

**THE EFFECT OF PICTURE SEQUENCES STRATEGY ON STUDENTS' WRITING PROCEDURE TEXT ABILITY AT THE ELEVENTH GRADE OF SMKS-1 DAERAH SEI BEJANGKAR IN 2022/2023 ACADEMIC YEAR**

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**Abstract**

The objective of the research is to find out whether the strategy picture sequences can effect is students ability in identifying the writing skill of procedure text. To achieve the objectives of the study. The writer conducted a field research in which a test simple present tense and that of generic structures of procedure text. The subjects of the study were the eleventh graders of SMKS-1 Daerah Sei Bejangkar. The population of eleventh grade SMKS-1 Daerah Sei Bejangkar are 50 students. The sampling technique used was simple sampling and the samples were all students at eleventh grade of SMKS-1 Daerah Sei Bejangkar. This research used two classes, namely the experimental group and the control group. The experimental group consisted of 25 students and the control group consisted of 25 students. The experimental group was taught by picture sequences strategy and the control group was taught using the conventional technique. The data were collected by giving a picture sequences in simple present tense test item by asking the sample to write procedure text. The data are analysed by applying the person product moment formula. Based on the calculation of the t-test is the score of product moment degree of freedom(df)  $N1+N2-2$  or  $25+25-2= 48$ , the critical value of the t-table with a significant 0.05 is 2,01 and the t-test is 9,21. The writer concludes that t-test  $9,21 > t$ - table 2,01. It means that the alternative hypothesis ( $H_a$ ) of the study is accepted and null Hypothesis ( $H_o$ ) is rejected. It can be concluded that there is any significant the effect of strategy picture sequences on students writing skill of procedure text significantly.

**Keywords:** *Picture Sequences Strategy, Writing Skill, Procedure text.*

**INTRODUCTION**

Learning English is essential for developing interpersonal ties and improving science and technology in Indonesian. English is currently taught in Indonesian schools as one of the basic subjects. At the elementary, middle, and high school levels, English is taught. The students in senior high school are accustomed to learning English. For the development of science and technology as well as for strengthening interpersonal interactions and communication, learning English as a second language is essential in Indonesian.

There are various texts that students can use in school to improve their skills. One of them is procedure text, which will be discussed in this study. A text called a procedure lays out a process step-by-step. Its societal purpose is to explain how something is fully accomplished through a series of series. In our daily lives, we

typically encounter a wide variety of texts. Procedure texts are written with the intention of demonstrating a process. Simple present tense imperative sentences are frequently used in procedure text. Additionally, it makes use of the temporal conjunctions first, second, then, following, finally, etc. The goal of writing procedure texts is to illustrate a process.

According to Zulfiani, (Fadila & Fitrawati, 2022) By concentrating on the appropriate grammatical tools, writing is the process of putting thoughts, feelings, and ideas into a written product. Writing procedures that involve thinking, drafting, and revising frequently generate in outputs that require specialized skills that not every speaker is born with the compositional character of writing leads to writing teaching that emphasizes how to generate ideas, arrange them logically, use discourse markers and theoretical conventions to put them cohesively into written texts, and rework texts for clearer meaning.

The teacher requires a method to make the content easy to understand during the teaching and learning process. Using Strategy is one tactic. According to Farisha Andi Baso, (Harahap, 2018) that Picture is a illustration used to decorate or explain a text. One type of media that teachers might use to instruct their students in the classroom is a picture. It aids in the transfer of lesson-related materials by the teachers. It may provide more thorough information on the content's object. A picture is an illustration that enhances or clarifies a text. Picture sequences are when a teacher shows a photo to the class one at a time or uses a slide show on a laptop to use a picture from a book, newspaper, or magazine to help with the lesson.

given the preceding context, the researcher is interested in taking the study titled, "The Effect Of Picture Sequences Strategy On Students Writing Procedure Text Ability At The Eleventh Grade Of SMKS-1 Daerah Sei Bejangkar In Academic Year 2022/2023".

## **METHOD**

The research was scheduled in SMKS-1 Daerah Sei Bejangkar. The sample in this research were XI AK-1 and XI AK-2. SMKS 1 Daerah Sei Bejangkar which is located on Jl. Besar Sei Bejangkar, this research was taken place. The time was allocated in this research was February - March 2023. There was two classes used in this research. In this research class XI AK-1 was 25 students as experimental group using picture sequences strategy, while class XI AK-2 was 25 students as control group using conventional way.

Quantitative methodology was used in this research. It was used to see the effect of using Picture Sequences Strategy on students Writing Ability of procedure text. This research was categorized as an experimental study because this research used an experiment or treatment to compare the outcomes of the post-test between the experimental and control groups.

Sample	Pre-test	Treatment	Post-test
Experimental group	√	XI-AK1	√

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Control group	√	XI-AK2	√
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The description:

XI-AK1: The treatment of experimental group by using picture sequences for Procedure text writing.

XI-AK2: The treatment of control group without using picture sequences for Procedure text writing.

Population is all considered to be rescue targets, claims Arikunto (2010).

Using these two theories as a foundation, it may be said that the population consists of all the research participants. The population of this research is all of the eleventh grade students of at grade XI SMKS 1 Daerah Sei Bejangkar in Academic year 2022/2023. The total population is two classes. They are two AK-1 classes and AK-2 classes each of which consists of 25 students. The total number of students is 50.

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No	Class	Number
1	AK-1	25
2	AK-2	25
Total Number 50		

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Arikunto (2010) asserts that a sample is a subset of the population being studied. It implies that the population from which the study data are drawn is represented by the sample. Arikunto (2012) states that if the population is under 100, the entire sample is taken; however, if the population is larger than 100, it is possible to take 10-15% or 20-25% of the population. Sampling in this study using sampling jenuh. Sampling jenuh is a trading technique sample if all members of the population are sampled, this is done if relatively small population size, or research wants to make generalization with very small errors. The researcher chose a sample of eleventh grade students at SMKS 1 Sei Bejangkar.

### **Variable of the Research**

To analyze the impact of the independent variable on the relationship with the dependent variable, the variable was selected in this research. There were two variables:

1. Independent variable (X)  
The independent variable of the study is Picture Sequences Strategy.
2. Dependent variable (Y)  
The dependent variable of the study is the Conventional way.

### **Data Collecting Technique**

1. Pre-test  
Before starting any treatments, students took a pre-test to determine students' writing ability of procedure texts.

**2. Treatment**

Both the experimental class and the control class got treatment. While the control class was conducted in the conventional method, like teacher often teach, the experimental class used the Picture Sequences Strategy.

**3. Post-test**

After receiving treatment with the picture sequences strategy in the experimental class and conventional method in the control class, students took a post-test to determine their writing ability of procedure texts.

**Instrument of Collecting Data**

Instruments are devices that are needed to collect data that contains information. This research uses quantitative research, where this research uses three tests, namely: pre-test, treatment, and post-test to collect data. The instrument used in this study is a test. The aspect of writing is covered by using essay test of questions on procedure text. For the pre-test and post-test, 5 questions are provided. The English test that students take to measure their writing ability for procedure text will be the research tool used in this study. The pre-test and post-test questions are the same questions to see the difference in test scores before and after being taught using the picture sequences strategy.

**Validity**

Arikunto (2010) asserted that the validity of an instrument is measured by its degree of validity. If a test measures what it was intended to measure, it is considered legitimate.

$$r_{xy} = \frac{N\sum X_1Y - (\sum X_1)(\sum Y)}{\sqrt{\{N\sum X_1^2 - (\sum X_1)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Where :

$r_{xy}$  = Coefficient of the validity test

N = Number of Sample

$\sum X_1$  = The sum of students' score

$\sum Y$  = The score of writing

$\sum x^2$  = The square of influence

$\sum y^2$  = The square of writing

x.y = The result of easy of students influence

**Reliability of the Test**

Reliability, according to Sukardi (2007), is the ability to measure any test in a consistent manner. The following research use formula can be used to determine

a research instrument's reliability. This research use formula will be used to determine what to use measure can be used in when and in any time, with the result being the same:

$$r_{11} = \frac{2 \cdot r_1/21 / 2}{(1 + r_1/21/2)}$$

Where:

$r_1$  = Coefisient correlation of variable x and variable y

$R_{11}$  = The Reliability

$R_1/21/2$  = Coefisient between the two tests

### **The Technique of Data Analysis**

In analyzing the data, this research used test formula to analyze the data. To significant test in the effect students' writing ability, so used t-test formula as:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{Da^2 + Db^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

$M_x$  = Mean of experimental group

$M_y$  = Mean of control group

$Da^2$  = The standard deviation score of experimental group

$Db^2$  = The standard deviation score of control group

$N_x$  = The total number sample of experimental group

$N_y$  = The total number sample control group

### **RESEARCH AND DISCUSSION**

According to the findings of this study, grade XI students at SMKS-1 Daerah Sei Bejangkar use picture sequences strategy significantly more when writing procedure texts. By using this strategy, the students' scores improved. That is seen from the pre-test scores of the experimental and control groups of students. The experimental group pre-test results showed a mean score of 55,2 while the control group was just 55,6. The experimental group post-test results showed a mean score of 82,4 whereas the control group was 66. It can be seen in more detail as follows:

**The Score of Pre-test and Post-test of Experimental Group**

<b>NO</b>	<b>Students'</b>	<b>Score of</b>	<b>Score of</b>	<b>Y-X</b>
	<b>Initial</b>	<b>Pre-Test</b>	<b>Post-Test</b>	
		<b>(X)</b>	<b>(Y)</b>	
1	AFT	45	85	40
2	AP	55	80	30
3	AU	60	80	20
4	DN	45	90	45
5	EN	50	80	30
6	EVT	55	80	25
7	GG	45	80	35
8	HSBS	55	80	25
9	HIS	55	85	30
10	JSBB	45	75	30
11	KNZ	60	85	25
12	LWM	75	90	15
13	NR	55	90	35
14	OAM	60	75	15
15	PW	50	80	30
16	SR	55	75	20
17	SCF	60	80	20
18	WNBS	60	85	25
19	BAS	55	80	25
20	NDA	75	90	15
21	NIP	45	85	40
22	MFF	60	90	30
23	DKS	55	75	20
24	IP	60	85	25

25	VMD	45	80	35
	<b>Total</b>	<b>1.380</b>	<b>2060</b>	<b>685</b>
	<b>Mean</b>	<b>55,2</b>	<b>82,4</b>	<b>27,4</b>

Based on the table above, it showed that:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1380}{25} = 55,2$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{2060}{25} = 82,4$$

According to the above facts, pre-test scores for students were lower than post-test scores. The average pre-test score for students was 55,2. Following the treatment of Picture Sequences Strategy, it increased about 30%, and the post-test score mean was 82,4.

#### **The Score of Pre-Test and Post-Test In Control Group**

No	Students' Initial	Score of Pre-Test (X)	Score of Post-Test (Y)	Y-X
1	ANS	65	70	5
2	AS	40	60	20
3	AR	50	70	20
4	BKM	70	75	5
5	DR	50	60	10
6	EGP	40	50	10
7	EMS	70	75	5
8	GL	50	65	15
9	HA	60	70	10
10	JS	70	75	5
11	LS	40	60	20

12	LIR	60	65	5
13	MH	50	60	10
14	MFP	65	70	5
15	MYW	50	65	15
16	NSZ	40	60	20
17	NHS	70	75	5
18	OCS	60	65	5
19	RSRB	70	75	5
20	SWA	60	65	5
<hr/>				
21	TSS	40	50	10
22	TNS	60	70	10
23	TABP	60	70	10
24	WS	40	60	20
25	TA	60	70	10
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	<b>Total</b>	<b>1.390</b>	<b>1.650</b>	<b>260</b>
<hr/>				
	<b>Mean</b>	<b>55,6</b>	<b>66</b>	<b>10,4</b>

$$M = \frac{\sum X}{N}$$

$$M = \frac{1390}{25} = 55,6$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{1650}{25} = 66$$

According to the above data, students score lower on the pre-test than on the post-test. The pre-test score of students was 55,6 on average. It only increased 11% after receiving treatment in the conventional manner, and the post-test score mean was 66.

**The Data for Finding Product Moment Colleration**

No	Initial Name	Y							
		X <sub>1</sub>	X <sub>1</sub> <sup>2</sup>	X <sup>2</sup>	X <sub>2</sub> <sup>2</sup>	(X <sub>1</sub> +X)	X <sub>1</sub> Y	X <sub>2</sub> Y	Y <sup>2</sup>
1	AFT	45	2.025	65	4.225	110	4.950	7.150	12.100



2	AP	55	3.025	40	1.600	95	5.225	3.800	9.025
3	AU	60	3.600	50	2.500	110	6.600	5.500	12.100
4	DN	45	2.025	70	4.900	115	5.175	8.050	13.225
5	EN	50	2.500	50	2.500	100	5.000	5.000	10.000
6	EVT	55	3.025	40	1.600	95	5.225	3.800	9.025
7	GG	45	2.025	70	4.900	115	5.175	8.050	13.225
8	HSBS	55	3.025	50	2.500	105	5.775	5.250	11.025
9	HIS	55	3.025	60	3.600	115	6.325	6.900	13.225
10	JSBB	45	2.025	70	4.900	115	5.175	8.050	13.225
11	KNZ	60	3.600	40	1.600	100	6.000	4.000	10.000
12	LWM	75	5.625	60	3.600	135	10.125	8.100	18.225
13	NR	55	3.025	50	2.500	105	5.775	5.250	11.025
14	OAM	60	3.600	65	4.225	125	7.500	8.125	15.625
15	PW	50	2.500	50	2.500	100	5.000	5.000	10.000
16	SR	55	3.025	40	1.600	95	5.225	3.800	9.025
17	SCF	60	3.600	70	4.900	130	7.800	9.100	16.900
18	WNBS	60	3.600	60	3.600	120	7.200	7.200	14.400
19	BAS	55	3.025	70	4.900	125	6.875	8.750	15.625
20	NDA	75	5.625	60	3.600	135	10.125	8.100	18.225
21	NIP	45	2.025	40	1.600	85	3.825	3.400	7.225
22	MFF	60	3.600	60	3.600	120	7.200	7.200	14.400
23	DKS	55	3.025	60	3.600	115	6.325	6.900	13.225
24	IP	60	3.600	40	1.600	100	6.000	4.000	10.000
25	VMD	45	2.025	60	3.600	105	4.725	6.300	11.025
$\Sigma$		<b>1.380</b>	<b>77.800</b>	<b>1.390</b>	<b>80.250</b>	<b>2.770</b>	<b>154.275</b>	<b>156.77</b>	<b>311.100</b>
								<b>5</b>	

### Analyzing the Data by Using T-Test Formula

The test calculation was used to determine if use of picture sequences strategy had a significant effect on the writing of procedure text at grade XI of

SMKS-1 Daerah Sei Bejangkar based on the test results as they were previously presented in the data. Following are the results of the t-test formula:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{Da^2 + Db^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Before calculating the data using t-test formula, the research had to find the Mean and Standart Deviation of each group.

### **Mean and Standart Deviation of Experimental Group**

This research had to determine the mean and standart deviation of experimental group:

$$M = \frac{\sum X}{N}$$
$$M = \frac{1380}{25} = 55,2$$
$$SDx = \sqrt{\frac{\sum x^2}{N}}$$
$$SDx = \sqrt{\frac{2060}{25}} = 82,4$$

### **Mean and Standart Deviation of Control Group**

this research had to determine the mean and standart deviation of control group:

$$M = \frac{\sum X}{N}$$
$$M = \frac{1390}{25}$$
$$M = 55,6$$
$$SDx = \sqrt{\frac{\sum x^2}{N}}$$
$$SDx = \sqrt{\frac{1650}{25}} = SDx = 66$$

After getting mean and standart deviation of each group, then analyzing the data by using t-test formula :

$$t = \frac{82,4 - 66}{\sqrt{\left(\frac{597 + 1250}{25 + 25 - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}}$$
$$t = \frac{16,4}{\sqrt{\left(\frac{1847}{48}\right) \left(\frac{2}{25}\right)}}$$
$$t = \frac{16,4}{\sqrt{(38,47)(0,08)}}$$
$$t = \frac{16,4}{\sqrt{3,0776}}$$
$$t = \frac{16,4}{1,78}$$
$$t = 9,21$$

So, t-test or t-counting = 9,21

To know degree of freedom (df) is used the formula:

$$N_1 + N_2 - 2$$

$$Df = 25 - 25 - 2$$

$$Df = 48 \dots ?$$

Df is shown in the list of t-table out df is: 2,01.

So Distribution of table 48 = 2,01.

The result of computing the T-test shown that T-test is higher than T-table- or it can be seen that T-test > T-table with a significant value of 0.05 and df is 48, with a t-table value of 2.01.

So, this research had been successfully, Ha is accepted and it revealed that hypothesis using picture sequences strategy in writing procedure text is affective because using picture sequences strategy.

## CONCLUSION

According to the findings, pre- and post-tests for data collection, and an essay test for students as part of its quantitative research methodology. The teaching and learning processes are encouraged by picture sequences strategy. Ha was accepted and Ho was refused, which suggests that the usage of picture sequences strategy greatly affects students' ability to write procedure text at the XI grade of SMKS-1 Daerah Sei Bejangkar, according to the results of the data analysis in the preceding chapter. The study's findings confirm that using picture sequences strategy helps students write procedure texts. Based on the data analysis, the study

comes to the conclusion that using picture sequences strategy can make learning more exciting. The research came to the following conclusions after examining the data:

1. Students can develop their writing skills by using picture sequences strategy to write procedure texts.
2. The students are aware of the subject and basic structure of procedure texts.
3. The students were more engaged and motivated in class.

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