



**THE EFFECT OF USING PICTURE SEQUENCES MEDIA ON
STUDENTS' WRITING PROCEDURE TEXT ABILITY
AT GRADE XI MAS NU SIBUHUAN**

A THESIS

Submitted to State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Education Scholar (S.Pd) in English

Written By:

NUR KHOIRIA HASIBUAN
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020**



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Term : Thesis
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Padangsidempuan, October 2020
To:
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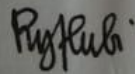
Assalamu'alaikum Wr.Wb

After reading, studying and giving advice for necessary revision on thesis belongs to Nur Khoiria Hasibuan, entitled "The Effect of Using Picture Sequences Media on Students' Writing Procedure Text Ability at Grade XI MAS NU Sibuhuan", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

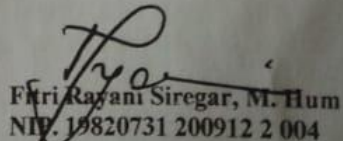
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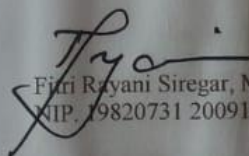


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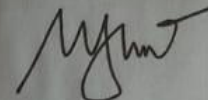

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ABSTRACT

This research is intended to investigate the effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan. The problems that faced by students in writing procedure text were; 1) The students are difficult to create a text, 2) The students have lack in vocabulary, 3) The students are lack of confidence in developing their idea, 4) Less of media.

The formulation of the problem in this research were: 1) How is the students' ability before learning procedure text by using picture sequences media, 2) How is the students ability after learning procedure text by using picture sequences media, 3) Is there any significant effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan. The purpose of this research is to answer the formulation of the problem in this research.

This research uses experimental quantitative method with pre-test and post-test design. The population were all of the students at grade XI MAS NU Sibuhuan. The sample were XI MIA 2 as experimental class that consisted of 33 students and XI IIS 1 as control class that consisted of 31 students. The data were collected through pre-test and post-test in essay test form and analyzed by using t-test formula.

The result of research shows that the mean score of experimental class was higher than the mean score of control class after using picture sequences media. The mean score of experimental class in pre-test was 57.56 and the mean score of control class in pre-test was 57.4. Meanwhile, the mean score of experimental class in post-test after doing treatment by using picture sequences media was 77.5 and the mean score of control class in post-test without treatment was 66.9. In addition, after doing t-test, the researcher found that $t_{count} > t_{table}$ ($5.17 > 1.66980$). Therefore, alternative hypothesis (H_a) of this research was accepted null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan.

Key Words: *Picture Sequences Media, Writing Procedure Text Ability.*

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ABSTRAK

Penelitian ini fokus pada pengaruh media *Picture Sequences* dalam menulis teks prosedur pada siswa kelas XI MAS NU Sibuhuan. Ada beberapa masalah-masalah yang dihadapi siswa dalam menulis teks prosedur diantaranya: 1) Siswa sulit dalam membuat sebuah text, 2) Siswa lemah dalam penguasaan kosa-kata, 3) Siswa kurang percaya diri dalam mengembangkan ide-ide mereka, 4) Media yang digunakan kurang memadai.

Rumusan masalah dalam penelitian ini adalah 1) Bagaimana kemampuan siswa sebelum menggunakan media *Picture Sequences*, 2) Bagaimana kemampuan siswa setelah menggunakan media *Picture Sequences*, 3) Apakah ada pengaruh yang signifikan penggunaan media *Picture Sequences* terhadap kemampuan siswa dalam menulis teks prosedur di kelas XI MAS NU Sibuhuan. Penelitian ini bertujuan untuk menjawab rumusan masalah dalam penelitian ini.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain *pre-test* dan *post-test*. Populasinya adalah keseluruhan murid kelas XI MAS NU Sibuhuan. Sampelnya adalah kelas XI MIA 2 sebagai kelas eksperimen yang terdiri dari 33 siswa dan XI IIS 1 sebagai kelas kontrol yang terdiri dari 31 siswa. Data dikumpulkan melalui *pre-test* dan *post-test* dalam bentuk soal essay dan dianalisis menggunakan rumus T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan media *Picture Sequences*. Rata-rata skor dari kelas eksperimen di *pre-test* adalah 57.56 dan skor rata-rata kelas control di *pre-test* adalah 57.4. Sedangkan skor rata-rata kelas eksperimen di *post-test* setelah melakukan treatment menggunakan media *Picture Sequences* adalah 77.5 dan skor rata-rata kelas control di *post-test* tanpa perlakuan adalah 66.9. Selain itu, setelah dilakukan uji-t ditemukan bahwa $t_{hitung} > t_{table}$ ($5.17 > 1.66980$). Oleh karena itu, hipotesis alternative (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan media *Picture Sequences* terhadap kemampuan siswa dalam menulis teks prosedur di kelas XI MAS NU Sibuhuan.

Kata Kunci: Media Gambar Berurutan, Kemampuan Menulis Teks Prosedur.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish her thesis entitled “The Effect of Using Picture Sequences Media on Students’ Writing Procedure Text Ability at Grade XI MAS NU Sibuhuan”. The second, shalawat and salam upon to the prophet Muhammad SAW that had guided the human beings from the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, help, inspiration, support and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag., as my first advisor and Mrs. Fitri Rayani Siregar, M.Hum., as my second advisor and also as the Chief of English Department. Both of them are the greatest advisors ever. Who have guided me for finishing this thesis, gave me much idea, knowledge and suggestion sincerely and have guided me patiently during the process of writing this thesis.

2. Mr. Prof. Dr. H. Ibrahim Siregar, M.CL., as the Rector of IAIN Padangsidimpuan.
3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.
4. All lectures and all the cavities academic of IAIN Padangsidimpuan who have given so much knowledge, and help during I studied in this institute.
5. Mrs. Yusni Sinaga, M.Hum., as my academic advisor who has given me motivation, and guidance as long as I was a student in this institute.
6. Big thanks to Mrs. Sri Rahmadhani Siregar, M.Pd., as the greatest advisor ever as long as I arranged this thesis from the first step until the last step. Who has guided me patiently and has taught me how to finish this thesis. Maybe, I couldn't write this thesis well without her guidance.
7. Mrs. Eka Sustris Harida, M.Pd., Mr. Zainuddin, M.Hum., Mr. Dr. Fitriyadi Lubis, M.Pd., Mr. Sojuangon Rambe, S.S., Mr. Hamka, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd., Mrs. Sokhira Linda Vinde Rambe, S.Pd., M.Pd., and other English lecturers who have given me much knowledge.
8. My beloved parents (Mr. Panaekan Hasibuan and Mrs. Tiarna Hrp), my beloved Grandmother (Mrs. Hj. Taingin Hasibuan) and my lovely young sisters and young brothers (Anita Warni Hsb, Muliyadi Hasibuan, Mhd. Suwaib Hsb, Sakinah Hasibuan, Hasbi Aldi Hsb, Mhd. Rasyid Hsb, Dini Hanifa Hsb) who always give me a lot of love, affections, attentions, prayers, motivations and big spirit how to be patient and survive in any condition by

my own self. Especially for my parents who have done many things for me so that I can achieve my dream, and who have been my inspiration.

9. Mr. Ihwan Rahmat Hasibuan, S.S., M.Pd., as my Co-teacher who has helped me to do this research.
10. My lovely sisters Safinah Hasibuan, S.Pd., Warida Nasution, S.Pd., Wulan Sari Panggabean, S.Pd., Sahroito Harahap, S.Pd., and also my brother Feri Sandi Nasution, S.Pd., who have motivated, supported and helped me how to write this thesis well.
11. My greatest friends Nur Dingin, Anggia Putra, Rahmad Gunawan Lubis, Dina Sartika, Nur Wahidah, Apriyani Rangkuti, S.Pd, and Nur Aisyah Hsb, who have motivated and helped me when I faced difficulty in finishing this thesis.
12. Big thanks to all my friends TBI-1, TBI-2, especially all my beloved friends TBI-3 who have made my life be colorful and so memorable for 4 years, and helpful each other. Thank you for all the things done to everyone who gave helps whether mention or not to finish the thesis.

I realize this thesis can't be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidempuan, 06 October 2020
Researcher

NUR KHOIRIA HASIBUAN
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a process of transferring idea, feeling, and thought into written form. By writing, students can share their knowledge to the reader. Because, writing is one of the ways to transfer writer's idea, and also it can be used to communicate to reader. Therefore, students must give more attention to the use of language as correct as possible, to make reader understand the core of writing easily.

Writing is the most difficult English subject in the school. Writing is more complicated than other skills because writing deals with mixture of idea, vocabulary, and grammar. Writing involves more than just producing words and sentences which grammatically linked. Furthermore, the purposes of their writing will be delivered well.

Writing is a skill that should be mastered by students. Through writing, students are able to express their opinions or ideas into correct sentences and paragraph. Moreover, writing is the way to share personal meanings and write courses emphasizing the power of the individual to construct his or her own views on a topic. Therefore, students should master writing as well as possible.

Writing is one the important thing to be learnt because it reinforces grammatical structures, and vocabulary in learning in the classroom. Therefore, students must understand all about structures, and vocabulary, so

that, when they create something in written expression, they don't feel hard to do it. If students do not know how to express their idea in written form, they will not be able to share their opinion and the information to others.

Based on the explanation above, writing is very important for all students or human life. However, writing skill is problematic at MAS NU Sibuhuan either in the aspect of achievement or intelligence. They have some problems to write the text especially procedure text. Based on pre-research, the researcher got the students' problems in mastering writing. The researcher got it from the English teacher in MAS NU Sibuhuan. The English teacher said "there are some students' problems; the students are hard to create a text, the students have lack in vocabulary, the students are lack of confidence, and the last is less of media."¹ It can be concluded that the students face some problems that consists of creating text difficulty, lack of vocabulary, anxiety or lack of confidence, and less of media.

First, the problem is the students are hard to create a text. Students are difficult to write a text is caused of some factors; students less understand about the generic structures, the language features, and social function of a text. Therefore the students are difficult to write something that is in their mind.

Second, the factual condition shows that most of the students have lack in vocabulary. Some of the students are low in mastering vocabulary especially vocabulary that relates to a text. It causes them confused what

¹ Ihwan Rahmat Hasibuan, *Private Interview* on October 17th, 2019 in MAS NU Sibuhuan.

should they write so that their writing becomes a good text by using variation word.

Third, actually, some of the students have a lot of ideas in their mind, but they are not confident, because of that they are worry to start and even they do not know how to develop their idea in a good arrangement. Because of their anxiety, they are difficult to develop their ideas when they write the procedure text.

Fourth, the media that used by the teacher is still less. The teacher uses the usual media like; white board, marker, and text book. These media is less effective for supporting the students in learning process. The teacher should use the effective media for teaching writing especially in teaching procedure text. The media that used should make the students feel that writing is an interesting lesson.

Based on the 2013 curriculum, teachers' creativity is needed to make students more active in classroom activities. It means that in learning process of writing, the teacher should be more creative. To make the students interest in studying English especially writing procedure text, the teachers should have various media. There are some media that can be used by the teacher in teaching writing procedure text, such as cooking video, real things, and flash card media. However, the researcher will use a different media. The media that will be used is picture sequences media. According to H. Douglas Brown, "picture sequence is a sequence of three or more pictures depicting a story

line can provide a suitable stimulus for written production”.² It means that picture sequences consist of three or more pictures to make a story that related each other to give stimulus for written result. Therefore, the researcher interest to do an experiment about this theory to know the effect of picture sequences media on students’ writing procedure text ability.

The sequence pictures are appropriate to give direction of ideas and clues of process, steps, and procedures of something. Picture sequences media is a set of pictures that are related each other that reflect chronological events, procedures, or steps from the first to the last, from the beginning to the end systematically. Picture sequences media is very useful for teaching writing especially procedure text to make learning writing easier because it is arranged in chronological. Therefore, the sequence pictures are enable the students more understand and the learning process will be fun, attractive, relaxed, and quicker. Picture sequences media gives significance to the generic structure. Because, it can help students to write a procedure text based on the sequence picture that is arranged chronologically. In conclusion, picture sequences media can help the students to express their opinion easily for creating the procedure text.

Procedure text is one of genre text. Procedure text is a text that tells how to make or how to do something in sequence steps or action. Procedure text aims to provide guidance on the steps or ways of doing things. In procedure text there are several parts that should be mastered by students

²H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (New York: Person Education, 2004), p.227.

such as generic structure, language features, and social function. In conclusion, the procedure text commonly called as an instructional text because its purpose is to provide instruction to make something or to do something which is close to reader or listener daily activity.

Based on the explanation above, the researcher is interested to introduce picture sequences media to teach writing at grade XI students of MAS NU Sibuhuan. The researcher wants to know whether picture sequences media will have significant effect to students' ability in writing procedure text.

B. Identification of the Problem

Based on the background above, problems concern in writing ability at grade XI MAS NU Sibuhuan are:

1. Students are difficult in creating a text includes procedure text and all about procedure text such as generic structure, language features, and social function.
2. Students have lack in vocabulary.
3. Students are lack of confidence to express their ideas when they are creating a text or an essay, because they do not know how to develop it become a good writing.
4. The teacher uses less of media in teaching writing.

C. Limitation of the Problem

Based on the background above, the researcher just focuses on the four problems. There are several media that can be used in teaching writing to

solve the problems above, such as picture sequences media. This media can be used in teaching genre text especially in procedure text. In this research, the researcher only uses one media is picture sequences in teaching procedure text at grade XI MAS NU Sibuhuan 2019/2020.

D. Formulation of the Problem

The formulations of the research are:

1. How is the students' ability in writing procedure text before learning procedure text by using picture sequences media at grade XI MAS NU Sibuhuan?
2. How is the students' ability in writing procedure text after learning procedure text by using picture sequences media at grade XI MAS NU Sibuhuan?
3. Is there any significant effect of picture sequences media to students' ability in writing procedure text at grade XI MAS NU Sibuhuan?

E. Purpose of the Research

Based on the focus of the problem, the researcher determines that the purpose of the research can be stated as follows:

1. To get the information about the students' ability in writing procedure text before learning procedure text by using picture sequences media at grade XI MAS NU Sibuhuan.
2. To get the information about the students' ability in writing procedure text after learning procedure text by using picture sequences media at grade XI MAS NU Sibuhuan.

3. To examine whether there is significant effect of using picture sequences media to students' ability in writing procedure text at grade XI MAS NU Sibuhuan.

F. Significances of the Research

The significances of the research are:

1. Theoretically, the result of the research theoretically. It expects to be useful as new information for science or knowledge especially in teaching media for writing subject.
2. Practically, this research is expected to be useful at least for four targets, they are:
 - a. For the head master of MAS NU Sibuhuan. The result of this research is very useful for the head master of this school. The head master can inform the English teacher to use the media that used by the researcher after doing the research and also to inform them to use an effective media in teaching writing.
 - b. For the English teacher, it is expected can be useful as a reference to create some media and how to make students' learning and teaching process enjoyable.
 - c. For the students, the result of this research is expected can help the students to understand about writing and to make them interested in studying text, especially procedure text.

- d. For the next researcher, the result of this is expected can be the useful information to extend knowledge and to create another idea about the good media for teaching writing especially procedure text.

G. Definition of Operational Variables

To avoid the ambiguity, this research is consists of two variables, they are variable X and variable Y. So, the definition of these variables can be described as follows:

1. Picture Sequences Media (Variable X)

Picture sequence is a media that can be used to help the students' in writing activity. Wright states that "pictures make a particularly powerful contribution to both the content and the process of language learning".³ Picture sequence is a sequence of picture consists of some photographs that related each other to form a story line or a text.

2. Writing Procedure Text Ability (Variable Y)

Writing is producing or reproducing written message. "Writing is a productive skill that plays an important role in learning a language to deliver messages to the readers across places and times". Procedure text is designed to tell the reader how to do something.⁴ Writing procedure

³ Rahayu Hesthi Wening, Bambang Yudi Cahyono, and Emalia Iragiliati, "Effect of Using Picture Series on the Indonesian EFL Students' Writing Ability across Learning Styles," *International Journal on Studies in English Language and Literature (IJSELL)* 5, no. 5 (2017): p.36, <https://scholar.google.co.id>.

⁴ Ayu Indari and rika Rahma Diana Barus, "The Effect of Temporal Conjunction Mastery and Students' Achievement in Writing Procedure Text of the 2017/2018 Eleventh Year Students of SMA Swasta Persiapan Stabat," *Jurnal Serunai Bahasa Inggris* 11, no. 1 (2019): p.46, <https://scholar.google.co.id>.

text ability is the ability of arranging a text to tell the reader how to do something sequentially.

H. Outline of the Thesis

This research is organized into five chapters. Every chapter is divided into several subtopics to elaborate the given issues. Chapter one consists of introduction, they are: the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significances of the research, the definition of operational variables, and the outline of the thesis.

Chapter two consists of the theoretical description. It is divided into subchapters which consist of description of writing ability, picture sequences media, procedure text, the related findings, the conceptual framework and the hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter; the place and time of the research, the research methodology, the population and sample, the research instrument, the procedure of data collection, and the technique of analyzing the data.

Chapter four consists of the data description, hypothesis testing, discussion and the threats of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Nature of Writing

a. Definition of Writing

Writing is a process of putting down or making letters. Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.⁵ According to Brown, “writing is the process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas, to give them structure and coherent organization.”⁶ In another word, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language as correct as possible. In conclusion, writing is the process of putting down ideas by planning, reviewing and revising which is in good arrangement.

Writing is the way to share someone thought, it can be formal like thesis, statement or it can be informal like diary. To produce a good result, someone should do the process well. Caroline states that “writing is a combination of process and product. The process refers

⁵Jack C and Richard Schmidt Richards, Longman: Dictionary of Language Teaching & Applied Linguistic, third Edit (London: Pearson Education Limited, 2002), p.592.

⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Third Edit (New York: Pearson Education, 2007), p.392.

to the act of gathering ideas and working with them until they are presented in manner is polished and comprehensible to readers”.⁷ According to Nunan, “writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into a computer”.⁸ It can be said that writing is a way to express someone’s thinking into written form and it will be the result of process.

In another word, writing is needed for students especially, because without writing they cannot depict what thing in their mind. Kroma in Farisha describes that “writing is a kind of activity where the writer expresses the ideas in his mind in the paper from word to sentence, sentence to paragraph, and paragraph to essay”.⁹ According to Nunan in Rayendriani “writing is both a physical and a mental act the most basic level.¹⁰ Writing is not as easy as people think, because, in writing the writer should make the good structure of sentences or ideas, using the understandable word to make reader easy to comprehend it.

⁷Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), p.98, en.bookfi.net.

⁸David Nunan, *Practical English Language Teaching*, First Edit (New York: McGraw-Hill, 2003), p.88.

⁹Farisha Andi Baso, “Using Sequence Picture Technique to Increase the Students Writing Ability at First Grade of SMAN 1 Sungguminasa,” *Jurnal Perspektif* 01, no. 02 (2016): p.111, <https://scholar.google.co.id>.

¹⁰Rayendriani Fahmei Lubis, “Writing Narrative Text,” *English Education* 02, no. 01 (2014): p. 61, <https://scholar.google.co.id>.

Writing also means that someone change the thing that there is in his mind into it can be symbol into language that can be used for communication. According to Byme in Kalsum, “writing is involves the encoding of ma message of some kinds, that is, we translate our thought into language”.¹¹ It means that when write, we use grammatical rules and the letters or combinations of the letters which relate to the sound we produce when we speak.

Based on the several definitions above, the researcher concludes that writing is a process of putting down ideas, feelings, thoughts or opinions in written form which consist of symbols and words, where the words form sentence, and sentences are formed be a paragraph which must be logic, sequence and good arrangement. Writing is need by human because the purpose of writing is not to write down something in the human’s mine, but by writing human can get information. The purpose of writing will explained in the next topic.

b. Purpose of Writing

Writing has many purposes or objectives. The purposes is not only to share opinion or to copy something that is in someone’s mind, but the purpose of writing can be to console the reader, to inform a new information and also it can be to examine a process of something. According to Edward and friends, “the purpose of writing is may be *persuasion* (to convince, defend, or argue an opinion) or *exposition* (to

¹¹Kalsum Mochtar, “Improving the Second Year Students’ Ability in Writing Narrative Paragraphs by Using Picture Series,” *Jurnal Ilmu Pendidikan* 12, no. 3 (2005): p.2, <https://scholar.google.co.id>.

explain, analyze, or examine a concept or process).¹² Besides, Jacobs categorizes the purpose of writing into three categories, the categories are:

1) To inform

In giving information, a written generally explains or describes an idea, a process, an even, a belief, a person, a place, or thing. The writer also gives the facts and explains its causes.

2) To persuade

The language style is used in category is obviously different with the previous category. In this category, a writer tries to change his/her audience or behave differently. In this sense, the writer appeals to readers; logic or emotion.

3) To entertain

One written has its own language style. The writer gives some efforts to make the readers laugh, smile, fascinated, surprised, or even angry.¹³ It means to make the reader happy when they read the text.

Based on the explanation above, the researcher concludes that the purpose of writing is to inform, to persuade and to entertain. It also gives more information to the reader about the writer's opinion, idea and feeling. The purpose of writing is to share information. So, to

¹²Edward E. Wilson and Friends, *Writing and Grammar: Communication in Action* (USA: Prentice-Hall, 2001).

¹³Amzah, Nanning, and Nurfadillah, "Improving Writing Ability of the Eleventh Year Students of MAN 1 Parepare by Using Dice Game," *Journal of English Education and Development* 1, no. 1 (2017): p.39-40, <https://scholar.google.co.id>.

make the writer is easy to create an opinion, the writer should know some processes of writing. It can be seen on the next explanation.

c. Process of Writing

A process is a sequence of operational by which something is done. Writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is completed. According to Harmer, “writing process is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, and the medium such as pen, paper, etc”.¹⁴ Writing process is a step how to express the idea or thought into written form.

Before doing writing activity, the students should look at the steps of doing writing to produce a good writing product. Writing process should be done in chronological order, from the first step until the last step. Cynthia and frydenberg state that “there are six steps in writing process: 1) analyzing the assignment, 2) Brainstorming, 3) organizing your ideas, 4) writing the draft, 5) rewriting the draft and 6) writing the next (or final) draft”.¹⁵ In addition, Edward and friends state that the process of writing occurs in several stages:

¹⁴Jeremy Harmer, *How to Teach Writing* (London: Pearson Educational Limited, 2004), p.4, en.bookfi.net.

¹⁵Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edit (New York: Pearson Education, 2008), p.31, en.bookfi.net.

1. Prewriting is a stage of process that includes exploring topics, choosing a topic, and beginning to gather and organize details before you write.
2. Drafting is a stage that involves getting your ideas down on paper in roughly the format you intend for the finished work.
3. Revising is a stage in which you rework your first draft to improve its content and structure.
4. Editing and proofreading involve correcting errors in grammar, spelling, and mechanics.
5. Publishing and presenting are the stage of writing process in which a writer shares a final draft with an audience through speaking, listening, or representing activities.¹⁶

In conclusion, the process of writing is the stages that writers have to trough in sequence to produce the result of writing in written form. The stages should be in chronological from the first stage until the last stage. After knowing the process of writing, the writer also should understand about the characteristic of a good writing, so that writer's information can catch by reader easily. It will be explained on the following topic.

d. Characteristic of Good Writing

When the students or the writer begin their writing, they must know the elements of writing that are very important to make the result is good. Some of the experts give their opinion about the characteristic of writing. Boardman in Yuli states that “there are three characteristic in writing a good text or paragraph, they are coherence, cohesion, and unity”.¹⁷ In addition to organization, writing in English

¹⁶Wilson and Friends, *Writing and Grammar: Communication in Action*, p.15.

¹⁷Yuli Astuti, Ari Wibowo, and Nursalim, “The Effectiveness of Picture Sequence Towards Students' Ability in Using Conjunction at the Eight Grade of MTs Negeri Model Kota

must consist of these elements. The explanation of these three characteristics as follows below:

1) Coherence

According to Alice the Latin verb *coherence* means “hold together”. For coherence in writing, the sentence must hold together; that is, the movement from one sentence to the next must be logical and smooth.”¹⁸ Another statement, Boardman says that “a paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order that the reader can understand your ideas easily.”¹⁹ In conclusion, the writing can called coherence if the sentences are hold together, related each other, and must be logical from one sentence to others.

2) Cohesion

Another characteristic of a good paragraph is cohesion. Boardman states that “when a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Four important cohesive devices are connectors, define articles, personal pronouns, and

Sorong in the Academic Year 2016/2017,” *Jurnal Interaction* 5, no. 2 (2018): p.53, <https://scholar.google.co.id>.

¹⁸Alice Oshima and Ann Hogue, *Writing Academic English*, Fourth Edi (New York: Pearson Education, 2006), p.21.

¹⁹Boardman and Frydenberg, *Writing to Communicate*.

demonstrative pronouns”.²⁰ When the writer writes paragraph or text, he should know the cohesion of paragraph, because this part is very important for writing, so that the result of the writing will be good.

3) Unity

An important element of a good paragraph is unity. This is the final characteristic of well-written paragraph. According to Alice Oshima “unity means that a paragraph discusses one and only one main idea from beginning to end”.²¹ A text is called unity if all supporting sentences should relate to the topic sentence. As usual, the good paragraph only one main idea and only one topic sentence. It can be in the beginning of paragraph or at the last paragraph of a text.

Based on the explanation above, the researcher can conclude that a good writing should have three characteristics above which all the sentences relate each other so that the reader can understand the text easier. After a written form is done, there are some points that should be looked at while giving a value of that writing, so that it can be said as a good writing. The explanation is on the following topic.

²⁰Boardman and Frydenberg.

²¹Oshima and Hogue, *Writing Academic English*.

e. Writing Assessment

Writing assessments are very needed to use especially in learning process. By writing assessment, the teacher will be easier to give the value of students' writing product. According to Jacobs in Nuri, there are five components of writing assessment in written test that must know by the writer, they are:

- 1) Content: idea or content
- 2) Organization: coherence, general to specific, specific to general chronological order and spatial pattern.
- 3) Vocabulary: the choice of structure and lexical items to give a particular flavor for the writing.
- 4) Language use: language use writing involves correct usage end points of grammar such as verb, noun, and arrangement of grammar.
- 5) Mechanics: the use of is due to capitalization, punctuation, and spelling appropriately.²²

In assessing writing, there are some methods that should be known by the examiner or writing corrector. According to Brown, there are three scoring methods for responsive and extensive writing, "at responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used by test designers: holistic, primary trait, and analytical".²³ It means that when the teacher scores the students writing test, the teacher should know these three scoring method.

²²Nuri Yanni Harahap, "The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)," *Jurnal Linear (Language Intelligence and Educational Research)* 1, no. 2 (2018): p.130, <https://scholar.google.co.id>.

²³H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (New York: Person Education, 2004).

In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. For example, the first descriptor across all score categories may address the quality of task achievement, the second may deal with organization, the third with grammatical or rhetorical considerations, and so on.²⁴ In conclusion, the teacher makes the table of scoring with the description it may consist of the quality of task achievement, organization, etc.

In primary trait scoring focuses on “how well students can write within a narrowly defined range of discourse”. This type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text’s achieving that one goal. For example, if the purpose of function of an essay is to *persuade* the reader to do something, the score for the writing would rise or fall on the accomplishment of that function.²⁵ It means that this scoring method, the teacher focuses on how well the students can write about the test that the teacher gives.

The last type is analytical scoring, there are six major elements of writing that are scored, and it enables students to home in on weakness and to capitalize on strengths. Brown and Bailey designed

²⁴Brown.

²⁵Brown.

an analytical scoring scale that specified five major categories and description of five different levels in each category; ranging from “unacceptable” to “excellent”.²⁶In conclusion, the teacher scores the students writing assignment consists of five elements of scoring level. The result of the scoring can be students’ weakness or students’ strengths.

Based on the scoring methods description above, the researcher uses analytical scoring, because it is simple and can make the teacher or researcher know the students’ ability whether their weakness or strengths.

The order in which the five categories (organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression) are listed may bias the evaluator towards the greater importance of organization and logical development as opposed to punctuation and style.²⁷ In summary, the categories and levels of scoring in writing are as follows:

²⁶Brown.

²⁷Brown.

Table 1
The Rubric of Analytical Scoring in Writing Assessment

Categories	Maximal score
Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

2. Pictures Media

a. Definition of Media

Media is a thing that can be used for teaching. Media can make the students more interested in teaching learning process. Finocchiarro stated that “media can be divided into three parts, audio, visual and audiovisual”.²⁸ According to Levie and Lenzt in Larasati, “visual media are able to make easily understanding and unifying remembering.”²⁹ There are some media that can be used for teaching; pictures and real object. The pictures media will be explained in the following topic.

²⁸ Deny Arya Utama, “The Visual Media Application in Teaching Writing to the Eleventh Grade Students of SMAN 1 Kandat in the Academic Year 2014-2015” (Universitas of Nusantara PGRI Kediri, 2015), p.4., <https://scolar.google.co.id>.

²⁹ Iranada Larasati and Suhartono, “The Use of Visual Media in Teaching Writing,” *Journal of English Teaching and Research* 1, no. 1 (2016): p.38., <https://scholar.google.co.id>.

b. Definition of Pictures Media

Pictures media is one of the teaching learning media that can be used by the teacher, because picture is illustration of real thing. It can be simple pictures or coloring pictures. According to Hornby in Mewa, “picture is a type of media, which is very interesting to study especially the various pictures; and pictures that the students like are the colorful and amusing pictures”.³⁰ Picture is a visual representation of an object or scene by a painting, drawing, or photograph. According to Raimis in Muthmainnah “picture can also provide stimulating focus for students’ attention, a variety of tasks, and shared experience”.³¹ It means that picture is a visual media that represent something such as person, animal, fruit, or things. Picture can make the students to pay attention to the lesson. Besides, picture is very interest to see and to use for learning something.

Another expert also gives the statement about pictures, it is from Heaton in Amelia. He says that “picture can be a common base that leads to a variety of language activities”.³² According to Callahan in Sindya, “pictures are aids that can help the teachers in the teaching learning process. He suggests the teacher to use pictures effectively because the media are very useful for teaching. Man interpretations

³⁰Mewa Ameliah et al., “Using Picture Media to Enhance Writing Ability in Procedure Text,” *Exposure Journal* 8, no. 1 (2019): p.50, <https://scholar.google.co.id>.

³¹Muthmainnah, “Improving Ability in Writing Procedure Text Through Pictures at the Tenth Year Students of SMAN 3 Polewali Mandar,” *Jurnal Papatuzdo* 10, no. 1 (2015): p.33, <https://scholar.google.co.id>.

³²Ameliah et al., “Using Picture Media to Enhance Writing Ability in Procedure Text.”

can be made in a picture.”³³ Pictures has many definitions from the experts, therefore the researcher concludes that pictures are illustration of the activities or the real thing which is drawing down on the paper. These aids are very necessary to help the students in learning. After looking at the pictures that shown by the teacher, the students’ brain will be opened and it can facilitate them to express their idea.

Definition of pictures also is stated by Wittich and Charles in Aprianto. They state that “picture is a mean of expressing ideas, which captures slices of reality and tell language in a story. Pictures encourage students to think up clearly and telling the truth”.³⁴ It means that pictures are media that can help the students in learning process because by using pictures students can think fast as suitable as the topic of lesson. It gives benefit for teachers to make them easier in teaching process.

c. Use of Pictures Media

Picture has many benefits for students in learning process. As stated by Ruis in Andri that “teaching by showing pictures can make the students remember more, more impressed, more interested and more focused. Traditionally, the purpose of using pictures has been to

³³Sindy Fantika and Ratmanida, “Using Pictures to Tell Stories in Teaching Speaking Narrative Text to Senior High School Students,” *Journal of English Language Teaching* 5, no. 1 (2016): p.27, <https://scholar.google.co.id>.

³⁴Muhammad Aprianto Budie Nugroho, “Pictures for Improving Indonesian EFL Students’ Speaking Competence,” *Journal of English Education* 2, no. 2 (2014): p.210, <https://scholar.google.co.id>.

describe or to illustrate a written or recorded passage”.³⁵ Picture is not only as a media for learning, but it can give many profits for the teacher to success his her performance in front of the class. Besides, it also can support the students to feel interesting while learning especially in learning writing subject. Ransom in Donal also gives some advantages of pictures as follows:

- 1) Pictures provide setting for understanding and using new words, as they naturally spoken.
- 2) Pictures represent an important step in concept and vocabulary development.
- 3) Pictures help broaden observation, opportunities and knowledge, resulting in enlarges and enriched vocabulary.³⁶

Based on the explanation above, the researcher concludes that pictures are needed for teaching learning process. While teaching by using pictures, the teacher should give the clear picture not ambiguous picture. So, the students understand the subject fast. Because, the pictures’ purposes is to make the students interested.

d. Types of Pictures Media

Picture is one the types of media that can be used for teaching learning process. Pictures bring the outside world into the classroom in a vividly concrete way. According to Raimes, “teacher’s writing can find a valuable resource in pictures: picture sets or sequence pictures, drawings, photographs, posters, slides, Cartoons, magazine

³⁵Andri Donal, “Improving the Esp Student’s Vocabulary by Using Pictures in Agribusiness Study Program of The University of Pasir Pengaraian,” *Jurnal Pendidikan* 1, no. 1 (2012): p.82, <https://scholar.google.co.id>.

³⁶Donal, “Improving the Esp Student’s Vocabulary by Using Pictures in Agribusiness Study Program of The University of Pasir Pengaraian.”

advertisements, diagrams, graphs, tables, charts and map”.³⁷ Pictures are visual media that give benefit for students comprehending in learning. Yunus in Yanuarti classifies pictures into three types they are composite pictures, picture series or sequential pictures, and individual pictures”.³⁸ In conclusion, pictures can be single or group of pictures that used as learning media.

e. Pictures sequences Media

1) Definition of Picture Sequences Media

Picture sequences are the cut of pictures which arranged to make a story or a line of activities. According to Brown, “picture sequence is a sequence of three or more pictures depicting a story line can provide a suitable stimulus for written production”.³⁹ Wright in Khotimah states that “sequences of picture can be kept as they are used to contextualize a story of description of a process”.⁴⁰ In another word, picture sequences are the media that are very benefit for written production. By using pictures sequences, the students will easy to make the story or text in order arrangement and related each other.

³⁷Ann Raimes, *Techniques in Teaching Writing Skills*, First Edit (New York: Oxford University Press, 1983), p.27, en-bookfi.net.

³⁸Yanuarti Apsari, “The Use of Picture Series in Teaching Writing Recount Text,” *ELTIN Journal* 5, no. 2 (2017): p.53, <https://scholar.google.co.id>.

³⁹Brown, *Language Assessment: Principle and Classroom Practice*.

⁴⁰Khotimah, Bukhari Daud, and Burhansyah, “Using Picture Series to Enhance Students’ Ability in Narrative Writing,” *Reseach in English and Education (READ)* 2, no. 2 (2017): p.165, <https://scholar.google.co.id>.

Another statement about picture sequences is from Hakim in Apsari, he states that “picture series are pictures, which show some action or events in chronological order. They tend to range from four to eight pictures”.⁴¹ Another statement from Marble in Khotimah, “conveys that pictures can be used to help students to develop details, ideas, or sequences of story.”⁴² Picture sequence is a kind of media which belongs to picture category in order sequence.

According to Lind stormberg in Apsari, he states that “by using picture series, the students will be interests and will enjoy the teaching and learning process”.⁴³ It means that picture series or picture sequences are the type of pictures media that are very useful for students learning to help them to express their ideas easily.

2) Procedure of Teaching by Using Picture Sequences Media

The steps of picture sequence media in teaching. According to Istarani in Nuri, the steps to apply picture sequence are:

- a) The teacher conveys the competence to be achieved,
- b) Presents the material as an introduction,
- c) The teacher shows/shows pictures of activities related to the material,
- d) The teacher appoints the students by alternatively installing or sorting the pictures into a logical sequence,
- e) The teacher asks the reason/rationale for the sequence of the images,

⁴¹Apsari, “The Use of Picture Series in Teaching Writing Recount Text.”

⁴²Khotimah, Daud, and Burhansyah, “Using Picture Series to Enhance Students’ Ability in Narrative Writing.”

⁴³Apsari, “The Use of Picture Series in Teaching Writing Recount Text.”

- f) From the reason/sequence of the image the teacher embarks on embedding the concept/material in accordance with the competence to be achieved,
- g) Conclusion/summary.⁴⁴

Generally, teaching is not only transferring knowledge from the teacher to students, but the teacher should organize the procedures of teaching process to make the teaching learning process be active and comfortable.

Another procedure of teaching by applying picture sequences is stated by wright that cited by Wening in Wiro.⁴⁵ The modify version as follows:

- a) The teacher divides the students into groups. A group consists of four to five students.
- b) The teacher gives the students the stimulus about what will they learn and how picture sequences is work.
- c) The teacher spares the pictures, one group hold one picture. Example group number one hold the first picture then it continued until the end of group will hold one picture.
- d) The teacher orders the students to discuss what happening on the picture that they have and make a paragraph or sentences based on the picture.

⁴⁴Harahap, "The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)."

⁴⁵Wiro Pransiskus, "The Effectiveness of Using Picture Series to Teach Writing Skill" (Institut Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia, 2019), p.12, <https://scholar.google.co.id>.

- e) Ask a volunteer of each group to write down the discussion result on the white board or it can be typed on computer.
- f) After that the teacher and the students will discuss the text that has been written on the white board together.
- g) Finally, the teacher gives addition, resolution, or explanation how to make a text using picture sequences and give appreciate for all groups' work.

3. Procedure Text

a. Definition of Procedure Text

Procedure text is one of the text genres which taught in the school. It can be said that procedure text explains how people perform different processes in a sequence of steps. On the other hand, Siahaan, states that "procedure text is any written English text in which the writer describes how something is accomplished through a sequence of action or step".⁴⁶ According to Derewianka in Eska, "procedure text is an instructional text which tells us how something is accomplished through sequence of actions and steps".⁴⁷ In conclusion, procedure text is a text that tells the reader how to do or how to make something through sequence steps.

Procedure text gives the instruction to the reader to do something. It can be seen from Djuharie statement in Ratu, "text

⁴⁶Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, First Edit (Yogyakarta: Graha Ilmu, 2008), p.81.

⁴⁷Eska Perdana and Komaruddin Prasetya, "The Use of Cooking Video to Improve Students' Writing Skill on Procedure Text," *English Journal* 20, no. 1 (2017): p.26, <https://scholar.google.co.id>.

procedure aims to provide guidance on the steps/methods/ways of doing things”.⁴⁸ Moreover, Emilia in Ruswinarsih says “procedure text is a kind of text that we can find in daily life, such as in manual and recipes which the purpose is to tell how to do and to make something in a chronological order”.⁴⁹ It means that procedure text is a text consists of step or way to do something in sequence.

Based on the experts’ statements above, the researcher concludes that procedure text describes how something is done through a sequence of actions or steps which gives some clues or how to do something through a series of actions. It also gives step by step to perform an activity. The purpose of this text is to instruct how to do something or to make something in particular structures such as goal, materials, method and conclusion.

b. Generic Structure of a Procedure Text

Procedure text consists of social function, generic structure and grammatical features. Generic structure is the text structure that contains idea or information to the reader. Siahaan says that “procedure text contains four elements such as goal, material, method, and re-orientation by which a writer describes how something is

⁴⁸Ratu Dea Mada and Eva Fachriyah, “PO(W)DER Methode to Increase Writing Skill of Procedure Text for Students Grade 2 in Technical Infromation Unsera Banten,” *International Journal of English Education* 6, no. 3 (2017): p.85, <https://scholar.google.co.id>.

⁴⁹Ruswinarsih, “The Use of Pictures in Improving Writing Procedure Text Ability of the Year Students of SMPN 5 Dumai,” *ELTIN Journal* 3, no. 1 (2015): p.15, <https://scholar.google.co.id>.

accomplished through a sequence of action or step”.⁵⁰ According to

Gerot in Lia, the generic structures of procedure text are as follows:

- 1) Goal. It is the title of the text which shows what the writer would like to tell to the audience.
- 2) Material. It is the things which are needed for completing the procedure (not required for all procedural text).
- 3) Step. It shows the way they need to be done in completing the procedure (goal followed by a series of steps oriented to achieve the goal).⁵¹

Furthermore, Djuharie in Ruswinarsih states that the generic

structures of procedure text are:

- 1) Goal: telling about the aim of activity and predict the conclusion might happen.
- 2) Materials: materials that needed to make something or to do the activity.
- 3) Steps consisting steps in sequential order to complete the procedure of making or doing something. Every step is written in form of imperative or command.⁵²

From the previous theories explanation above, the researcher

concludes that generic structure is a structure of text which consist of

three elements, they are goal, materials, and steps.

c. Language Features of Procedure Text

Procedure text is a text that informs the reader how to do something through sequence steps. So, the procedure text has grammatical rule to make the process of doing something is done sequentially. According to Gerot in Damanik, there are three significant lexical grammatical features, are:

⁵⁰Siahaan and Shinoda, *Generic Text Structure*.

⁵¹Lia Agustina Damanik, “The Effect of Picture Series on the Students’ Procedure Writing Text” 13, no. 1 (2016): p.15-16, <https://scholar.google.co.id>.

⁵²Ruswinarsih, “The Use of Pictures in Improving Writing Procedure Text Ability of the Year Students of SMPN 5 Dumai.”

- 1) Use of simple present tense, often imperative such as glue the paper, cut the paper, pour the flour, and add the salt.
- 2) Use of temporal conjunction that shows the sequence such as then, while, next, now, etc.
- 3) Use general human agents.⁵³

Furthermore, Emilia in Ruswinarsih states that the language features found in a procedure text are:

- 1) Using action verb in form of imperative and command, such as; pour some water into the glass.
- 2) Using simple present.
- 3) Using sequence connector, for example; first, second, then, while, next, etc.
- 4) Using number, such as three eggs, four kg of flour, etc.
- 5) Using words, phrase or clause which indicates when certain step will be done. For example: when the spot is dry, record the time it has taken.
- 6) Sometimes using adverb of manner, or words, phrase, and clause which indicates how to do something. For example: with the measuring jug, fill the bottle..., carefully..., quickly.⁵⁴

Based on the explanation above, the researcher concludes that language features are the components of language that featured in a text to support meaning or objective of a text such as sentence structure, phrase, vocabulary, conjunction, numeric, adverbial, etc. The purpose of language features is to make the reader easier to do something.

d. Example of Procedure Text by Using Picture Sequences Media

⁵³Damanik, "The Effect of Picture Series on the Students' Procedure Writing Text."

⁵⁴Ruswinarsih, "The Use of Pictures in Improving Writing Procedure Text Ability of the Year Students of SMPN 5 Dumai."

The example of procedure text based on the English text book at grade XI and the example of picture sequences about how to grow a plant/flower as follows:



Goal: How to grow a plant/flower

Ingredients/materials:

1. A packet of flower seeds
2. A small pot
3. Loamy soil
4. Fertilizers
5. Water

Steps/method/instruction:

1. Mix the soil with water well to create a moist soil for planting the seeds.
2. Scatter seeds on the surface of the soil.
3. Then, cover the seeds with a 3mm layer of soil.
4. Press the soil firmly, then, spray with water to moisten the soil in the pot.
5. After that, place the pot in warm, sunny position (at least 25⁰C).
6. Seeds will germinate approximately in 10-14 days.
7. Keep the soil fertilizer but avoid over fertilizing.
8. Then, watch for small black dropping and holes in leaves which indicates your flower has caterpillars and finally, your flower has grown up freshly.

e. Procedure of Picture Sequences Media in Teaching Procedure Text

In conducting the research, the procedure of using picture sequences media in teaching writing procedure text that used by the researcher is based on wright's that cited by Wening in Wiro.⁵⁵ The researcher modifies the procedure of teaching procedure text by using picture sequences as follows:

1) Pre-Teaching

- a) The teacher choose the material which relates to procedure text
- b) The teacher shows the picture sequences media
- c) The teacher explains the procedure text based on the topic (generic structure, language features and social function).

2) While Teaching

- a) The teacher divides the students into groups. A group consists of four to five students.
- b) The teacher gives the students the stimulus about what will they learn and how picture sequences is work.
- c) The teacher spares the pictures, one group hold one picture. Example group number one hold the first picture then it continued until the end of group will hold one picture.

⁵⁵ Wiro Pransiskus, "The Effect of Using Picture Series to Teach Writing Skill" (Institut Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia Pontianak, 2019), p.12, <https://scholar.google.co.id>.

- d) The teacher orders the students to discuss what happening on the picture that they have and make a paragraph or sentences based on the picture.
 - e) Ask a volunteer of each group to write down the discussion result on the white board or it can be typed on computer.
 - f) After that the teacher and the students will discuss the text that has been written on the white board together.
 - g) Finally, the teacher gives addition, resolution, or explanation how to make a text using picture sequences and give appreciate for all groups' work.
- 3) Post-Teaching
- a) The teacher and the students conclude the lesson that has been learnt.
 - b) The teacher informs the topic lesson for next meeting.

Those are the procedures of picture sequence in teaching procedure text that will be used by the researcher in experimental class at Grade XI MAS NU Sibuhuan.

f. Teacher's Media in Teaching Procedure Text in MAS NU Sibuhuan

There are several media that always used by the teacher at grade XI MAS NU Sibuhuan such as white board, marker, and text book. The researcher will use the several media above in teaching writing

procedure text in control class. The procedure of teaching procedure text by several media above that usually done by the teacher in MAS NU Sibuhuan as follows:

- 1) The teacher choose the material about procedure text
- 2) The teacher explains all about the procedure text to the students by giving the example.
- 3) The teacher asks the students to sit individually.
- 4) The teacher asks the students to discuss and make the procedure text.
- 5) The teacher asks the students to present their discussion in front of the class.
- 6) The teacher asks the students to identify the generic structure, language features, and social function of the procedure text together.
- 7) The teacher gives feedback to students to appreciate their work.

The several media that used by the teacher above is not affective enough. Therefore, the researcher will apply picture sequences media in teaching writing procedure text at grade XI MAS NU Sibuhuan to see whether there is any effect to students' learning improvement.

B. Review of Related Findings

The researcher finds some researches that relate to this research. The first is Nuri Yanni Harahap's research.⁵⁶ She concluded there was significant effect of using pictures sequences to students' ability in writing procedure text. It can be seen from the students' score. 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 t_{test} was 9.81 and t_{table} was 2.04. It can be concluded that there is a significant effect of using pictures sequences strategy on students' writing procedure text ability at eleventh grade students of MAN Sipagimbar.

The second is Ruswinarsih's research.⁵⁷ The first point is that there was an increase in students' writing test, mean score from cycle 1 (57.5) to cycle 2 (65.25) to cycle 3 (80). The first point is in terms of the students' classroom activities. It can be seen that, quantitatively, their activities improved from cycle 1 (54.16%) to cycle 2 (70.83%) and to cycle 3 (87.5%). Based on the research result above, it can be concluded that pictures have improved students' writing ability in procedure text.

The third is Lia Agustina Damanik's Research.⁵⁸ She said that the data were analyzed by using t-test formula to find out the t-observed, which was compared to t-table in level of 0.05. The analysis showed that H_0 was

⁵⁶Harahap, "The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)."

⁵⁷Ruswinarsih, "The Use of Pictures in Improving Writing Procedure Text Ability of the Year Students of SMPN 5 Dumai."

⁵⁸Damanik, "The Effect of Picture Series on the Students' Procedure Writing Text."

rejected and H_a was accepted. It means that picture series or picture sequences significantly influences the students' writing procedure text ability.

The fourth is Mewa Ameliah's research, at all.⁵⁹ The results of the students' writing test in the cycle 1 had good scores. In the cycle 1, the students' achievement of content was 7.77. In the other hand, the students' achievement organization in cycle 1 was 7.5. From the findings indicated that the students' achievement in writing ability in cycle 1 reached the standard target achievement KKM 7.5. From the result above, the conclusion is that pictures have significant effect for improving students' writing procedure text ability at the eleventh grade of SMA Negeri 2 Takalar.

The fifth is Anisa Ramadhani's research.⁶⁰ The effect of implementation of picture sequences can be seen from the students' improvements writing score in the pre-test and post-test. The mean score improved from 59.77 to 72.63. Picture sequences technique also improved the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the post-test in each aspect. Thus, picture sequences can improve students' writing procedure text ability and has many effects for students learning.

Based on the researches above, the researcher will do the research by using picture sequences. The researcher interest to do this research, because

⁵⁹Ameliah et al., "Using Picture Media to Enhance Writing Ability in Procedure Text."

⁶⁰Anisa Ramadhani, "The Implementation of Picture Sequenc Technique in Teaching Procedure Text Writing at the Third Year of SMPN 23 Bandar Lampung" (Universitas Lampung, 2017), p.78, <https://scholar.google.co.id>.

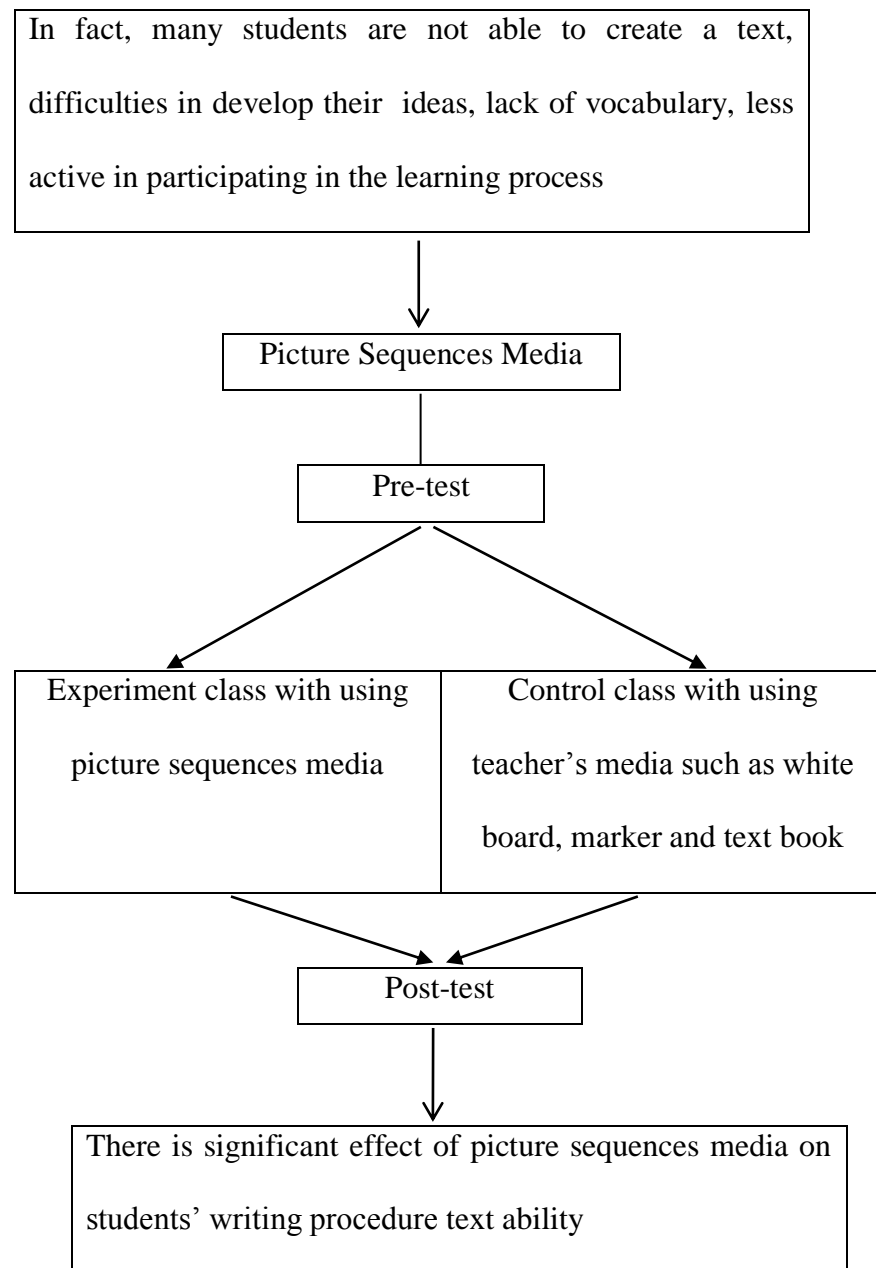
of several researches above show that picture sequences has effect on writing, so the researcher will do it to try is there the effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan.

C. Conceptual Framework

By the concepts of picture sequences media is to make easier the writers in creating the text and expressing their idea. The conceptual framework, they are: in the context of English communicative competence includes four major aspects categorized in to main ways was receptive competence and productive competence. Writing is productive skill. By writing, people can share the information in a text. But, in the fact there were still many problems appearing in the process of teaching writing.

The effect of picture sequences media on students' writing procedure text ability can be seen as picture follows:

Figure 1
Conceptual Framework



Based on the mapping above, picture sequences media is a teaching media that used by the researcher to teach writing. Picture sequences media is one of the media that can make the students easier and will solve their problem in writing. First, the researcher gives pre-test to know the students' writing procedure text ability before treatment. Then, researcher gives

treatment with picture sequences media for experimental class and teacher's media for control class. The last, researcher gives post-test to find out the effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan.

D. Hypothesis

Hypothesis is a provisional respond to the problem, proved after collecting the data. In addition, hypotheses (quantitative hypotheses) are predictions the researcher makes about the expected outcomes of relationships among variables.

The hypothesis of this research stated that:

1. H_a : there is a significant effect of picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan.
2. H_0 : there is no significant effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan.

CHAPTER III
RESEARCH METHOD

A. Place and Time of the Research

This research has been conducted at MAS NU Sibuhuan. It is located at Jl. KH. Dewantara No. 66 B, Sibuhuan, Kec. Barumun, Kab. Padang Lawas. The researcher chose this school because the researcher was interested to do the research about the students' writing procedure text ability using picture sequences media. This research was done from October 2019 up to August 2020.

B. Research Design

The kind of this research is quantitative research with experimental method. The experimental research controls the selection of participants for the study and divides the select participants in more groups having similar characteristics as the start of experimental. The researcher uses two classes, experimental class and control class. The experimental class was the class that thought by using picture sequences media. Meanwhile the control class was the class that taught by using teacher's media such as English text book.

Table 2
Table of the design of collecting data

Class	Pre-test	Treatment	Post-test
Experimental Class	√	√ Picture Sequences	√
Control Class	√	×	√

C. Population and Sample

1. Population

The population is the whole students at grade XI of MAS NU Sibuhuan as the subject of this research. The research is done at the grade XI MIA and IIS students of MAS NU Sibuhuan. The population of the research consisted of 3 classes with 85 students. It can be seen from the table follows:

Table 3
The population of the grade XI MAS NU Sibuhuan

No	Class	Total Students
1	MIA 1	21
2	MIA 2	33
3	IIS 1	31
TOTAL		85

2. Sample

The sample of this research is MIA 2 and IIS 1 at grade XI MAS NU Sibuhuan. The researcher selected the sample by using purposive sampling technique. The researcher chose two classes they were XI MIA 2 and XI IIS 1. The researcher chose both classes because based on pre-research the English teacher said that these two classes have the similar knowledge different with XI MIA 1 that has high ability and quality in English. Therefore, the researcher chose them to make the result of this research as suitable as the researcher needed and suitable with the research hope.

Therefore, the researcher divided into two classes. The students of MIA 2 are the sample in experimental class and the students of IIS 1 are as the sample in control class. The students of XI MIA 2 consisted of 33 students and the students of XI IIS 1 consisted of 31 students. Total samples of this research were 64 students.

Table 4
Samples of the research

Experimental Class	Control Class
XI MIA 2 = 33	XI IIS 1 = 31

D. Instrument of the Research

Instrument is very important to support every research. A research must have an instrument for taking the valid data. In this research, the researcher used writing test type essay test to get the data. The researcher administered writing test to find out whether there was any significant effect of students' writing procedure text ability after the implementation of picture sequences media. The researcher used 1 valid question for pre and 1 valid question for post-test. This test was given to experimental class (XI MIA 2) and control class (XI IIS 1).

The scoring for the tests is based on the rating scale scoring rubric:

Table 5
Indicators of Writing Procedure Text modified from H. Douglas Brown

Aspect	Score	Performance Description	Weighting
Content (C) - Goal - Material - Steps	5	Excellent	6x
	4	Very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Organization (O) - Steps (Numbering) - Logical sequencing (cohesion)	5	Excellent	4x
	4	Very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Syntax (S) - Present Tenses - Temporal Conjunction - Sequence connectors - Word structure	5	Excellent	5x
	4	very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Vocabulary (V) - Word choice - Word mastery	5	Excellent	4x
	4	very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Mechanics (M) - Spelling - Capitalization - Punctuation	5	Excellent	1x
	4	very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	

$$\text{Score: } C+O+V+S+M = \dots\dots$$

E. Validity and Reliability Instrument

A good test must have validity. So the test can be used to measure the aspects that will be measured. In this case, the researcher used construct validity. In this research, the researcher used construct validity to get the validity of instrumentation. Construct validity is a part of the test as a totality to measure the test by content. There are 2 valid essay tests that were given by the researcher. One question for pre-test and one question for post-test.

Another requirement is also important for a researcher is reliability. The result of the research must be reliable. Reliability means the result of the test has similarity. A research instrument is said to have a high reliability value, if the tests are made to have consistent results in a measure that would be measured.

Construct validity and reliability are a test validity based on the judgment of the experts. In this case, expert gives opinion about the instrument, whether instrument can be used or still need improving, or maybe the instrument is failed to be used. The researcher will used essay test to test the students' writing procedure text ability. In this research, scoring criteria is based on five aspects of writing assessment; content, organization, language use, vocabulary and mechanics. To make it sure, the researcher has consulted to the expert of English writing in English Education Department of State

institute for Islamic Studies Padangsidempuan and also with the English teacher.

F. Procedures of Data Collecting

To get the data from the students, the researcher collected it by giving test. They were pre-test, treatment and post-test. Concerning to the procedure of data collection in this study, they were:

1. Pre-test

The pre-test was conducted to find out the homogeneity of the sample. The pre-test was given for both classes (experimental and control class) to know the students basic ability in writing procedure text before the implementation of picture sequences media for experimental class and teacher's media for control class. The researcher applied some steps in giving pre-test as follows:

- a. The researcher prepared the essay test about procedure text
- b. The researcher distributed the paper of the test and the answer sheet to students of experimental class and control class
- c. The researcher explained what students need to do
- d. The researcher gave the time for students to answer the question
- e. The students answered the question
- f. The researcher collected their paper test
- g. Then, the researcher checked the answer and counted the students' score.

2. Treatment

The experimental class and control class were given the same material (lesson topic) which talked about procedure text, but it was given in different ways. The experimental class was given in treatment, it was done by using picture sequences media and control class only did writing learning without treatment like teacher used to teach in the classroom. The procedures of teaching writing procedure text by using picture sequences media as follows:

- h) The teacher divides the students into groups. A group consists of four to five students.
- i) The teacher gives the students the stimulus about what will they learn and how picture sequences is work.
- j) The teacher spares the pictures, one group hold one picture. Example group number one hold the first picture then it continued until the end of group will hold one picture.
- k) The teacher orders the students to discuss what happening on the picture that they have and make a paragraph or sentences based on the picture.
- l) Ask a volunteer of each group to write down the discussion result on the white board or it can be typed on computer.
- m) After that the teacher and the students will discuss the text that has been written on the white board together.

n) Finally, the teacher gives addition, resolution, or explanation how to make a text using picture sequences and give appreciate for all groups' work.

3. Post-test

The post-test was given for both classes (experimental class and control class) after implementing picture sequences media for the experimental class and teacher's media for control class in order to know the students' ability in writing procedure text after doing the treatment. This post-test was the final test in the research, especially measuring the treatment, whether there was significant or not. There were some procedures that the researcher did in giving post-test, as follows:

- a. The researcher prepared the test about procedure text
- b. The researcher shared the paper of the test and the answer sheet to both of class (experimental class and control class)
- c. The researcher explained the instruction before answering the test
- d. The researcher gave time to answer the test
- e. The students answered the test
- f. The researcher collected their paper
- g. Then, the researcher checked the students' answer and counted their score.

G. Techniques of Data Analysis

In order to find out whether there was a significant effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan, the researcher used parametric data technique. The technique of the data analysis that was used in this research was T-test formula.

1. Requirement Test

a. Normality

The function of normality test is to know whether the data of research is normal or not. In this process, to know the normal distribution data, the researcher analyzed by using *Chi-Quadrate* formula as follow:

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where:

x^2 = chi quadrate

f_o = frequency is gotten from the sample as image from the frequency is hoped from the population

f_e = frequency is gotten from the sample/result of observation

To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 2 ($dk = k - 2$). If result $x^2_{\text{count}} < x^2_{\text{table}}$, so, it concluded that data is distributed normal.

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

The hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$

The hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$

The hypothesis is rejected if $F \leq F_{\frac{1}{2} \alpha (n_1-1) (1= n_2-1)}$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator was (n_1-1) , while denominators is (n_2-1) .

2. Hypothesis test

Hypothesis was the provisional result of the result. Based on the hypothesis, the analysis of the data will be done to find out the ability of two groups that have been divided into experimental class and control class. The hypothesis is to answer the result of the research. So, the data will be analyzed by using the *t-test* formula:⁶¹

$$t' = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{S_A^2}{n_A} + \frac{S_B^2}{n_B}\right)}}$$

t' : The value which the statistical significance

\bar{x}_1 : The mean score of the experiment class

\bar{x}_2 : The mean score of the control class

S_A^2 : Deviation of the experiment class

S_B^2 : Deviation of the control class

n_A : Number of experiment class

n_B : Number of control class

If *t-test* is higher than t_{table} , the researcher can conclude that h_a is accepted and h_o is rejected. It means that there is significant effect of using Picture Sequences Media on students' writing procedure text ability at grade XI MAS NU Sibuhuan. If t_{test} is lower than t_{table} the researcher can conclude that h_a is rejected and h_o is accepted. It means that there is no significant effect without using Picture Sequences Media

⁶¹ Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, First Edit (Medan: Perdana Publishing, 2015), p.149.

on students' writing procedure text ability at grade XI MAS NU
Sibuhuan.

CHAPTER IV

RESEARCH RESULT

As mentioned in earlier chapter, in order to find out the effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan, the researcher had calculated the data using pre-test and post-test. The researcher conducted the research by conducting pre-test to know the students' writing procedure text ability before giving the treatment and post-test to know the students' writing procedure text ability after giving the treatment by using picture sequences media. After getting the data, the researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follows:

A. Description of Data

1. The Description of Data before Using Picture Sequences Media

a. Score of Pre-Test Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "how to make a cup of coffee".

After getting the students' score of experimental class in pre-test, the researcher found the total score. Then, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic

formula. The researcher calculated it to get the mean score, median, modus, range, interval, variants and standard deviation.

The total score of experimental class in pre-test was 1.912, mean was 88, median was 56.9, modus was 55.5, range was 61, interval was 10, variants was 180.87 and standard deviation was 13.4. The researcher got the highest score was 88 and the lowest score was 27.

The score of experimental class in pre-test can be seen in the following table:

Table 6
The Score of Experimental Class in Pre-Test

Total score	1.912
Highest score	88
Lowest score	27
Mean	57.56
Median	56.9
Modus	55.5
Range	61
Interval	10
Variants	180.87
Standard deviation	13.4

After getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 27 – 36 was 3 students (9.09 %), interval class between 37 – 46 was 1 students (3.03 %), interval class between 47 – 56 was 12 students (36.36 %), interval class between 57 – 66 was 11 students (33.33 %), interval class

between 67 – 76 was 3 students (9.09 %), interval class between 77 – 86 was 2 students (6.06 %) and the last interval class between 87 – 96 was 1 student (3.03 %).

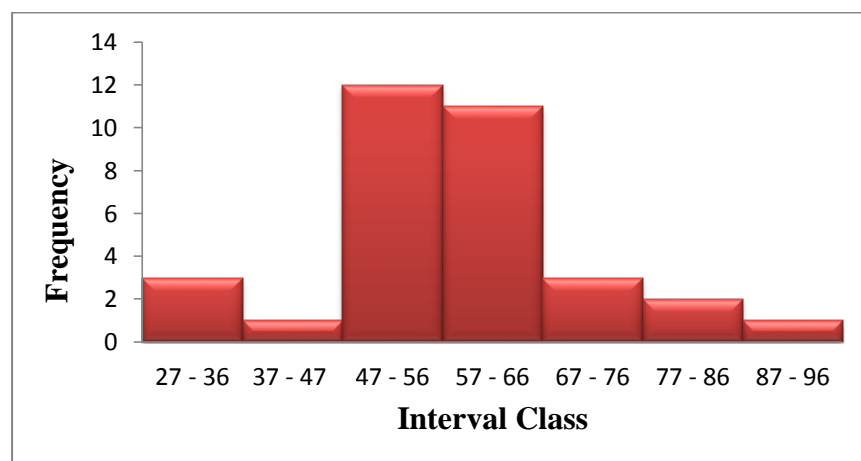
The frequency distribution of the students' score of experimental class in pre-test could be applied into table frequency distribution as follows:

Table 7
Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1	27 – 36	31.5	3	9.09 %
2	37 – 46	41.5	1	3.03 %
3	47 – 56	51.5	12	36.36 %
4	57 – 66	61.5	11	33.33 %
5	67 – 76	71.5	3	9.09 %
6	77 – 86	81.5	2	6.06 %
7	87 – 96	91.5	1	3.03 %
<i>i</i> = 10			33	100 %

In order to get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:

**Figure 2: Description Data Pre-Test of
Experimental Class**



The figure 2 above described the students' score based on the interval class. It can be seen the comparison between the lowest score and the highest score. The lowest score was shown in the shortest diagram. Besides, the highest score was shown in the highest diagram. From the histogram of the students' score of experimental class in pre-test shown that the lowest interval 27 – 36 was 3 students and the highest interval 87 – 96 was 1 student.

b. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about “how to make a cup of coffee”.

After getting the students' score of control class in pre-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of control class in pre-test was 1.752, mean was 57.4, median was 56.2, modus was 55.1, range was 60, interval was 10, variants was 154.62 and standard deviation was 12.4. The researcher got the highest score was 90 and the lowest score was 30.

The score of pre-test control class can be seen in the following table:

Table 8
The Score of Control Class in Pre-Test

Total score	1.752
Highest score	90
Lowest score	30
Mean	57.4
Median	56.2
Modus	55.1
Range	60
Interval	10
Variants	154.62
Standard deviation	12.4

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 30 – 39 was 2 students (6.45%), interval class between 40 – 49 was 4 students (12.9 %), interval class between 50 – 59 was 14 students (45.16 %), interval class between 60 – 69 was 8 students (25.8 %), interval class between 70 – 79 was 1 students (3.22 %), interval class between 80 – 89 was 1 students (3.22 %) and the last interval class between 90 – 99 was 1 student (3.22 %).

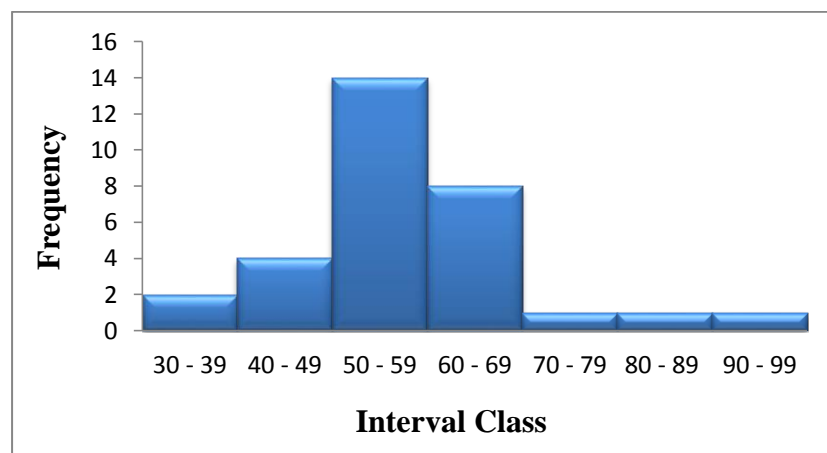
Then, the computed of the frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1	30 – 39	34.5	2	6.45 %
2	40 – 49	44.5	4	12.9 %
3	50 – 59	54.5	14	45.16 %
4	50 – 69	64.5	8	25.8 %
5	70 – 79	74.5	1	3.22 %
6	80 – 89	84.5	1	3.22 %
7	90 – 99	94.5	1	3.22 %
$i = 10$			31	100 %

In order to get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:

Figure 3: Description Data Pre-Test of Control Class



The figure 3 above described the students' score based on the interval class. It can be seen the comparison between the lowest score and the highest score. The lowest score was shown in the shortest diagram. Besides, the highest score was shown in the highest diagram. From the histogram of the students' score of control class in pre-test

shown that the lowest interval 30 – 39 was 2 students and the highest interval 90 – 99 was 1 student.

2. The Description of Data after Using Picture Sequences Media

a. Score of Post-Test Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about “how to wash hand”.

After getting the students’ score of experimental class in post-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of experimental class in post-test was 2.527, mean was 77.5, median was 77.5, modus was 78.14, range was 35, interval was 8, variants was 84.12 and standard deviation was 9.17. The researcher got the highest score was 95 and the lowest score was 60.

The score of post-test experimental class can be seen in the following table:

Table 10
The Score of Experimental Class in Post-Test

Total score	2.527
Highest score	95
Lowest score	60
Mean	77.5
Median	77.5
Modus	78.14
Range	35
Interval	8
Variants	84.12
Standard deviation	9.17

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 60 – 67 was 5 students (15.15 %), interval class between 68 – 75 was 8 students (24.24 %), interval class between 76 – 83 was 13 students (39.39 %), interval class between 84 – 91 was 4 students (12.12 %), and interval class between 92 – 99 was 3 students (9.09 %).

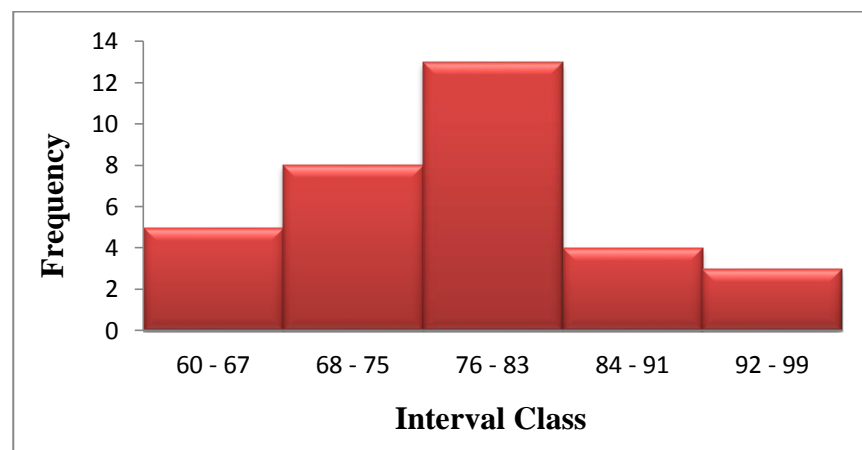
Then, the computed of the frequency distribution of the students' score of experimental class in post-test could be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1	60 – 67	63.5	5	15.15 %
2	68 – 75	71.5	8	24.24 %
3	76 – 83	79.5	13	39.39 %
4	84 – 91	87.5	4	12.12 %
5	92 – 99	95.5	3	9.09 %
<i>i</i> = 8			33	100 %

In order to get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:

Figure 4: Description Data Post-Test of Experimental Class



The figure 4 above described the students' score based on the interval class. It can be seen the comparison between the lowest score and the highest score. The lowest score was shown in the shortest diagram. Besides, the highest score was shown in the highest diagram. From the histogram of the students' score of experimental class in post-test shown that the lowest interval 60 – 67 was 5 students and the highest interval 92 – 99 was 3 students.

c. Score of Post-Test Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about “how to wash hand”. After getting the students’ score of control class in post-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of control class in post-test was 2.078, mean was 66.9, median was 66.6, modus was 66.3, range was 40, interval was 8, variants was 52.5 and standard deviation was 7.24. The researcher got the highest score was 85 and the lowest score was 45.

The score of post-test control class can be seen in the following table:

Table 12
The Score of Control Class in Post-Test

Total score	2.078
Highest score	85
Lowest score	45
Mean	66.9
Median	66.6
Modus	66.3
Range	40
Interval	8
Variants	52.5
Standard deviation	7.24

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 45 – 52 was 1 student (3.225 %), interval class between 53 – 59 was 2 students (6.451 %), interval class between 60 – 67 was 14 students (45.161 %), interval class between 68 – 75 was 12 students (38.709 %), interval class between 76 – 83 was 1 student (3.225 %), and interval class between 84 – 91 was 1 student (3.225 %).

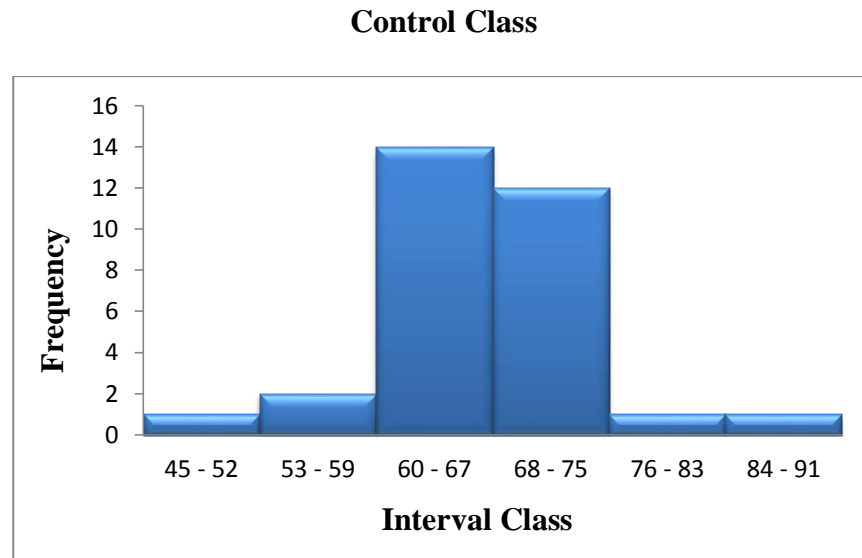
Then, the computed of the frequency distribution of the students' score of control class in post-test could be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1	45 – 52	48.5	1	3.225 %
2	53 – 59	56	2	6.451 %
3	60 – 67	63.5	14	45.161 %
4	68 – 75	71.5	12	38.709 %
5	76 – 83	79.5	1	3.225 %
6	84 – 91	87.5	1	3.225 %
<i>i</i> = 8			31	100 %

In order to get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:

Figure 5: Description Data Post-Test of



The figure 5 above described the students' score based on the interval class. It can be seen the comparison between the lowest score and the highest score. The lowest score was shown in the shortest diagram. Besides, the highest score was shown in the highest diagram. From the histogram of the students' score of control class in post-test shown that the lowest interval 45 – 52 was 1 student and the highest interval 84 – 91 was 1 student.

3. Description of Comparison Score of Pre-Test and Post-Test

a. Comparison Score of Pre-Test and Post-Test in Experimental Class

After the researcher getting the result of experimental class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score, mean, median, modus, range, interval, variants, and standard deviation.

The comparison Score between pre-test and post-test of experimental class can be seen in following table:

Table 14
The Comparison Data of Experimental Class
in Pre-test and Post-test

Description	Pre-Test	Post-Test
Total score	1.912	2.527
Highest score	88	95
Lowest score	27	60
Mean	57,56	77.5
Median	56,9	77.5
Modus	55,5	78.14
Range	61	35
Interval	10	8
Variants	180,87	84.12
Standard deviation	13,4	9.17

Based on the table 14 of pre-test and post-test, the researcher found that most of the students got low score in pre-test. Experimental class consisted of 33 students (XI MIA 2). The lowest score in pre-test was 27 and the highest score was 88. But, in post-test, the lowest score was 60 and the highest score was 95. Based on the description above, it can be concluded that the students' score in post-test was higher than the students' score in pre-test.

b. Comparison Score of Pre-Test and Post-Test in Control Class

After getting the result of control class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score, mean, median, modus, range, interval, variants, and standard deviation.

The comparison Score between pre-test and post-test of experimental class can be seen in following table:

Table 15
The Comparison Data of Control Class
in Pre-test and Post-test

Description	Pre-Test	Post-Test
Total score	1.752	2.078
Highest score	90	85
Lowest score	30	45
Mean	57.4	66.9
Median	56.2	66.6
Modus	55.1	66.3
Range	60	40
Interval	10	8
Variants	154.62	52.5
Standard deviation	12.4	7.24

Based on the table 15, the researcher found that most of the students got low score in pre-test. Control class consisted of 31 students (XI IIS 1). The lowest score in pre-test was 30 and the highest score was 90. But, in post-test, the lowest score was 45 and the highest score was 85. Based on the description above, it can be concluded that the students' score in post-test increased slightly from the students' score in pre-test.

c. Comparison Between Experimental and Control Class in Post-Test

Based on the students' answers in post-test in experimental class and control class, the researcher has calculated the students' score and most of the students both of classes increased. Experimental class consisted of 33 students (XI MIA 2). Then, most of the students got

raising score and their score increased very significant. Control class consisted of 31 students (XI IIS 1). Students' score increased too but not significant or it can be said that their score increased slightly.

to see which class that got the highest score, whether experimental class or control class.

After calculating the students' score in post-test of experimental class, the researcher compared it with the students' score of control class in post-test. The researcher found that the total score of experimental class was higher than the total score of control class in post-test. The highest score experimental class was 95, while the highest score of control class was 85. The lowest score of experimental class was 60, meanwhile in control class was 45.

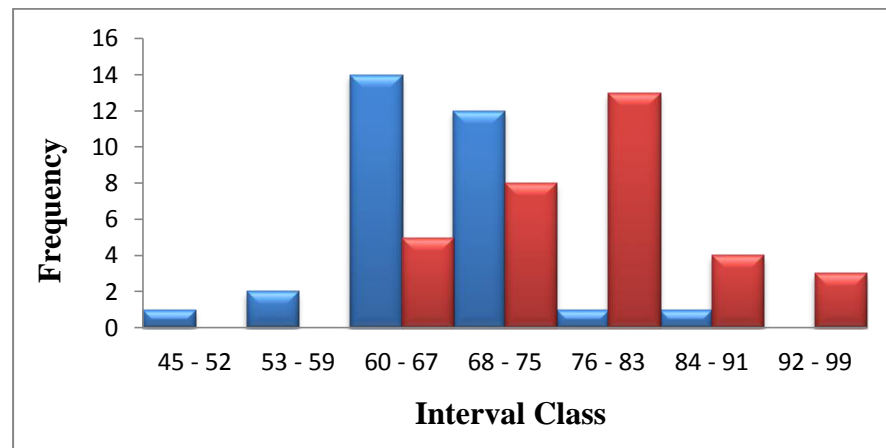
To make easier in seeing the comparison data of experimental class and control class, the researcher served in the table form as follows:

Table 16
The Comparison Data of Experimental Class
and Control Class in Post-test

Description Post-Test	Experimental Class	Control Class
Total score	2.527	2.078
Highest score	95	85
Lowest score	60	45
Mean	77.5	66.9
Median	77.5	66.6
Modus	78.14	66.3
Range	35	40
Interval	8	8
Variants	84.12	52.5
Standard deviation	9.17	7.24

To get the data description of both of classes clearly, the researcher presented them in histogram on the following histogram:

Figure 6: Comparison between Experimental Class and Control Class in Post-Test



The figure 6 above described the students' score based on the interval class. It can be seen the comparison between the lowest score and the highest score of experimental class and control class in post-test. The lowest score was shown in the shortest diagram. Besides, the highest score was shown in the highest diagram. The red diagram showed the experimental score, while the blue diagram showed the control class score.

From histogram above, in experimental class, the frequency of students' from 45-52 was 0 (no one students); 53-59 was 0 (no one students); 60-67 was 5 students; 68-75 was 8 students; 76-83 was 13 students; 84-91 was 4 students and 92-99 was 3 students. In control class, the frequency of students' score from 45-52 was 1 student; 53-

59 was 2 students; 60-67 was 14 students; 68-75 was 12 students; 76-83 was 1 student; 84-91 was 1 students and 92-99 was 0 (no one students).

B. Technique of Analysis Data

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental Class and Control Class in Pre-Test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found X^2_{count} , meanwhile X^2_{table} was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class and control class in pre-test were distributed normal, the researcher calculated the homogeneity test by F formula to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in pre-test, the researcher presented it in the following table:

Table 17
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	f_{count}	f_{table}
Experimental Class	-86.15	16.919	1.169 < 4.17	
Control Class	-58.25	16.919		

Based on the table 17, the score of experimental class $X^2_{\text{count}} = -86.15 < X^2_{\text{table}} = 16.919$ with $n = 33$ and control class $X^2_{\text{count}} = -58.25 < X^2_{\text{table}} = 16.919$ with $n = 31$, and real level $\alpha 0.05$. Cause $X^2_{\text{count}} < X^2_{\text{table}}$ in the both class, so, H_a was accepted =. It means that experimental class and control class were distributed normal.

2) Homogeneity of Experimental Class and Control Class in Pre-Test

The coefficient on $F_{\text{count}} = 1.169$ was compared with F_{table} . Where F_{table} was determined at the real level $\alpha 0.05$, and the different numerator $dk = n - 1 = 33 - 1 = 32$ and denominator $dk = n - 1 = 31 - 1 = 30$. So, by using the list of critical value at F distribution is got $F_{0.05} = 4.17$. it showed that $F_{\text{count}} 1.169 < F_{\text{table}} 4.17$. Therefore, the researcher concluded that the variant from the data of the Students' writing procedure text ability at grade XI MAS NU Sibuhuan by experimental class and control class in pre-test was homogenous. The calculation can be seen on the appendix.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental Class and Control Class in Post-Test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found X^2_{count} , meanwhile X^2_{table} was found based on the table of Chi Quadrat distribution.

After the researcher found that the data of experimental class and control class in post-test were distributed normal, the researcher calculated the homogeneity test by F formula to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in post-test, the researcher presented it in the following table:

Table 18
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	X^2_{count}	X^2_{table}	f_{count}	f_{table}
Experimental Class	-73.08	14.017	1.602 < 4.17	
Control Class	-39.01	14.017		

Based on the table 18, the score of experimental class $X^2_{\text{count}} = -73.08 < X^2_{\text{table}} = 14.017$ with $n = 33$ and control class $X^2_{\text{count}} = -39.01 < X^2_{\text{table}} = 14.017$ with $n = 31$, and real level $\alpha 0.05$. Cause $X^2_{\text{count}} < X^2_{\text{table}}$ in the both class, so, H_a was accepted =. It means that experimental class and control class were distributed normal. It can be seen in appendix.

2) Homogeneity of Experimental Class an Control Class in Post-Test

The coefficient on $F_{\text{count}} = 1.602$ was compared with F_{table} . Where F_{table} was determined at the real level $\alpha 0.05$, and the different numerator $dk = n - 1 = 33 - 1 = 32$ and denominator $dk = n - 1$

= $31-1 = 30$. So, by using the list of critical value at F distribution is got $F_{0.05} = 4.17$. it showed that $F_{\text{count}} 1.602 < F_{\text{table}} 4.17$. Therefore, the researcher concluded that the variant from the data of the Students' writing procedure text ability at grade XI MAS NU Sibuhuan by experimental class and control class in post-test was homogenous. The calculation can be seen on the appendix.

2. Hypothesis Test

The researcher used parametric test by using T-test to analyze the hypothesis. After calculating the data of post-test, the researcher has found that post-test result of experimental class and control class is normal and homogenous. Hypothesis of the research was "there is the effect of suing picture Sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan".

The result of t_{table} above was found after calculating the data by using T-test formula. The hypothesis test was two criteria. They are if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted and if $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on the researcher calculation in pre-test, the researcher found that $t_{\text{count}} 0.049$ while $t_{\text{table}} 1.66980$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 62$. Cause $t_{\text{count}} < t_{\text{table}} (0.049 < 1.66980)$, it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, the two classes were same. There is no difference in the both of classes. But, in post-test, the researcher found that $t_{\text{count}} 5.17$ while $t_{\text{table}} 1.66980$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 62$. Cause $t_{\text{count}} > t_{\text{table}} (5.17 >$

1.66980), it means that the hypothesis H_a was accepted and H_0 was rejected.

The calculation can be seen on appendix 15 and 16. The result of t-test was as follow:

Table 19
Result of T-test from the both average

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.049	1.66980	5.17	1.66980

Based on the calculation of t-test above, it can be concluded that there was significant effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan. in this case, the mean score of experimental class after using picture sequences media was 77.5 and mean score of control class by using conventional media (teacher's media) was 66.9. The gain score was 10.44. The calculation can be seen in the following table:

Table 20
Gain Score of Experimental Class and Control Class

Class	Pre-test	Post-test	Gain Score
Experimental	57.56	77.5	19.94
Control	57.4	66.9	9.5

Based on the table 20, the researcher found that the gain score of students at experimental class was 19.94, while the gain score of students at control class was 9.5. It can be concluded that the students' score of experimental class was higher than the students' score of control class.

C. Discussion

Based on the result that of this research, the researcher has proved what had been stated by an expert is H. Douglas Brown that picture sequences media is one of the effective media consists that can provide a suitable stimulus for result of writing was proved. That theory stated that picture sequence is an appropriate media for writing procedure text not only to help them in writing text but also they feel enjoy and interested, and in this research, the researcher found that the mean score of students' writing procedure text ability before using picture sequences media was 57.56 and after using picture sequences media was 77.5. It means that there was the effect of using picture sequences media on students' writing procedure text ability.

The result above supported by the previous research by some researchers. First, Nuri Yanni Harahap's research.⁶² She got the mean score in pre-test before using picture sequences strategy was 65.5, meanwhile the mean score of the students' writing procedure text ability in post-test after using picture sequences strategy was 77.8. Second is Lia Agustina Damanik's Research.⁶³ She also found that after analyzing the data by using t-test formula, it showed that mean score of post-test was higher than mean score of pre-test. So, H_0 was rejected and H_a was accepted. It means that picture series or picture sequences significantly influences the students' writing

⁶²Harahap, "The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)."

⁶³Damanik, "The Effect of Picture Series on the Students' Procedure Writing Text."

procedure text ability. Another result also found by Manotas and Novita⁶⁴. In their research, the variable Y was writing recount text. Based on their research, the result shown that the students score had improved after applying picture sequences media. Although the variable Y of their research was different with this research, but the result still same which there was significant effect on students' writing.

From the explanation above, there was the increasing from the pre-test score to the post-test score after using picture sequences media among the related findings that was previously stated from the first, the second, and the third researcher, it was proved that the students' score who were taught by using picture sequences media got better score.

Based on the result, the researcher got mean score in post-test was higher than mean score in pre-test ($57.56 > 77.5$), and also t_{count} was higher than t_{table} ($5.17 > 1.66980$). It can be concluded that there was significant effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan.

After the researcher doing the research, the theory and also other researchers' result proved that picture sequences media is very useful for helping students in writing. This media is good to be used as innovation and it is recommended for teaching writing procedure text. This media can help the students to develop their ideas in written form. Therefore, the researcher

⁶⁴ Manotas T Lumbantoruan and Novita Hutabarat, "Increasing Students' Achievement in Writing Recount Text Using Sequence of Picture at the Tenth Grade of SMK Negeri 1 Siborongborong in Academic Year 2018/2019," *Tapanuli Journals* 1, no. 2 (2019): p.258., <https://scholar.google.id>.

suggest to other researcher to do Classroom Action Research (CAR) method to prove deeply that this media is very good to apply in teaching writing especially in teaching procedure text.

D. Threats of the Research

There were some threats that faced by the researcher when conducting this research, one of them is due to condition, such as pandemic and time. Because of the pandemic of covid-19, the students and the teacher had to keep the distance to avoid the spread of the corona virus. Besides, the time spent in teaching learning process was minimized. Because of that, the researcher was less effective in implementing the research. The other threats that faced by the researcher were as follows:

1. Some of the students were not serious in answering the pre-test and post. Some of them were cheating and help each other. It made the answer of the test was not too pure because some of them did not do it by themselves.
2. Some of the students were noisy while the learning process. They were not concentrating in following the learning process. And also some of them talked to their friends in outside of the topic lesson that given by the teacher.
3. The learning implementation was not too effective because of the limit time.
4. The researcher couldn't explain the material by using English fully because some of the students didn't understand English well. Some of

them were difficult to understand the material if the teacher used English fully.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The Students' writing procedure text ability at grade XI MAS NU Sibuhuan before learning procedure text by using picture sequences media in experimental class was 1.912, while in control class was 1.752. It also can be seen from the students' mean score of pre-test. The mean score of experimental class was 57.56 and the mean score of control class was 57.4.
2. The students' writing procedure text ability at grade XI MAS NU Sibuhuan after learning procedure text by using picture sequences media in experimental class was 2.527. And also can be seen from the students' score of post-test, the higher score after using picture sequences media (experimental class) was 95 and the lowest score was 60.
3. There was significant effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan. It can be seen from the result of t-test. The result of t-test was found that t_{count} was higher than t_{table} ($5.17 > 1.66980$) which means H_a was accepted with score 5.17. Mean score of pre-test was 57.56 while, mean score of post-test was 77.5

B. Suggestion

The researcher got many information and knowledge in English teaching and learning after finishing this research. From this research, the researcher saw some things need to be improved. It makes the researcher gives some suggestions, as follow:

1. For the head master of MAS NU Sibuhuan, it is hoped to inform he English teacher in the school to use picture sequences media in teaching writing. The researcher and other proved that picture sequences media was effective to be applied in classroom.
2. For the English teacher, it is hoped to use this media while teaching writing especially procedure text because this media had been proved and can help the students in understanding and creating the procedure text.
3. For the students, it is hoped can be useful to improve their writing ability after using this media.
4. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. It is hoped that other researchers can get many information from this experimental research, even do a comparison between this research with another research with the similar variables.

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CURICULUM VITAE**A. Identity**

Name : Nur Khoiria Hasibuan
Registration Number : 16 203 00084
Place/ Date of Birthday : Gunung Intan, 18th Desember 1997
Gender : Female
Religion : Islam
Address : Gunung Intan, Kecamatan Barumun Selatan, Kab.
Padang Lawas.
Phone Number : 082364211805
Email : nurkhoiriahsb18@gmail.com

B. Parent

Father's Name : Panaekan Hasibuan
Job : Farmer
Mother's Name : Tiarna Hrp
Job : Farmer

C. Educational Background

Elementary School : SD N 1004 Gunung Intan (2010)
Junior High School : MTs S NU Sibuhuan (2013)
Senior High School : MAS NU Sibuhuan (2016)
College : IAIN Padangsidempuan (2020)

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (EXPERIMENTAL CLASS)

Satuan Pendidikan : MAS NU Sibuhuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Tema/Subtema : Procedure Text

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianut.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari procedure text bernetuk manual dan kiat-kiat (*tips*) sesuai dengan konteks penggunaannya.
- 1.2 Mengidentifikasi fungsi sosial, struktur text, dan unsur kebahasaan dari procedure text.

- 1.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan dari procedure text.
- 1.4 Menangkap makna dalam procedure text baik secara lisan maupun tulisan.
- 1.5 Dapat membuat procedure text sesuai dengan struktur teks dan unsur kebahasaan dari procedure text.

C. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara lisan maupun tulisan tentang teks prosedur dengan tujuan membanggakan, mengenalkan atau mengambil teladan secara kontekstual terkait tiga aspek teks berikut ini:

1. Fungsi Sosial (Tujuan Komunikasi)

Menentukan (menyebutkan/memilih) secara lisan maupun tulisan:

- a. Menyelesaikan pekerjaan secara lengkap dan sistematis,
- b. Fokus pada goal dari masing-masing prosedur
- c. Pembaca tertarik untuk membaca masing-masing prosedur
- d. Manfaat yang dapat diambil dari masing-masing prosedur

2. Unsur Kebahasaan

- a. Simple Present Tense
- b. Imperative
- c. Numeration (nomor yang menyatakan urutan)
- d. Action Verb (cut, put, drill, don't put, etc)
- e. Temporal Conjunction (first, then, after that, finally)

3. Struktur Teks (Generic Structure)

- a. Title (goal/purpose)
- b. Ingredients/materials (bahan-bahan)
- c. Steps/method (langkah-langkah)
- d. Tips (optional)

D. Tujuan Pembelajaran

1. Peserta didik bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran bahasa Inggris.
2. Peserta didik serius dalam melaksanakan setiap kegiatan pembelajaran bahasa Inggris
3. Peserta didik mampu mengidentifikasi unsur kebahasaan dan struktur teks dalam procedure text.
4. Siswa dapat menganalisis fungsi social, struktur teks dan unsur kebahasaan dari procedure text berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
5. Peserta didik mampu memahami terkait dengan procedure text seperti fungsi social, struktur teks dan unsur kebahasaan baik itu secara lisan maupun tulisan.
6. Peserta didik mampu membuat procedure teks sesuai dengan unsur kebahasaan dan struktur teks.

E. Materi Pembelajaran

1. The definition of procedure text
2. The purpose of procedure text
3. The generic structure of procedure text
4. The language features of procedure text
5. Example of procedure text.

F. Alat dan Sumber Pembelajaran

1. Media/Alat: Picture Sequences Media, papan tulis, spidol, text book
2. Sumber : buku guru dan buku siswa kelas XI bahasa Inggris, internet.

G. Metode Pembelajaran

1. Metode/media : Picture Sequences Media
2. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas.

H. Langkah-langkah Kegiatan Pembelajaran

Teacher's Activities	Procedures of Picture Sequences Media	Students' Activities
Pre-Teaching		
<ol style="list-style-type: none"> 1. Teacher comes to the class by saying salam or greeting. 2. Teacher asks the students to pray before starting the lesson. 3. The teacher checks the students' attendance list and asking their condition. 4. Teacher asks the students to prepare their self to study as comfortable as possible. 5. The teacher mentions the goal of the study. 6. The teacher involves the lesson to the students by using brainstorming activities to know the students' 		<ol style="list-style-type: none"> 1. Students answer salam together. 2. Students pray on their beliefs. 3. Students listen and raise their hand depends on their name. 4. Students prepare their selves to study. 5. Students listen to the goal of study. 6. Students respond to teacher question based on the topic.

background knowledge.		
While Teaching		
<ol style="list-style-type: none"> 1. The teacher makes the students into groups 2. The teacher gives a short explanation about picture sequences and procedure text 3. The teacher shares one picture of each group 4. The teacher leads the students to discuss the picture 5. The teacher asks one of each group to write down their result 6. The teacher and the students discuss it together 7. The teacher gives addition and appreciates their work 	<ol style="list-style-type: none"> 1. The teacher divides the students into groups. A group consists of four to five students. 2. The teacher gives the students the stimulus about what will they learn and how picture sequences is work. 3. The teacher spares the pictures about “how grow a plant/flower”, one group hold one picture. Example group number one hold the first picture then it continued until the end of group will hold one picture. 	<ol style="list-style-type: none"> 1. The students sit based on their group 2. The students listen to teacher instruction 3. The students hold the picture that given by the teacher 4. The students discuss the picture and make into a paragraph or sentence based on the picture 5. One students of each group write down their discussion on the white board 6. The students respond to the teacher question about their work 7. The students listen to teacher’s

	<p>4. The teacher orders the students to discuss what happening on the picture that they have and make a paragraph or sentences based on the picture.</p> <p>5. Ask a volunteer of each group to write down the discussion result on the white board or it can be typed on computer.</p> <p>6. After that the teacher and the students will discuss the text that has been written on the white board together.</p> <p>7. Finally, the teacher gives addition, resolution, or explanation how to make a text using</p>	<p>addition or reviewing</p>
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	picture sequences and give appreciate for all groups' work.	
Post-Teaching		
<ol style="list-style-type: none"> 1. Teacher reviews the lesson and ask the students to conclude the lesson. 2. The teacher gives feedback to students' performance and informs the next topic. 3. The teacher asks the students to convey their feeling while learning process. 4. Then the teacher asks the students to pray after learning and then, the teacher closes the learning by saying salam 		<ol style="list-style-type: none"> 1. Students listen to the teacher's review and some of them conclude the lesson by guiding the teacher. 2. Students listen to the teacher's feedback. 3. Students express their feeling about the learning process. 4. Students pray after learning and answer the teacher's greeting/salam.

I. Penilaian

Teknik : Tes tertulis

Bentuk : Menyusun teks prosedur

Instrument :

- Write the descriptive text about “How to grow a plant/flower” by using picture sequences media.

J. Pedoman Penilaian

Rubrik Penilaian:

**Indicators of Writing Procedure Text modified
from H. Douglas Brown**

Aspect	Score	Performance Description	Weighting
Content (C) - Goal - Material - Steps	5	Excellent	6x
	4	Very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Organization (O) - Steps (Numbering) - Logical sequencing (cohesion)	5	Excellent	4x
	4	Very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Syntax (S) - Present Tenses - Temporal Conjunction - Sequence connectors - Word structure	5	Excellent	5x
	4	very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Vocabulary (V) - Word choice - Word mastery	5	Excellent	4x
	4	very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Mechanics (M) - Spelling - Capitalization - Punctuation	5	Excellent	1x
	4	very good	
	3	Good to average	
	2	Fair to poor limited	

	1	Very poor	
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Score: $C+O+V+S+M = \dots$

Sibuhuan, Juli 2020

Mengetahui

English Teacher

Researcher

Ihwan Rahmat Hasibuan, S.S.,M.Pd.

Nur Khoiria Hasibuan
Reg. No. 16 203 00084

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(CONTROL CLASS)

Satuan Pendidikan : MAS NU Sibuhuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Tema/Subtema : Procedure Text

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

- K.** Menghargai dan menghayati ajaran agama yang dianut.
- L.** Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- M.** Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- N.** Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.6 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari procedure text bernetuk manual dan kiat-kiat (*tips*) sesuai dengan konteks penggunaannya.
- 1.7 Mengidentifikasi fungsi sosial, struktur text, dan unsur kebahasaan dari procedure text.

- 1.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan dari procedure text.
- 1.9 Menangkap makna dalam procedure text baik secara lisan maupun tulisan.
- 1.10 Dapat membuat procedure text sesuai dengan struktur teks dan unsur kebahasaan dari procedure text.

C. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara lisan maupun tulisan tentang teks prosedur dengan tujuan membanggakan, mengenalkan atau mengambil teladan secara kontekstual terkait tiga aspek teks berikut ini:

4. Fungsi Sosial (Tujuan Komunikasi)

Menentukan (menyebutkan/memilih) secara lisan maupun tulisan:

- e. Menyelesaikan pekerjaan secara lengkap dan sistematis,
- f. Fokus pada goal dari masing-masing prosedur
- g. Pembaca tertarik untuk membaca masing-masing prosedur
- h. Manfaat yang dapat diambil dari masing-masing prosedur

5. Unsur Kebahasaan

- f. Simple Present Tense
- g. Imperative
- h. Numeration (nomor yang menyatakan urutan)
- i. Action Verb (cut, put, drill, don't put, etc)
- j. Temporal Conjunction (first, then, after that, finally)

6. Struktur Teks (Generic Structure)

- e. Title (goal/purpose)
- f. Ingredients/materials (bahan-bahan)
- g. Steps/method (langkah-langkah)
- h. Tips (optional)

D. Tujuan Pembelajaran

7. Peserta didik bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran bahasa Inggris.
8. Peserta didik serius dalam melaksanakan setiap kegiatan pembelajaran bahasa Inggris
9. Peserta didik mampu mengidentifikasi unsur kebahasaan dan struktur teks dalam procedure text.
10. Siswa dapat menganalisis fungsi social, struktur teks dan unsur kebahasaan dari procedure text berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.
11. Peserta didik mampu memahami terkait dengan procedure text seperti fungsi social, struktur teks dan unsur kebahasaan baik itu secara lisan maupun tulisan.
12. Peserta didik mampu membuat procedure teks sesuai dengan unsur kebahasaan dan struktur teks.

E. Materi Pembelajaran

6. The definition of procedure text
7. The purpose of procedure text
8. The generic structure of procedure text
9. The language features of procedure text
10. Example of procedure text.

F. Alat dan Sumber Pembelajaran

3. Media/Alat: papan tulis, spidol, text book.
4. Sumber: buku guru dan buku siswa kelas XI bahasa Inggris, internet.

G. Metode Pembelajaran

3. Metode/media : lecturing method (conventional media)
4. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas.

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memulai kegiatan dengan salam 2. Guru meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai 3. Guru menanyakan kabar siswa sekaligus mengabsen siswa 4. Menyiapkan suasana belajar yang kondusif 5. Menyebutkan tujuan pembelajaran dan kegiatan yang akan dilakukan 	10 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru memberikan contoh teks prosedur tentang “how to make a cheese omelet” yang akan dipelajari. 2. Guru bersama siswa menganalisis fungsi social, unsur kebahasaan, dan generic structure yang ada di dalam teks prosedur. <p>Menanya</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa untuk menanyakan informasi yang terdapat dalam teks prosedur tersebut terkait dengan fungsi social, generic structure dan language features. 2. Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan. 	60 menit

	<p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Dengan bimbingan guru, siswa dibagi menjadi beberapa kelompok untuk mendiskusikan prosedur teks yang diberikan oleh guru. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Guru mengamati dan merespon siswa selama proses pembelajaran/diskusi berlangsung. 2. Siswa menyusun teks prosedur dengan tema “how to grow a plant/flower”. <p>Mengkomunikasi</p> <ol style="list-style-type: none"> 1. Siswa dapat mempresentasikan kepada teman sekelasnya tentang is teks prosedur yang mereka susun dalam situasi nyata. 2. Guru mengamati dan menilai presentasi siswa dari aspek keterampilan. 	
<p>Penutup</p>	<ol style="list-style-type: none"> 1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu. 2. Guru memberikan feedback (umpan balik) kepada siswa tentang pembelajaran. 3. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya. 4. Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran. 5. Guru menutup pembelajaran dengan 	<p>10 menit</p>

	salam.	
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I. Penilaian

Teknik : Tes tertulis

Bentuk : Menyusun teks prosedur

Instrument :

- Write the descriptive text about “How to grow a plant/flower”.

J. Pedoman Penilaian

Rubrik Penilaian:

**Indicators of Writing Procedure Text modified
from H. Douglas Brown**

Aspect	Score	Performance Description	Weighting
Content (C) - Goal - Material - Steps	5	Excellent	6x
	4	Very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Organization (O) - Steps (Numbering) - Logical sequencing (cohesion)	5	Excellent	4x
	4	Very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Syntax (S) - Present Tenses - Temporal Conjunction - Sequence connectors - Word structure	5	Excellent	5x
	4	very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Vocabulary (V) - Word choice - Word mastery	5	Excellent	4x
	4	very good	
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	

Mechanics (M)	5	Excellent	1x
- Spelling	4	very good	
- Capitalization	3	Good to average	
- Punctuation	2	Fair to poor limited	
	1	Very poor	

Score: $C+O+V+S+M = \dots$

Sibuhuan, Juli 2020

Mengetahui

English Teacher

Researcher

Ihwan Rahmat Hasibuan, S.S.,M.Pd.

Nur Khoiria Hasibuan
Reg. No. 16 203 00084

Appendix 3

INSTRUMENT FOR PRE-TEST

1. Pengantar

Test ini bertujuan untuk menjaring data dari siswa/i mengenai students' writing procedure text ability dan jawaban anda tidak akan mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a. Tulislah dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

- Write down the procedure text about "How to Make a Cup of Coffee".

Validator

Ihwan Rahmat Hasibuan, S.S.,M.Pd

Appendix 4

INSTRUMENT FOR POST-TEST

1. Pengantar

Test ini bertujuan untuk menjangring data dari siswa/i mengenai students' writing procedure text ability dan jawaban anda tidak akan mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a. Tulislah dalam bentuk teks prosedur berdasarkan pengetahuan anda.
- b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal



6. Write down the procedure text about “How to Wash Hand” based on the picture sequences above!

Validator

Ihwan Rahmat Hasibuan, S.S.,M.Pd

APPENDIX 5

Score of Experimental Class in Pre-test

NO	The Name of Students (n)	Pre-Test
1	Ade Irma Sari Daulay	55
2	Alirhan Siregar	60
3	Arif Tamimi Dly	49
4	Asriana Nasution	67
5	Asrin Pasaribu	30
6	Canrika Eva Yanti Hsb	50
7	Dorlan Lubis	53
8	Enri Panaon Hsb	48
9	Hakim Halomoan Hasibuan	61
10	Ida Sajida Hasibuan	53
11	Khofifah Bil Majanna Hsb	62
12	Kholidatul Hasanah Dly	88
13	Lonma Syahrona Silitonga	58
14	Latifa Hannum Siregar	75
15	Marlina Tukma Daulay	56
16	Meli Nurhayati	51
17	Mhd Nasaruddin Hsb	83
18	Mhd Rajab Dalimunthe	65
19	Muhammad Helki Siregar	54
20	Muhammad Yasir Hasibuan	66
21	Nur Hayani Hasibuan	42
22	Nur Mawan Nasution	60
23	Pajjah Hasibuan	57
24	Rezki Ananda Nst	77
25	Saima Hasibuan	55
26	Sayyid Al Fadil Tanjung	65
27	Siti Ainun	75
28	Sulaiman Hasibuan	55
29	Syafrullah Hasibuan	60
30	Syarwan Rezeki Hasibuan	35
31	Warda Muthiah Hsb	56
32	Wardah Kholilah Tanjung	64
33	Zailamid Daulay	27
Total		1.912

APPENDIX 6

Score of Control Class in Pre-test

NO	The Name of Students (n)	Pre-Test
1	Abdul Hasan Harahap	62
2	Ahmad Suhenri Hutabarat	70
3	Alpina Siregar	54
4	Amsal Pulungan	63
5	Anna Sari Hasibuan	50
6	Baginda	61
7	bahari batara sukma hsb	63
8	Bangun Martua	52
9	Dewi Putri Cantika Nst	48
10	Dormiana Hasibuan	59
11	Emaria	56
12	Erdi Alamsyah	47
13	Halimah Nasution	90
14	Khidayat Azhari Lubis	51
15	Makmur Pulungan	48
16	Nando Doli Purba	50
17	Nur Akidah Hasibuan	60
18	Pinta Rojulani Nst	56
19	Raja Ulong	50
20	Rasmy Pulungan	64
21	Restiana Dly	61
22	Ria Amelia Hasibuan	59
23	Riska Roya Sari Siregar	51
24	Risky Wahyuni Siregar	59
25	Romina Nasution	50
26	Ronda Rezekina Lubis	35
27	Rosidi Saputra Ali	46
28	Sopan Sopian Nst	53
29	Sri Wahyuni Nst	89
30	Uni Rahayu Dly	30
31	Zul Akhyar Subhan	65
Total		1.752

APPENDIX 7

Score of Experimental Class in Post-test

NO	The Name of Students (n)	Post-Test
1	Ade Irma Sari Daulay	60
2	Alirhan Siregar	82
3	Arif Tamimi Dly	73
4	Asriana Nasution	95
5	Asrin Pasaribu	64
6	Canrika Eva Yanti Hsb	85
7	Dorlan Lubis	76
8	Enri Panaon Hsb	71
9	Hakim Halomoan Hasibuan	79
10	Ida Sajida Hasibuan	80
11	Khofifah Bil Majanna Hsb	82
12	Kholidatul Hasanah Dly	78
13	Lonma Syahrona Silitonga	74
14	Latifa Hannum Siregar	87
15	Marlina Tukma Daulay	64
16	Meli Nurhayati	82
17	Mhd Nasaruddin Hsb	92
18	Mhd Rajab Dalimunthe	79
19	Muhammad Helki Siregar	70
20	Muhammad Yasir Hasibuan	77
21	Nur Hayani Hasibuan	69
22	Nur Mawan Nasution	86
23	Pajjah Hasibuan	68
24	Rezki Ananda Nst	76
25	Saima Hasibuan	68
26	Sayyid Al Fadil Tanjung	75
27	Siti Ainun	78
28	Sulaiman Hasibuan	77
29	Syafrullah Hasibuan	85
30	Syarwan Rezeki Hasibuan	64
31	Warda Muthiah Hsb	76
32	Wardah Kholilah Tanjung	93
33	Zailamid Daulay	62
Total		2.527

APPENDIX 8

Score of Control Class in Post-test

NO	The Name of Students (n)	Post-Test
1	Abdul Hasan Harahap	58
2	Ahmad Suhenri Hutabarat	61
3	Alpina Siregar	71
4	Amsal Pulungan	60
5	Anna Sari Hasibuan	65
6	Baginda	62
7	bahari batara sukma hsb	59
8	Bangun Martua	66
9	Dewi Putri Cantika Nst	45
10	Dormiana Hasibuan	71
11	Emaria	65
12	Erdi Alamsyah	63
13	Halimah Nasution	83
14	Khidayat Azhari Lubis	69
15	Makmur Pulungan	73
16	Nando Doli Purba	67
17	Nur Akidah Hasibuan	70
18	Pinta Rojulani Nst	72
19	Raja Ulong	66
20	Rasmy Pulungan	73
21	Restiana Dly	85
22	Ria Amelia Hasibuan	73
23	Riska Roya Sari Siregar	72
24	Risky Wahyuni Siregar	71
25	Romina Nasution	64
26	Ronda Rezekina Lubis	73
27	Rosidi Saputra Ali	63
28	Sopan Sopian Nst	61
29	Sri Wahyuni Nst	70
30	Uni Rahayu Dly	65
31	Zul Akhyar Subhan	62
Total		2.078

APPENDIX 9**The Score of Pre-Test and Post-Test at Experimental Class**

NO	The Name of Students (n)	Pre-Test	Post-Test
1	Ade Irma Sari Daulay	55	60
2	Alirhan Siregar	60	82
3	Arif Tamimi Dly	49	73
4	Asriana Nasution	67	95
5	Asrin Pasaribu	30	64
6	Canrika Eva Yanti Hsb	50	85
7	Dorlan Lubis	53	76
8	Enri Panaon Hsb	48	71
9	Hakim Halomoan Hasibuan	61	79
10	Ida Sajida Hasibuan	53	80
11	Khofifah Bil Majanna Hsb	62	82
12	Kholidatul Hasanah Dly	88	78
13	Lonma Syahrona Silitonga	58	74
14	Latifa Hannum Siregar	75	87
15	Marlina Tukma Daulay	56	64
16	Meli Nurhayati	51	82
17	Mhd Nasaruddin Hsb	83	92
18	Mhd Rajab Dalimunthe	65	79
19	Muhammad Helki Siregar	54	70
20	Muhammad Yasir Hasibuan	66	77
21	Nur Hayani Hasibuan	42	69
22	Nur Mawan Nasution	60	86
23	Paijah Hasibuan	57	68
24	Rezki Ananda Nst	77	76
25	Saima Hasibuan	55	68
26	Sayyid Al Fadil Tanjung	65	75
27	Siti Ainun	75	78
28	Sulaiman Hasibuan	55	77
29	Syafrullah Hasibuan	60	85
30	Syarwan Rezeki Hasibuan	35	64
31	Warda Muthiah Hsb	56	76
32	Wardah Kholilah Tanjung	64	93
33	Zailamid Daulay	27	62
Total		1.912	2.527

APPENDIX 10

The Score of Pre-Test and Post-Test at Control Class

NO	The Name of Students (n)	Pre-Test	Post-Test
1	Abdul Hasan Harahap	62	58
2	Ahmad Suhenri Hutabarat	70	61
3	Alpina Siregar	54	71
4	Amsal Pulungan	63	60
5	Anna Sari Hasibuan	50	65
6	Baginda	61	62
7	bahari batara sukma hsb	63	59
8	Bangun Martua	52	66
9	Dewi Putri Cantika Nst	48	45
10	Dormiana Hasibuan	59	71
11	Emaria	56	65
12	Erdi Alamsyah	47	63
13	Halimah Nasution	90	83
14	Khidayat Azhari Lubis	51	69
15	Makmur Pulungan	48	73
16	Nando Doli Purba	50	67
17	Nur Akidah Hasibuan	60	70
18	Pinta Rojulani Nst	56	72
19	Raja Ulong	50	66
20	Rasmy Pulungan	64	73
21	Restiana Dly	61	85
22	Ria Amelia Hasibuan	59	73
23	Riska Roya Sari Siregar	51	72
24	Risky Wahyuni Siregar	59	71
25	Romina Nasution	50	64
26	Ronda Rezekina Lubis	35	73
27	Rosidi Saputra Ali	46	63
28	Sopan Sopian Nst	53	61
29	Sri Wahyuni Nst	89	70
30	Uni Rahayu Dly	30	65
31	Zul Akhyar Subhan	65	62
Total		1.752	2.078

APPENDIX 11

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Experimental Class (XI MIA 2)

1. The score of XI MIA 2 class in pre-test from low score to high score:

27	30	35	42	48	49	50	High = 88
51	53	53	54	55	55	55	Low = 27
56	56	57	58	60	60	60	n = 33
61	62	64	65	65	66	67	
75	75	77	83	88			

2. Range (R) = high score – low score

$$= 88 - 27$$

$$= 61$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (33)$$

$$= 1 + 3.3 (1.51)$$

$$= 1 + 4.98$$

$$= 5.98$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}}$

$$= \frac{61}{6}$$

$$= 10$$

Interval class	fi	fk	Xi	Fi.Xi	Xi ²	Fi.Xi ²
27 – 36	3	3	31.5	94.5	992.25	2.976.75
37 – 46	1	4	41.5	41.5	1.722.25	1.722.25
47 – 56	12	16	51.5	618	2.652.25	31.827
57 – 66	11	27	61.5	676.5	3.782.25	41.604.75
67 – 76	3	30	71.5	214.5	5.112.25	15.336.75
77 – 86	2	32	81.5	163	6.642.25	13.284.5
87 – 96	1	33	91.5	91.5	8.372.25	8.372.25
P = 10	33		430.5	1.899.5	29.275.75	115.124.25

5. Mean

$$\bar{X} = \frac{\sum fi.xi}{\sum fi} = \frac{1.899.5}{33} = 57.56$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - fk}{fi} \right) = 56.5 + 10 \left(\frac{\frac{1}{2}33 - 16}{11} \right) \\ &= 56.5 + 10 (0.045) \\ &= 56.5 + 0.45 \\ &= 56.9 \\ &= 57 \end{aligned}$$

7. Modus

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) = 46.5 + 10 \left(\frac{11}{11+1} \right) \\ &= 46.5 + 10 (0.9) \\ &= 46.5 + 9 \\ &= 55.5 \end{aligned}$$

8. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum f_i \cdot x_i^2 - \left(\frac{\sum f_i \cdot x_i}{n}\right)^2}{n-1} = \frac{115.124.25 - \left(\frac{1.899.5}{33}\right)^2}{33-1} \\
 &= \frac{115.124.25 - 109.336.37}{32} \\
 &= 180.87
 \end{aligned}$$

9. Standard Deviation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{180.87} \\
 &= 13.4
 \end{aligned}$$

Table of Normality Data Test with Chi Quadrate Formula

Interval Class	Class Limit	Z- Score	Limit of Large of the Area	Large of Z-table	f_e	f_o	$(f_o - f_e)^2$
27 – 36	26.5	-2.31	0.01044	-0.04777	-1.57	3	20.88
37 – 46	36.5	-1.57	0.05821	0.037599	1.24	1	0.05
47 – 56	46.5	-0.82	0.020611	-0.451489	-14.89	12	723.07
57 – 66	56.5	-0.07	0.47210	0.2267	7.48	11	12.39
67 – 76	66.5	0.66	0.2454	-0.1753	-5.78	3	77.08
77 – 86	76.5	1.41	0.4207	-0.0635	-2.09	2	16.72
87 – 96	86.5	2.15	0.4842	-0.0139	-0.45	1	2.1
	96.5	2.90	0.4981	-0.0139		33	

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

$$\begin{aligned}
&= \left(\frac{20.88}{-1.57}\right) + \left(\frac{0.05}{1.24}\right) + \left(\frac{723.07}{-14.89}\right) + \left(\frac{12.39}{7.48}\right) + \left(\frac{77.08}{-5.78}\right) + \left(\frac{16.72}{-2.09}\right) + \\
&\left(\frac{2.1}{-0.45}\right) \\
&= (-13.25) + (0.04) + (-48.56) + (1.65) + (-13.33) + (-8) + (-4.66) \\
&= -86.15
\end{aligned}$$

Based on the table above, the researcher found that $X_{count}^2 = -86.15$ while $X_{table}^2 = 16.919$, cause $X_{count}^2 < X_{table}^2$ ($-86.15 < 16.919$) with degree of freedom (dk) = $10 - 1 = 9$ and significant level $\alpha = 5\%$. So, distribution of experimental class (XI MIA 2) in pre-test was normal.

B. Result of Normality Test of Control Class (XI IIS 1)

1. The score of XI IIS 1 class in pre-test from low score to high score:

30	35	46	47	48	48	50	50
50	50	51	51	52	53	54	56
56	59	59	59	60	61	61	62
63	63	64	65	70	89	90	

2. Range (R) = high score – low score

$$\begin{aligned}
&= 90 - 30 \\
&= 60
\end{aligned}$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$\begin{aligned}
&= 1 + 3.3 \log (31) \\
&= 1 + 3.3 (1.49) \\
&= 1 + 4.91 \\
&= 5.91 \\
&= 6
\end{aligned}$$

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}}$

$$= \frac{60}{6}$$

$$= 10$$

Interval class	fi	fk	Xi	Fi.Xi	Xi ²	Fi.Xi ²
30 – 39	2	2	34.5	69	1.190.25	2.380.5
40 – 49	4	6	44.5	178	1.980.25	7.921
50 – 59	14	20	54.5	763	2.970.25	41.583.5
60 – 69	8	28	64.5	516	4.160.25	33.282
70 – 79	1	29	74.5	74.5	5.550.25	5.550.255
80 – 89	1	30	84.5	84.5	7.140.25	7.140.25
90 – 99	1	31	94.5	94.5	8.930.25	8.930.25
<i>P</i> = 10	31		451.5	1.779.5	31.921.75	106.787.75

5. Mean

$$\bar{X} = \frac{\sum fi.xi}{\sum fi} = \frac{1.779.5}{31} = 57.4$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - fk}{fi} \right) = 49.5 + 10 \left(\frac{\frac{1}{2}31 - 6}{14} \right) \\ &= 49.5 + 10 (0.67) \\ &= 49.5 + 6.7 \\ &= 56.2 \\ &= 56 \end{aligned}$$

7. Modus

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 + b_2} \right) = 49.5 + 10 \left(\frac{8}{8+4} \right)$$

$$= 49.5 + 10 (0.66)$$

$$= 49.5 + 6.6$$

$$= 56.1$$

$$= 56$$

8. Variant

$$\begin{aligned} S^2 &= \frac{\sum f_i \cdot x_i^2 - \left(\frac{\sum f_i \cdot x_i}{n}\right)^2}{n-1} = \frac{106.787.75 - \left(\frac{1.779.5}{31}\right)^2}{31-1} \\ &= \frac{106.787.75 - 102.149.04}{30} \\ &= \frac{4.638.71}{30} \\ &= 154.62 \end{aligned}$$

9. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{154.62} \\ &= 12.4 \end{aligned}$$

Table of Normality Data Test with Chi Quadrate Formula

Interval Class	Class Limit	Z- Score	Limit of Large of the Area	Large of Z-table	f_e	f_o	$(f_o - f_e)^2$
30 – 39	29.5	-2.25	0.01222	-0.07493	-2.32	2	18.66
40 – 49	39.4	-1.44	0.07493	-0.18942	-5.87	4	97.41
50 – 59	49.5	-0.63	0.26435	0.20075	6.22	14	60.52
60 – 69	59.5	0.16	0.0636	-0.2704	-8.38	8	268.3
70 – 79	69.5	0.97	0.3340	-0.1285	-3.98	1	24.8
80 – 89	79.5	1.78	0.4625	0.1674	5.18	1	17.42
90 – 99	89.5	2.58	0.2951	-0.2046	-6.34	1	53.87
	99.5	3.39	0.4997	-0.2046		31	

$$\begin{aligned}
X^2 &= \sum \frac{(f_o - f_e)^2}{f_e} \\
&= \left(\frac{18.66}{-2.32} \right) + \left(\frac{97.41}{-5.87} \right) + \left(\frac{60.52}{6.22} \right) + \left(\frac{268.3}{-8.38} \right) + \left(\frac{24.8}{-3.98} \right) + \left(\frac{17.42}{5.18} \right) + \\
&\quad \left(\frac{53.87}{-6.34} \right) \\
&= (-8.04) + (-16.59) + (9.72) + (-31.98) + (-6.23) + (3.36) + (-8.49) \\
&= -58.25
\end{aligned}$$

Based on the table above, the researcher found that $X_{count}^2 = -58.25$ while $X_{table}^2 = 16.919$, cause $X_{count}^2 < X_{table}^2$ ($-58.25 < 16.919$), with degree of freedom (dk) = $10 - 1 = 9$ and significant level $\alpha = 5\%$. So, distribution of control class (XI IIS 1) in pre-test was normal.

APPENDIX 12**RESULT OF NORMALITY TEST IN POST-TEST****C. Result of Normality Test of Experimental Class (XI MIA 2)**

10. The score of XI MIA 2 class in pre-test from low score to high score:

60	62	64	64	64	68	68	High = 95
69	70	71	73	74	75	76	Low = 60
76	76	77	77	78	78	79	n = 33
79	80	82	82	82	85	85	
86	87	92	93	95			

$$\begin{aligned}
 11. \text{ Range (R)} &= \text{high score} - \text{low score} \\
 &= 95 - 60 \\
 &= 35
 \end{aligned}$$

$$\begin{aligned}
 12. \text{ Total of Classes (K)} &= 1 + 3.3 \log (n) \\
 &= 1 + 3.3 \log (33) \\
 &= 1 + 3.3 (1.51) \\
 &= 1 + 4.98 \\
 &= 5.98 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 13. \text{ Length of Classes} &= \frac{\text{range}}{\text{total of classes}} \\
 &= \frac{35}{6} \\
 &= 5.8
 \end{aligned}$$

Interval class	fi	fk	Xi	Fi.Xi	Xi ²	Fi.Xi ²
60 – 67	5	5	63.5	317.5	4.032.25	20.161.25
68 – 75	8	13	71.5	572	5.112.25	40.898
76 – 83	13	26	79.5	1.033.5	6.320.25	82.163.25
84 – 91	4	30	87.5	350	7.656.25	30.625
92 – 99	3	33	95.5	286.5	9.120.25	27.360.75
<i>P</i> = 8	33		397.5	2.559.5	32.241.25	115.124.25

14. Mean

$$\bar{X} = \frac{\sum fi.xi}{\sum fi} = \frac{2.559.5}{33} = 77.5$$

15. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - fk}{fi} \right) = 75.5 + 8 \left(\frac{\frac{1}{2}33 - 13}{13} \right) \\ &= 75.5 + 8 (0.26) \\ &= 75.5 + 2.08 \\ &= 77.5 \\ &= 77 \end{aligned}$$

16. Modus

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) = 75.5 + 8 \left(\frac{4}{4+8} \right) \\ &= 75.5 + 8 (0.33) \\ &= 75.5 + 2.64 \\ &= 78.14 \end{aligned}$$

17. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum f_i \cdot x_i^2 - \left(\frac{\sum f_i \cdot x_i}{n}\right)^2}{n-1} = \frac{201.208.25 - \left(\frac{2.559.5}{33}\right)^2}{33-1} \\
 &= \frac{201.208.25 - 198.516.37}{32} \\
 &= 84.12
 \end{aligned}$$

18. Standard Deviation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{84.12} \\
 &= 9.17
 \end{aligned}$$

Table of Normality Data Test with Chi Quadrate Formula

Interval Class	Class Limit	Z- Score	Limit of Large of the Area	Large of Z-table	f_e	f_o	$(f_o - f_e)^2$
60 – 67	59.5	-1.97	0.02442	-0.11344	-3.74	5	76.38
68 – 75	67.5	-1.09	0.13786	-0.27897	-9.2	8	295.84
76 – 83	75.5	0.21	0.41683	0.17463	5.76	13	52.41
84 – 91	83.5	0.65	0.2422	-0.1935	-6.38	4	107.74
92 – 99	91.5	1.52	0.4357	-0.0559	-1.84	3	23.42
	99.5	2.39	0.4916	-0.0559		33	

$$\begin{aligned}
 X^2 &= \sum \frac{(f_o - f_e)^2}{f_e} \\
 &= \left(\frac{76.38}{-3.74}\right) + \left(\frac{295.84}{-9.2}\right) + \left(\frac{52.41}{5.76}\right) + \left(\frac{107.74}{-6.38}\right) + \left(\frac{23.42}{-1.84}\right) \\
 &= (-20.42) + (-32.15) + (9.09) + (-16.88) + (-12.72) \\
 &= -73.08
 \end{aligned}$$

Based on the table above, the researcher found that $X_{count}^2 = -73.08$ while $X_{table}^2 = 14.017$, cause $X_{count}^2 < X_{table}^2$ ($-73.08 < 14.017$), with degree of freedom (dk) = $8 - 1 = 7$ and significant level $\alpha = 5\%$. So, distribution of experimental class (XI MIA 2) in post-test was normal.

D. Result of Normality Test of Control Class (XI IIS 1)

10. The score of XI IIS 1 class in pre-test from low score to high score:

45	58	59	60	61	61	62	62
63	63	64	65	65	65	66	66
67	69	70	70	71	71	71	72
72	73	73	73	73	83	85	

11. Range (R) = high score – low score

$$= 85 - 45$$

$$= 40$$

12. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (31)$$

$$= 1 + 3.3 (1.49)$$

$$= 1 + 4.91$$

$$= 5.91$$

$$= 6$$

13. Length of Classes = $\frac{\text{range}}{\text{total of classes}}$

$$= \frac{40}{6}$$

$$= 6.6$$

Interval class	fi	fk	Xi	Fi.Xi	Xi ²	Fi.Xi ²
45 – 52	1	1	48.5	48.5	2.352.25	2.352.25
53 – 59	2	3	56	112	3.136	6.272
60 – 67	14	17	63.5	889	4.032.25	56.451.5
68 – 75	12	29	71.5	858	5.112.25	61.347
76 – 83	1	30	79.5	79.5	6.320.25	6.320.25
84 – 91	1	31	87.5	87.5	7.656.25	7.565.25
<i>P</i> = 8	31			2.074.5	28.609.25	140.399.25

14. Mean

$$\bar{X} = \frac{\sum fi.xi}{\sum fi} = \frac{2.074.5}{31} = 66.9$$

15. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - fk}{fi} \right) = 59.5 + 8 \left(\frac{\frac{1}{2}31 - 3}{14} \right) \\ &= 59.5 + 8 (0.89) \\ &= 59.5 + 7.12 \\ &= 66.6 \end{aligned}$$

16. Modus

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) = 59.5 + 8 \left(\frac{12}{12 + 2} \right) \\ &= 59.5 + 8 (0.85) \\ &= 59.5 + 6.8 \\ &= 66.3 \end{aligned}$$

17. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum fi.xi^2 - \left(\frac{\sum fi.xi}{n}\right)^2}{n-1} = \frac{140.399.25 - \left(\frac{2.074.5}{31}\right)^2}{31-1} \\
 &= \frac{140.399.25 - 138.824.2}{30} \\
 &= \frac{1.575.05}{30} \\
 &= 52.5
 \end{aligned}$$

18. Standard Deviation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{52.5} \\
 &= 7.24
 \end{aligned}$$

Table of Normality Data Test with Chi Quadrate Formula

Interval Class	Class Limit	Z-Score	Limit of Large of the Area	Large of Z-table	f_e	f_o	$(f_o - f_e)^2$
45 – 52	44.5	-3.07	0.00107	-0.02335	-0.72	1	2.95
53 – 59	52.5	-1.97	0.02442	-0.13183	-4.08	2	36.96
60 – 67	59.5	-1.01	0.15625	0.12435	3.85	14	103.02
68 – 75	67.5	0.08	0.0319	-0.3471	-10.76	12	518.01
76 – 83	75.5	1.17	0.3790	-0.1094	-3.39	1	19.27
84 – 91	83.5	2.27	0.4884	0.0113	0.35	1	0.42
	91.5	3.37	0.4997	-0.0113		31	

$$\begin{aligned}
 X^2 &= \sum \frac{(f_o - f_e)^2}{f_e} \\
 &= \left(\frac{2.95}{-0.72}\right) + \left(\frac{36.96}{-4.08}\right) + \left(\frac{103.02}{3.85}\right) + \left(\frac{518.01}{-10.76}\right) + \left(\frac{19.27}{-3.39}\right) + \left(\frac{0.42}{0.35}\right) \\
 &= (-4.09) + (-9.05) + (26.75) + (-48.14) + (-5.68) + (1.2) \\
 &= -39.01
 \end{aligned}$$

Based on the table above, the researcher found that $X_{count}^2 = -39.01$ while $X_{table}^2 = 14.017$, cause $X_{count}^2 < X_{table}^2$ ($-39.01 < 14.017$), with degree of freedom (dk) = $8 - 1 = 7$ and significant level $\alpha = 5\%$. So, distribution of control class (XI IIS 1) in post-test was normal.

APPENDIX 13

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get the variant of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

A. Variant of Experimental Class (XI MIA 2)

1. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum f_i.x_i^2 - \left(\frac{\sum f_i.x_i}{n}\right)^2}{n-1} = \frac{115.124.25 - \left(\frac{1.899.5}{33}\right)^2}{33-1} \\
 &= \frac{115.124.25 - 109.336.37}{32} \\
 &= 180.87
 \end{aligned}$$

2. Standard Deviation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{180.87} \\
 &= 13.4
 \end{aligned}$$

B. Variant of Control Class (XI IIS 1)

1. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum f_i.x_i^2 - \left(\frac{\sum f_i.x_i}{n}\right)^2}{n-1} = \frac{106.787.75 - \left(\frac{1.779.5}{31}\right)^2}{31-1} \\
 &= \frac{106.787.75 - 102.149.04}{30} \\
 &= \frac{4.638.71}{30}
 \end{aligned}$$

$$= 154.62$$

2. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{154.62} \\ &= 12.4 \end{aligned}$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{180.87}{154.62} \\ &= 1.69 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1.69$. It had been compared to F_{table} with α 5% and dk numerator and dominator were ($n_1 = 33$ dk = $33-1 = 32$ and $n_2 = 31$ dk = $31-1 = 30$). From the distribution list F, the researcher found that $F_{\text{table}} = 4.17$ so $F_{\text{count}} < F_{\text{table}}$ ($1.69 < 4.17$). It could be concluded that there is no difference variant between the experimental class (XI MIA 2) and control class (XI IIS 1). It means that the variant in pre-test was homogenous.

APPENDIX 14

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get the variant of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

A. Variant of Experimental Class (XI MIA 2)

1. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum fi.xi^2 - \left(\frac{\sum fi.xi}{n}\right)^2}{n-1} = \frac{201.208.25 - \left(\frac{2.559.5}{33}\right)^2}{33-1} \\
 &= \frac{201.208.25 - 198.516.37}{32} \\
 &= 84.12
 \end{aligned}$$

2. Standard Deviation

$$\begin{aligned}
 S &= \sqrt{S^2} \\
 &= \sqrt{84.12} \\
 &= 9.17
 \end{aligned}$$

B. Variant of Control Class (XI IIS 1)

1. Variant

$$\begin{aligned}
 S^2 &= \frac{\sum fi.xi^2 - \left(\frac{\sum fi.xi}{n}\right)^2}{n-1} = \frac{140.399.25 - \left(\frac{2.074.5}{31}\right)^2}{31-1} \\
 &= \frac{140.399.25 - 138.824.2}{30}
 \end{aligned}$$

$$= \frac{1.575.05}{30}$$

$$= 52.5$$

2. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{52.5}$$

$$= 7.24$$

After getting the variants of experimental class and control class in post-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$= \frac{84.12}{52.5}$$

$$= 1.602$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1.602$. It had been compared to F_{table} with α 5% and dk numerator and dominator were ($n_1 = 33$ dk = $33-1 = 32$ and $n_2 = 31$ dk = $31-1 = 30$). From the distribution list F, the researcher found that $F_{\text{table}} = 4.17$ so $F_{\text{count}} < F_{\text{table}}$ ($1.602 < 4.17$). It could be concluded that there is no difference variant between the experimental class (XI MIA 2) and control class (XI IIS 1). It means that the variant in post-test was homogenous.

APPENDIX 15

T-test of Both Averages in Pre-Test

The researcher used the both averages to analyze the hypothesis stated that there is no difference between experimental class and control class in pre-test before doing treatment. To answer the hypothesis, the researcher used T-test formula as follows:

$$\begin{aligned}
 t' &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{S_A^2}{n_A} + \frac{S_B^2}{n_B}\right)}} = \frac{57.56 - 57.4}{\sqrt{\frac{180.87}{33} + \frac{154.62}{31}}} \\
 &= \frac{0.16}{\sqrt{5.48 + 4.98}} \\
 &= \frac{0.16}{\sqrt{10.46}} \\
 &= \frac{0.16}{3.23} \\
 &= 0.049
 \end{aligned}$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 0.049$ with opportunity $(1-\alpha) = 1-5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 33 + 31 - 2 = 62$, $t_{\text{table}} = 1.66980$. So, $t_{\text{count}} < t_{\text{table}}$ ($0.049 < 1.66980$). Caused $t_{\text{count}} < t_{\text{table}}$, so, H_0 is accepted. It means no difference between the average of experimental class (XI MIA 2) and control class (XI IIS 1) in pre-test.

APPENDIX 16

T-test of Both Averages in Post-Test

The researcher used the both averages of experimental class and control class to analyze that there is difference between both classes. And also it could prove the hypothesis stated that there is significant effect of using picture sequences media after doing treatment. To answer the hypothesis, the researcher used T-test formula as follows:

$$\begin{aligned}
 t' &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{S_A^2}{n_A} + \frac{S_B^2}{n_B}\right)}} = \frac{77.5 - 66.9}{\sqrt{\frac{84.12}{33} + \frac{52.5}{31}}} = \frac{10.6}{\sqrt{2.54 + 1.69}} \\
 &= \frac{10.6}{\sqrt{4.23}} \\
 &= \frac{10.6}{2.05} \\
 &= 5.17
 \end{aligned}$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} = 5.17$ with opportunity $(1-\alpha) = 1-5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 33 + 31 - 2 = 62$, $t_{\text{table}} = 1.66980$. So, $t_{\text{count}} < t_{\text{table}}$ ($5.17 < 1.66980$). Caused $t_{\text{count}} < t_{\text{table}}$, so, H_a is accepted. It means that there is difference between the average of experimental class (XI MIA 2) and control class (XI IIS 1) in pre-test. It could be concluded that there is significant effect of using picture sequences media on students' writing procedure text ability at grade XI MAS NU Sibuhuan.

APPENDIX 17

Chi-Square Table

Dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

APPENDIX 18

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831

-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952

APPENDIX 19

RESEARCH DOCUMENTATION









KEMENTERIAN AGAMA REPUBLIK INDONESIA
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13 September 2019

Nomor : 65 /In.14/E.6a/PP.00.9/09/2019
 Lamp : -
 Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag
 2. Fitri Rayani Siregar, M.Hum.

(Pembimbing I)
 (Pembimbing II)

di-Padangsidimpuan

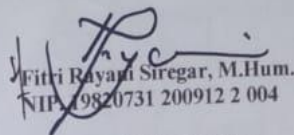
Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Nur Khoiria Hasibuan
 Nim : 16 203 00084
 Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
 Judul Skripsi : THE EFFECT OF USING PICTURE SEQUENCES
 MEDIA ON STUDENTS' WRITING PROCEDURE TEXT
 ABILITY AT GRADE XI MAS NU SIBUHUAN

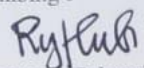
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

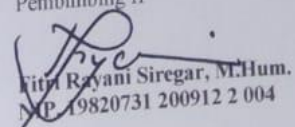

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16 Juli 2020

Yth. Kepala MAS NU Sibuhuan
 Kabupaten Padang Lawas

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nur Khoiria Hasibuan
 NIM : 1620300084
 Program Studi : Tadris/Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Using Picture Sequences Media on Students' Writing Procedure Text Ability at Grade XI MAS NU Sibuhuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Wakil Dekan Padang Akademik

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SURAT KETERANGAN

Nomor : MAS .013/PP.00.6 /020/ 2020

Berdasarkan surat dari Wakil Dekan Bidang Akademik Institut Agama Islam Negeri Padangsidempuan nomor : B-558/In.14/E.1/TL.00/07/2020 tanggal 16 Juli 2020 tentang izin Penelitian Penyelesaian Skripsi, maka Kepala MAS NU Sibuhuan dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	: Nur Khoiria Hasibuan
Nomor Induk Mahasiswa	: 1620300084
Program Studi	: Tadris/Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Jenjang	: S 1

Benar telah mengadakan penelitian di MAS NU Sibuhuan pada tanggal 20 Juli 2020 sampai dengan 12 Agustus 2020 guna melengkapi data pada penyusunan Skripsi yang berjudul : **“The Effect of Using Picture Sequences Media On Students’ Writing Procedure Text Ability at Grade XI MAS NU Sibuhuan”**.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Sibuhuan, 15 Agustus 2020
 Kepala,

SUARNIDA MASIBUAN, S.Ag