting, the class monitor chooses one of the students to deliver pray, raise the hand when teacher does attendance list. then

	defenition, purpose, and gave example so the students easy to understand, after that teacher asked student to explain the material what they got. After teacher explained it. then teacher ask student to write in their book .	then listen when teacher explain the material in front of class . and students write the material in their book.the teacher use technique in teaching Procedure Text ,the teacher using sequence picture technique	listen when teacher explain the material in front of class . and students write the material in their book.in control class the teacher using conventional treatment or without using technique.
Post test	In post test teacher ask students to write the procedure how to make something , then student collect it	in expermental class teacher used technique gave picture of how to make coffee only picture without title . and then student make Procedure Text from the picture	In control class teacher asked student to made procedure how to made coffee without picture

3. Post-test

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

. Post-test would be given after the treatment finish. The post-test is purposed to know the result of students' achievement after the students' have gave teaching/ treatment.

3.5 Technique of Scoring

After collecting all the tests, the researcher would be calculated students' scores of pre-test and post-test of experimental and control group, to measure the writing the writer adopted the theory from Jacobs et al Weigle (2002:116) to get score of Procedure Text .There are five components of writing that are used as the indicators to assess the students' writing Procedure Text. They are Content, Organization, vocabulary, Mechanics,Organization.

Table 3.2 the scoring rubric for writing Procedure Text

Criteria	Description	Score
ORGANIZATION	Goal Material Steps	25
CONTENT	Ideas are concret and indicate sequence order	20
VOCABULARY	use imperatives ;not wordy ;use of parrarel structures;precive vocabulary usage	20
GRAMMAR	Correct use of simple present tense	25
MECHANICS	Correct or phonetic	10

	spelling :punctuation works with sentence structure.	
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In addition, to analyze the level of the students' writing skill, the writer used the following formula:

$$\text{Score} = \text{C} + \text{O} + \text{V} + \text{G} + \text{M}$$

Note:

S = students' score

G = students' skill in grammar

V = students' skill in terms of vocabulary

M = students' skill in terms of mechanics

C = students' skill in terms of content

O = students' skill in terms of organization

The students score skill level

Texs score	Level
81-100	Excelent
61-80	Good
41-60	Average
21-40	Fair
0-20	Poor

3.6 Technique of Analyzing the Data

This study applied the quantitative data. The quantitative data is used to analyzed the score of students. It collects and analyzed by the computing the score of students' writing achievement during the writing test.

The data was analyzed by used some steps, namely:

1. Collecting data from the scoring of experimental and control class
2. Identifying the score of the students who are being treated and who are not
3. Comparing the data
4. Drawing the conclusion and answering the hypothesis
5. To know the effect of the result from this research, the test would calculated by used test formula as follows that development Arikunto:

.According to Usman (2015:153), t-test is one of the comparational analytical technique while it is used to know about differencess between two variable or more would be researched. To know the effect of the result from this research, the test would calculated by using test formula as follows that development Arikunto formula:

$$t = \frac{M_x - M_y}{\frac{dx^2 + dy^2}{N_x + N_y - 2} \sqrt{\frac{1}{N_x} + \frac{1}{N_y}}}$$

Where:

- M_x : The mean score of experimental class
 M_y : The mean of control class
 dx^2 : The standart deviation of experimental class
 dy^2 : The standart deviation of control class
 N_x : The total number samples of experimental class
 N_y : The total number samples of control class

3.7 Validity and Reability Test

a. Validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity would define as the extent to which an instrument measured what it claimed to measure. In general, a test would valid to the extent that it measures what it claims to measure. In this case, content validity as used. It refers to the degree to which the test actually measure. Thus, by applied content validity, the writer would know whether the test items would be valid or not to behavioral objectives.

b. Reliability of the Test

According to Arikunto (2010:178), reliability shows as instrument that can be trusted use as a tool of collecting the data because it has already a good enough. A good instrument is tendencies to lead the respondent in choosing certain answer. If the data appropriate to the fact, the result would be the same although it's exercise many times. So the reliability is the way of to collect data and find out whether the test is reliable or not.

$$r_{11} = \frac{n}{n-1} \times \left(1 - \frac{M^2}{nS_t^2} \right)$$

Where: r_{11} : The reliability of the test

n : Number of items

M : Mean

S_t^2 : Variance