

Enhancing Students' Writing Skill Using Sequential Pictures At The Tenth Grade Of SMA Asuhan Daya Medan

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ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa dengan menggunakan gambar berurutan di kelas sepuluh SMA Asuhan Daya Medan. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) untuk secara langsung melakukan intervensi di dalam kelas dan mengevaluasi bukti gambar berurutan pada keterampilan menulis siswa. Penelitian ini dilakukan dengan siswa kelas sepuluh IPA di SMA Asuhan Daya Medan. Gambar berurutan adalah kumpulan gambar yang menceritakan suatu peristiwa secara kronologis. Penggunaan gambar berurutan bertujuan untuk mengetahui dan mengukur peningkatan keterampilan menulis mereka. Temuan awal dari pra-siklus menunjukkan bahwa hanya 12% siswa (3 dari 25) yang mencapai ketuntasan, dengan nilai rata-rata 62,92. Namun, setelah menerapkan gambar berurutan pada Siklus I, persentase siswa yang tuntas meningkat menjadi 56% (14 siswa), dan nilai rata-rata meningkat menjadi 71,84. Peningkatan lebih lanjut terlihat pada Siklus II, di mana 92% siswa (23 dari 25 siswa) tuntas, dengan nilai rata-rata 80,28. Peningkatan keterampilan menulis siswa secara keseluruhan, yang diukur dari persentase siswa dari nilai pretest ke posttest, berkisar antara 14,17% hingga 27,59% di seluruh siklus. Hasil penelitian menunjukkan bahwa penggunaan gambar berurutan secara signifikan meningkatkan minat, keterlibatan, dan kemampuan siswa dalam menulis teks prosedur dengan mengembangkan imajinasi, keterampilan deskriptif, dan ekspresi ide. Kesimpulannya, gambar berurutan merupakan media pembelajaran yang efektif untuk meningkatkan kemampuan menulis siswa kelas sepuluh IPA di SMA Asuhan Daya Medan.

Kata Kunci: Gambar Berurutan, Keterampilan menulis

ABSTRACT

The objective of this research is to improve students' writing skill by using sequential pictures at the tenth grade of SMA Asuhan Daya Medan. This study used a Classroom Action Research (CAR) design to directly intervene in the classroom and evaluate the evidence of sequential pictures on students' writing skills. The study was conducted with tenth grade IPA-1 students at SMA Asuhan Daya Medan. Sequential pictures are a collection of pictures that tell an event chronologically. The use of sequential pictures aims to understand and measure the improvement of their writing skills. The initial findings from the pre-cycle showed that only 12% of students (3 out of 25) achieved completion, with an average score of 62.92. However, after applying sequential pictures in cycle I, the percentage of completed students increased to 56% (14 students), and the average score increased to 71.84. Further improvement was seen in cycle II, where 92% of students (23 out of 25 students) were complete, with an average score of 80.28. The overall improvement in students' writing skills, as measured by the percentage of students from pretest to posttest scores, ranged from 14.17% to 27.59% in the entire cycles. The results showed that the use of sequential pictures significantly increased students' interest, engagement, and ability in writing procedure texts by developing imagination, descriptive skills, and expression of ideas. In conclusion, sequential pictures are an effective learning media to improve the writing skills of tenth grade IPA-1 students at SMA Asuhan Daya Medan.

Keywords: Sequential Pictures, Writing skill

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1. INTRODUCTION

Writing is a significant skill to learn as an English learner. According to (Spratt et al., 2005), writing and speaking are both considered productive skills. It implies that writing is not just simply writing, but writing is a skill that is done by someone in obtaining information, then combining the information based on a determined context and then combined on a certain thing. The act of writing allows individuals to express their ideas in a manner that can be comprehended by readers. By engaging in writing, a person can communicate effectively using a written media, which is crucial for various communication and business activities. Writing skills are especially useful for tasks such as job hunting, writing scientific papers, and writing formal letters.

English holds significant importance in Indonesia's educational system. It is considered a necessary subject and is taught in various school levels, from junior high all the way through university. Among the language skills—which include speaking, reading, writing, and listening—writing is the utmost significant as it enables students to convey their feelings, ideas, thoughts and opinions. At the senior high school level, the writing learning process mainly aims to help students improve their skills in expressing meaning through simple, formal, and informal interpersonal and transactional discourse. The teacher's role is crucial in helping students' development, especially in generating and organizing ideas into coherent writing.

One kind of text that is taught in English language teaching is procedure text. According to (Richard, 2003), procedure texts show how a process or event is achieved or how something is done. These texts exist not only in school materials but also in everyday life, such as in recipe books, game instructions, and user guides. However, many students at SMA Asuhan Daya Medan have difficulties in writing procedure texts in English, finding it hard to convey their thoughts clearly due to the complexity of the language.

From what the research has observed, students frequently encounter hard in generating ideas and structuring them into coherent sentences. They may write a few words before getting confused and asking the teacher for help. This causes them to struggle to organize their writing into logical and sequential paragraphs. In addition, students have difficulty in vocabulary, especially in finding the meaning of words such as “click”, “send”, “receive”, “connect”, and others. Limited vocabulary and rely on tools such as Google Translate made things even more difficult for them in their writing process.

To overcome this problem, it is essential to discover a media that can improve students' writing skills. One potential solution is to use sequential pictures as a media to increase their writing skills. According to Wright in (Ramadhani, 2017), pictures contribute to interest and motivation, help students better understand the language context, and can be a reference or stimulus for writing. Pictures allow students to generate ideas visually when writing, enabling them to write stories based on what they see. This media can also help them organize their ideas more effectively, making the writing process more interesting and easier to understand.

From the explanation that has been outlined above, the researcher undertook a study entitled “Enhancing Students' Writing Skill by Using Sequential Pictures at The Tenth Grade of SMA Asuhan Daya Medan.”

2. LITERATURE REVIEW

A. *English Language Skills*

Language is a tool for communication that allows the transfer of information, ideas, and emotions between individuals. It operates through a system of words and their combinations into sentences. Through language, people can expand their knowledge and learn about various subjects. In the field of applied linguistics, language is typically divided into four fundamental skills: listening, speaking, reading, and writing. Additionally, these skills are often integrated with grammar, vocabulary, and phonology. These abilities can be further classified into two primary categories: receptive skills, which encompass reading and listening, and productive skills, which include speaking and writing.

1) *The Definition of Writing*

It is a means of communication that enables the expression of thoughts, ideas, and emotions in written form. (Baker, 1987) supports this view, stating that it is essentially a process of thinking. It helps shape to develop thinking, exposing ideas you may not have realized and deepening your understanding of what you know. By writing a person can express their thoughts, ideas, and feelings. Then, it provides information to its readers.

2) *Writing Skills*

It is a complex and hard skill to teach because it requires not only mastery of grammar and rhetoric but also the development of conceptual and judgmental abilities (Heaton, 1988) This skill can be categorized into five components:

- a. Language use: The skill to form sentences that are both grammatically correct and suitable for the context.
- b. Mechanical skills: The correct usage of punctuation and spelling.
- c. Treatment of content: The ability to generate ideas in a creative and relevant manner.
- d. Stylistic skills: The skillful use and manipulation of language.
- e. Judgment skills: The capability to write with a specific audience and purpose in mind.

3) *The Writing Process*

It concerns a series of actions that must be carried out by a writer to create a written work. (Richard, 2002) describes a four-stage of writing process: planning, drafting, revising, and editing. Each stage plays an important role in helping writers create effective and quality written work. The stages provide students with well-organized learning experiences, helping them apprehend the essence of writing at each stage. Hence, it plays a very crucial role in producing good written works and shaping students' positive attitude towards writing. In other words, the writing process is not only about creating texts but also about learning and self-development.

4) *The Purpose of Writing*

It varies from conveying information to entertaining an audience. According to Penny Ur in (Yuniarti, 2016), the main aim of it is to communicate ideas and messages to the reader. Writing serves various functions, whether to inform, persuade, or entertain, and each purpose requires a different approach and style.

5) *Types of Classrooms Writing Performance*

(Brown, 2001), suggests five main categories of writing performance in the classroom:

- a. Imitative writing: Focused on basic writing skills like spelling.
- b. Intensive writing: Involves controlled and guided writing activities.
- c. Self-writing: Allows students to express personal ideas, often through journals.
- d. Display writing: Used in academic settings for essays, reports, and similar tasks.
- e. Real writing: Writing that fulfills a genuine communicative purpose in various contexts.

6) *Assessing Writing Performance*

One way to assess students' writing abilities is by measuring their own writing activities. The aspects of writing assessment that must be considered are in accordance with basic competencies and learning materials. Nurgiantoro in (Annisa, 2021), believes that there are five components that must be assessed in a writing assignment, namely (1) content, (2) organization, (3) grammar, (4) structure and vocabulary, and (5) spelling and writing style.

- a. The content of the ideas expressed is the result of the author's thoughts, shared with the reader or listener either orally or in writing.
- b. Organization concerns the presentation of sequence, clarity in story disclosure, and delivery of information knowledge.
- c. Grammar is how words are arranged into a sentence.
- d. Structure and vocabulary are the choice of appropriate words to develop and show ideas.
- e. Spelling and writing style include spelling, punctuation, reference quotations, neatness, and appearance.

The evaluation criteria for measuring students' abilities in writing procedure texts are developed by Jacob in (Arthur, 2003). There are five elements that will be evaluated: content, organization, vocabulary, language use, and mechanics.

B. *Types of Texts*

Text is a form of written communication conducted by the person sending the message. A writer needs to understand various types of writing that can help them achieve the goals of the writing they convey. The types of text genres according to (Gerot & Peter, 1994) categorizes texts into several genres, such as analytical exposition, anecdote, description, discussion, explanation, hortatory exposition, narrative, news item, procedure, recount, report, reviews, and spoof.

There are many types of texts that students will study. Therefore, the researcher chooses procedure texts as the focus of the research because they can help students. Procedure instructions make it easier for students, providing guidance when they are unsure how to create or use something.

1) *Procedure Texts*

Procedure text outlines the steps or stages for performing an activity or creating something, either doing a certain activity or making something that is presented sequentially, Endah in (Humairoh, 2021). In other words. Procedures can be interpreted as instructions, steps, or methods that can be followed by individuals. Procedure texts can be found and are often used in everyday life as instructions so that someone can do or make something correctly and accurately. The primary purpose of a procedure text is to provide readers with directions or steps in creating, organizing, and to do something.

The function is to detail in a achieve a task by following a specific instructional sequence of the action or series of steps. In other words, the purpose is to provide well-organized instructions, which enable individuals to use or do something correctly according to the instructions given. According to (Gerot & Peter, 1994), procedure texts typically include several generic structures, such as:

- a. Goal
- b. Materials
- c. Steps 1-n

(Gerot & Peter, 1994), procedure texts usually have significant lexicogrammatically features such as:

- a. The text primarily focuses on human agents
- b. The simple present tense is frequently used in an imperative form

- c. Temporal conjunctions (or numbering to indicate the order of events) are most commonly employed
- d. Usage of material process.

C. *Media*

Media is crucial in helping students understand the lesson. Students and teachers depend on it to facilitate the process both of teaching and learning. According to (D. Russell et al., 2005), It act as bridge to transfer information from a source to a receiver. As a result, media include all tools used by teachers to convey messages to students, aiming to capture and maintain their attention during lessons. Therefore, teachers should carefully select engaging media to boost students' motivation.

Media play a crucial role in helping students understand lessons and engaging for students. Additionally, media foster positive attitudes towards the material, encouraging students to become active learners. Several types in media, pictures being one of them.

1) *The Definition of Pictures*

In teaching English, pictures are a very useful visual media. Pictures help students understand the not just the meaning of a single word, but also sentences, and even entire paragraphs. Pictures are a great way for students to imagine objects and situations. Stone in (Suaeni, 2015), strengthens this statement. According to him, it has the meaning of a thousand words. In other words, it has the power to convey various information that can be easily understood just by looking at it. In addition, pictures can also help simplify the English learning process, Additionally, pictures can simplify the English learning process, enhance students' motivation and interest, and make the learning experience more engaging and interactive.

Pictures are also a valuable learning tool used to improve students understand of the subject matter in class. With pictures, students can imagine the material provided. Learning in class is not always about theories that make students bored. The teacher needs to find solutions to students' problems, and pictures provide an answer. Picture media is used in learning because of its practicality and ease of use. Even though it has been widely used in learning, picture media is still able to attract students' attention and is able to provide a clearer visualization of the concepts that will be presented.

2) *Sequential Pictures*

According to (White & Arndt, 1997), sequential pictures are as an idea and vocabulary-generating device, pictures are enormously fruitful. Sequential pictures are a very effective tool for stimulating imagination and creativity, as it provides space for a wide variety of interpretations, thus helping students to enrich their vocabulary. (Wright, 1989) adds that using pictures as a teaching media can help capture students' interest, boost their motivation, enhance attention, and increase participation. Pictures help students understand the meaning of words and sentences within a real context, bringing the outside world into the classroom and making learning more engaging. Pictures can be a focal point to start learning, and students can practice expressing their thoughts and feelings based on them. In addition, pictures can also be used to start interesting conversations and discussions.

(Yunus, 1981) defines sequential pictures as a series of connected pictures that either depict a series of events or tell a story. These pictures can aid students in writing text types that require sequencing, such as narratives, procedures, recounts, and spoofs. There are several factors that support the use of sequential pictures:

- a. Stimulate creativity: Sequential pictures help students overcome the confusion of starting a piece of writing by providing a visual guide to the sequence of events or steps to be explained.
- b. Increases engagement: Visualization through sequential pictures can attract students to actively participate in the writing process.

- c. Clarifies concepts: Sequential pictures provide a more concrete illustration of the situation or event to be described in the text.
- d. Visualizing details: Sequential pictures can portray details of events in more detail, helping students remember and explain important aspects in their writing.

3. METHOD

A. Research Design

This study was designed with the main aim of understanding and measuring improvements in the writing skill of tenth grade IPA-1 students at SMA Asuhan Daya Medan. This research used sequential pictures as a tool in the learning process. Sequential pictures were chosen as the media in this research because they were believed to help students understand and visualize their ideas better, which in turn can improve their writing skills. Thus, this research not only focuses on improving writing skills, but also on how media such as sequential pictures can be effectively utilized in the learning process.

To achieve this goal, this study employed a classroom action research (CAR) design. According to (Kemmis & McTaggart, 2003), it is a dynamic process in which the four phases should be seen not as separate, stand-alone steps, but rather as interconnected moments in a continuous spiral between planning, action, observation and reflection. This design allows researchers to conduct direct intervention in the classroom and observe the impact of using sequential pictures on students' writing skill. The goal was to provide valuable insights into enhancing the writing skills of tenth grade IPA-1 students at SMA Asuhan Daya Medan.

B. Research Subjects

This research was carried out at SMA Asuhan Daya Medan located on Jalan Kayu Putih No.33/12A, Tanjung Mulia Hilir, Kecamatan Medan Deli, Kota Medan, Sumatera Utara 20241. The study undertook the second semester of the 2023-2024 academic year. The researcher collaborates with the teacher to obtain input and suggestions in the implementation of CAR and students as research subjects or participants. The students of tenth grade IPA-1 of SMA Asuhan Daya Medan, totaled 25 students, with 10 male students and 15 female students.

C. Research Procedures

The researcher uses the Classroom Action Research (CAR) method as the main tool for data collection. The study included eight meetings, with each cycle following the framework outlined by (Kemmis & McTaggart, 2003), which includes four essential stages: planning, action, observation, and reflection.

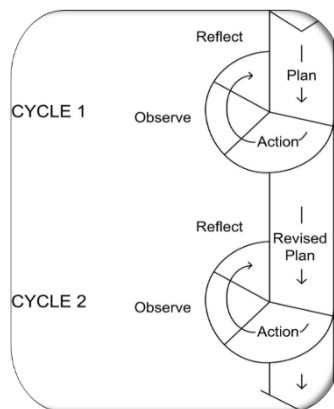


Figure 1. Classroom Action Research Design by Kemmis and Taggart model

1) *The First Cycle of CAR*

In order to improve students' skills in writing, the researcher applies the sequential pictures as a learning media. The following is the procedure that is carried out:

i. Planning

The researcher formulates a series of actions to be taken when applying sequential pictures media within the learning process. The following are the details of the planned activities:

- a. Prepare teaching materials that are in line with the established syllabus
- b. Develop a lesson plan and design a strategy for implementing actions
- c. Prepare learning media that are relevant to the topic being discussed
- d. Prepare a checklist for observation
- e. Compile a student attendance list and student assessment list
- f. Prepare evaluation instruments, including pre-test and post-test I.

ii. Action

The educative process is carried out by the researcher. Here are some of the activities carried out:

- a. Implement actions according to the planned learning scenarios
- b. A pre-test was conducted to assess students' initial understanding.
- c. Use sequential pictures to guide students in writing procedure texts
- d. A post-test I was conducted to measure improvement.

iii. Observation

The researcher's role was that of an observer and the teacher's role was that of a collaborator in this study. The researcher was an active participant in the observation process, monitoring and recording the activities carried out by students. These included the students' feelings, thoughts, and actions within the teaching and learning process. The researcher was supervised and analyzed the whole of the research by using the field notes and observation checklists. In addition, researchers also carry out visual documentation in the form of photo. These photos were taken during the observation process and serve as visual records that can be used to support and enrich research findings.

iv. Reflection

This phase includes the process of evaluating and analyzing the data. The main purpose is to understand to what extent the success criteria have been achieved. This phase is also to evaluate and understand the extent to which the previously set objectives or targets have been successfully achieved. This is an important step in the process as it will help determine whether it is on the right track or whether any changes need to be made to achieve the desired results. Next, A discussion to reflect on the process and results is then held between the researcher and the English teacher. This reflection focuses on what they need to do to solve the problems. This discussion is important to understand the challenges faced and formulate strategies to overcome them. The researcher then makes a new plan for the next cycle. This planning is based on the understanding and insights gained from the previous stages The objective is to refine and improve the research process in the next cycle.

2) *The Second Cycle of CAR*

It is implemented from the reflection of cycle I following the same procedures with necessary improvements. The aim is to repair and improve the process based on the evaluation and analysis conducted earlier. The procedures as follows:

i. Planning

- a. Determine the issues and find solutions to resolve them.
- b. Make a step-by-step plan to take action again
- c. Prepare the material to be delivered.

- d. Prepare learning media to support the learning process.
- e. Prepare a checklist for observation.
- f. Prepare student attendance list and student assessment list.
- g. Prepare post-test II.

ii. Action

At this stage, the educative process is carried out by the researcher. Here are some of the activities carried out:

- a. Implement the second cycle with improvements from the reflection of cycle I
- b. Use sequential pictures to guide students in writing procedure texts
- c. A post-test II was conducted to measure improvement.

iii. Observation

The researcher's observation of student activities is through the use of an observation checklist and field notes. As part of the documentation, the observer also captures some moments in the form of photos.

iv. Reflection

This stage is concerned with evaluating and analyzing the data. The focus is to determine whether the success criteria have been achieved. The researcher evaluates the activities that have been carried out by the students. The researcher employs a process of analysis to examine the data obtained from the observation checklist, field notes, and post-test II. Cycle III will be conducted if cycle II is not successful.

D. Data Collecting Technique

In this study, researchers employed several data collection techniques to obtain qualitative and quantitative information. For qualitative data, researchers collected information from various sources, namely interview transcripts, observation checklists, documentation, and field notes. In addition, quantitative data was obtained through the collection of student pre-test and post-test scores. The researcher used the following data collection techniques:

1) Observation

In this case, researchers use observation to understand various events that occur while teaching and learning. Several aspects that are the focus of observation include teacher performance during classroom action research, classroom conditions during both teaching and learning, and students' reactions to the application of sequential picture media aimed at improving their writing skills.

2) Interview

The researcher conducted interviews with two groups of participants to deepen their understanding of the process of teaching and learning writing. The participants included English language teachers and their students. The purpose of these interviews is to explore their views on the process and find solutions to the challenges that arise. The interviews are conducted in an unstructured form, allowing the researcher to ask various questions in no particular order.

3) Test

This research involves three tests: a pre-test, post-test I and post-test II. Pre-test is conducted before the application of sequential pictures and aims to assess the students' initial writing skill scores. After applying the sequential pictures, in cycle I, post-test I was conducted. At the beginning of the cycle II and at the end of the meeting, the post-test II was also carried out. The researcher compares the results of the pre-test, post-test I, and post-test II after the data from these tests have been collected. The test is a writing test and a procedure text essay test.

4) Documentation

Photography served as an effective visual documentation tool in this study. The researcher used photos to record every important moment, such as when students took the procedure text writing test and learning activities. The photos showed the students' engaged and excited during the learning process.

5) Field notes

Field notes are evidence notes written descriptively about the processes that occur in the field. Field notes were written by the researcher systematically and documented the entire research process from the initial stage of entering the school environment to the implementation of learning cycles and tests.

Table 1. Data Collection of CAR

No.	Instruments	Data
1	Observation	Observation checklists and Field notes
2	Interview guidelines of before and after CAR	Interview transcripts and voice recorder
3	Test	Pre-test, Post-test I, and, Post-test II scores
4	Documentation	Photographs

E. Data Analysis Technique

In this study, the researcher applied two methods for data analysis. These methods include:

1) Qualitative analysis

To analyze the qualitative data, student and teacher activities in the classroom were observed and interviews were held both before and after the Classroom Action Research (CAR).

2) Quantitative analysis

Regarding the analyzing of quantitative data, the researcher first calculates the average (mean) value of students' results in writing during one cycle. This is done to determine whether students' writing skills have improved. The following formula is used by the researcher:

$$\bar{x} = \frac{\sum x}{n}$$

$\sum x$ = Students' total scores

n = Number of students

$\bar{x}$ = Mean

According to (Burns, 1999), the analysis of the data in this research was based on the five categories of "very good", "good", "enough", "low", "very low".

Table 2. The five categories of students

Category	Value range
Very Good	80-100
Good	75-79
Enough	60-74
Low	50-59
Very Low	0-49

4. RESULT AND DISCUSSION

A. The Preliminary Study

It was carried out to collect data on the problems experienced the teachers and students in the learning of the English language, with a particular focus on writing skills. The study was taking place at SMA Asuhan Daya Medan, involving grade 10 with totally 50 students. The researcher chose tenth grade IPA-1 with 25 students as the research subject to obtain relevant facts and data.

Several issues related to teachers and students in the classroom were identified in the preliminary study results. The first problem was that students had difficulty finding ideas when writing. The second problem was that students found it difficult to organize their ideas into coherent and structured writing. The third problem was that students struggled with vocabulary. In conducting this study, the researcher used several data collection methods:

- Interviews with English teachers: The researcher gathered information about the methods and activities used in teaching English, with a particular focus on teaching writing skills.
- Student proficiency test: To obtain factual data, the researcher conducted a pre-test and post-test in tenth grade IPA-1. This study used a two-cycle to ensure the accuracy of the data in this classroom action research.
- Class observation: The researcher made direct observations of the learning situation in the classroom during cycle I and cycle II.

B. Pre-Cycle

In this pre-cycle, the researcher applied the conventional method to teach procedure text writing while observing related teaching and learning activities. The session opened with an introductory question to the students about the definition of procedure text, followed by a simple example as a warm-up. After this task was completed, to evaluate students' initial skill in writing procedure texts, the researcher performed a pre-test in the form of essay writing. This test was attended by 23 students who were supposed to be 25 students but 2 students were absent. The table below shows the results of the pre-cycle test:

Table 3. The Result of Pre-test

No.	Initial Name	Pre-test Score	No.	Initial Name	Pre-test Score
1	AKS	67	16	NK	67
2	AD	69	17	NS	63
3	AAR	72	18	NM	0
4	DL	67	19	NA	68
5	EPS	66	20	PA	71
6	ER	66	21	POH	66
7	FTA	78	22	RY	75
8	FFE	72	23	RS	75
9	I	65	24	SC	69
10	KF	63	25	SK	72
11	K	0	Total		1573
12	KP	63	Average		62,92
13	MAA	69			
14	MRK	67			
15	MS	63			

Table 4. The Percentage of Pre-test

No.	Category	Value range	Frequency	%
1.	Very Good	80-100	0	0%
2.	Good	75-79	3	12%
3.	Enough	60-74	20	80%
4.	Low	50-59	0	0%
5.	Very Low	0-49	2	8%
Total			25	100%

Referring to the above table, out of the total of 25 students, the researcher found 0 student (0%) in the very good category, 3 students (12%) who had the skill to write procedure text in the good category. This showed that most students, namely 20 students (80%) were in the enough category, and in the low category there were 0 student (0%). Meanwhile, 2 students (8%) were in the very low category.

C. The First Cycle of CAR

The researcher provided the students with information regarding the instructional materials that would be utilized during the first cycle of the learning process, which was focused on teaching them how to write procedure texts. The researcher showed the sequential pictures to the students as the learning media. The researcher conducted a series of learning activities consisting of introduction, core activities, and closing. The researcher presented the students with a definition, a general structure, and a description of the language features that are characteristic of procedure texts. The researcher conducted a post-test I to assess the extent of students' learning outcomes after the end of the meeting. In this test, the students' task was the writing of a procedure text. This test was attended by 24 students who were supposed to be 25 students but 1 student were absent. The table below shows the results of the Post Test I:

Table 5. The Result of Post-test I

No.	Initial Name	Pre-test Score	No.	Initial Name	Pre-test Score
1	AKS	70	16	NK	67
2	AD	81	17	NS	76
3	AAR	81	18	NM	73
4	DL	74	19	NA	77
5	EPS	77	20	PA	80
6	ER	82	21	POH	75
7	FTA	75	22	RY	66
8	FFE	77	23	RS	72
9	I	71	24	SC	78
10	KF	0	25	SK	73
11	K	76	Total		1796
12	KP	77	Average		71,84
13	MAA	70			
14	MRK	76			
15	MS	72			

Table 6. The Percentage of Post-test I

No.	Category	Value range	Frequency	%
1.	Very Good	80-100	4	16%
2.	Good	75-79	10	40%
3.	Enough	60-74	10	40%
4.	Low	50-59	0	0%
5.	Very Low	0-49	1	4%
Total			25	100%

Referring to the above table, out of the total of 25 students, the researcher found, 40% (10 students) entered the good category, and another 40% (10 students) were in the sufficient category. Only 4% (1 student) was still in the very low category, while no students were in the low category. The researcher noted a significant increase in students' writing skill, it was noted that the number of students who passed the minimum completion criteria was 12% in the pre-test to 56% after the first cycle was implemented.

D. The Second Cycle of CAR

The results of cycle I indicated an improvement to students' writing skills, although it had not yet reached the expected level. To improve the results and overcome the obstacles encountered, it was agreed to proceed to cycle II. The implementation of cycle II followed a similar flow to the previous cycle, with some adjustments. The researcher evaluated the results of cycle I and designed strategies to overcome the identified problems. The researcher conducted a post-test II in order to measure the students' progress. The results were to be compared with post-test 1 to evaluate the outcome of the actions taken in cycle II.

Table 7. The Result of Post-test I

No.	Initial Name	Pre-test Score	No.	Initial Name	Pre-test Score
1	AKS	70	16	NK	67
2	AD	81	17	NS	76
3	AAR	81	18	NM	73
4	DL	74	19	NA	77
5	EPS	77	20	PA	80
6	ER	82	21	POH	75
7	FTA	75	22	RY	66
8	FFE	77	23	RS	72
9	I	71	24	SC	78
10	KF	0	25	SK	73
11	K	76	Total		1796
12	KP	77	Average		71,84
13	MAA	70			
14	MRK	76			
15	MS	72			

Table 8. The Percentage of Post-test II

No.	Category	Value range	Frequency	%
1.	Very Good	80-100	14	56%
2.	Good	75-79	9	36%
3.	Enough	60-74	2	8%
4.	Low	50-59	0	0%

5.	Very Low	0-49	0	0%
Total			25	100%

Referring to the above table, out of the total of 25 students, the researcher found 56% of students (14 students) reached the very good category in writing, while 36% (9 students) were in the good category. In cycle II, there was an improvement in students' writing skill when using procedure texts. The percentage analysis showed that 92% of the students had achieved completeness in writing. From these results, it was found that the use of procedure text in cycle II had successfully improved students' writing skills.

E. Data Analysis

A series of research activities were conducted with the objective of improving the writing skills of IPA-1 students in the tenth grade of SMA Asuhan Daya Medan. The results of this research allowed us to compare the development of students' writing skills through three stages: Pre-test, Post-test I, and Post-test II as follows:

Table 9. The Comparison of Students' Writing Skill in Procedure Text in Pre-test, Post-test 1, and Post-test 2

No	Research	Category	Frequency	%
1.	Pre-test	Complete	3	12%
		Incomplete	22	88%
2.	Post-test 1	Complete	14	56%
		Incomplete	11	44%
3.	Post-test 2	Complete	23	92%
		Incomplete	2	8%

As the data in Table 9 shows, there was a gradual improvement in the percentage of students' completeness scores from the pre-cycle to the second cycle. At the pre-cycle stage, only 12% of students achieved completeness, indicating a low understanding of procedure text writing. The first cycle showed progress with 56% of students reaching completeness, and the second cycle showed a significant increase to 92%. The comparison between the pre-cycle condition and the results after applying sequential pictures learning media shows a significant improvement regarding students' writing skills. This indicates that the use of sequential pictures is effective in the improvement of students' procedure writing skills. This study validates the usefulness of this media, confirming that sequential pictures are a successful tool to improve students' writing skills.

F. Findings

From the research findings, the researcher concluded that the students showed improvement in their writing skills based on the findings of the research. A data analysis from the pre-cycle, cycle I, and cycle II stages showed the completion among the students in an effort to improve their writing skills. This observation included both students who managed to achieve complete and incomplete.

1) *Pre-Cycle*

The researchers found that, out of the total of 25 students, the researcher found 0 student (0%) in the very good category, 3 students (12%) who had the skill to write procedure text in the good category. This showed that most students, namely 20 students (80%) were in the enough category, and in the low category there were 0 student (0%). Meanwhile, 2 students (8%) were in the very low category. This indicated that although there were some students who have mastered the skill of writing procedure text well, most students still needed to improve their skill to reach a higher category.

2) *Cycle I*

During this phase, the researcher identified the difficulties that students faced in writing. The researcher gave students the opportunity to express their difficulties. The majority of students experienced difficulty in English vocabulary and sentence structure. After finding out the problem, the researcher offered help to students who were still struggling with vocabulary and sentence structure. The results showed an improvement in students' writing skill. 16% of students (4 students) reached the excellent category, 40% (10 students) entered the good category, and another 40% (10 students) were in the sufficient category. Only 4% (1 student) was still in the very low category, while no students were in the low category. The researcher noted a significant increase in students' writing skill, it was noted that the percentage of students who passed the minimum completion criteria was 12% in the pre-test to 56% after the first cycle was implemented.

3) *Cycle II*

In this stage, the students showed improved skill in writing present tense sentences as a language feature in the procedure text. As a result, they had no significant difficulty in composing sentences. The results showed an improvement: 56% of students (14 students) reached the very good category in writing, while 36% (9 students) were in the good category. In cycle II, there was an improvement in students' writing skill when using procedure texts. The percentage analysis showed that 92% of the students had achieved completeness in writing. On the basis of these results, it was concluded that the use of procedure text in cycle II had successfully improved students' writing skills.

G. Interpretation of The Data

In classroom action research, it was important for researchers not to rely on just one source of information. The researcher needed to use diverse sources of data to strengthen their research findings, namely interview, observation, and documentation. The purpose of this method was to test and compare whether the results obtained from one research instrument were in line with the results from other instruments. By applying triangulation, researchers could increase the validity of their data, resulting in more accurate and reliable research findings.

1) *Data of Observation*

This study collected data through observations made before and during the implementation of the Classroom Action Research (CAR), focusing on students in learning English writing. The initial observations revealed some obstacles in teaching writing. Some teachers still applied conventional methods, such as only giving a list of tasks to copy or delivering theory only in class. As a result, many students had difficulty understanding the lesson, writing, and tended to feel bored while learning. This problem had a negative impact on students' overall English skill, especially in writing. Vocabulary limitation was the main obstacle that hindered students' writing fluency.

2) *The Test of Data*

By looking at the results of the students' skill to write procedure text, it was discovered that there were improved student writing scores. This showed that the use of sequential pictures could effectively increase students' interest and writing skill. Some students got good grades in the end of each cycle, which showed an improvement. The average score of students was 62.92 in the pre-cycle. After the application of sequential pictures media, the average score increased to 71.84 in the first cycle and 80.28 in the second cycle. The overall improvement in students' writing skills, as measured by the percentage of students from pretest to posttest scores, ranged from 14.17% to 27.59% in the entire cycles.

H. Discussion

The objective of this study was to determine the extent to which students' skills in writing procedure text can be improved through the use of sequential pictures as a media tool. Sequential pictures are a collection of pictures that tell an event chronologically. These pictures helped students understand the situation clearly, so that students could explain their thoughts about a situation shown in the pictures. In addition, sequential pictures also helped students develop creativity in writing, because sequential pictures can stimulate individual responses and produced varied writing results.

The results of the pre-test, showed a low percentage of passed, namely only 12% of students who reached the minimum completion, while 88% did not pass. This low result was caused by giving essay tests without any explanation or special treatment from the researcher. In the post-test I, there was an increase with 56% of students passing and 44% not passing. This increase in value is due to applied sequential pictures, which resulted in an improvement in student score. In post-test II, resulted in significant improvement. The post-test of cycle II showed that 92% of students successfully achieved the minimum completion, while only 8% did not pass. The implementation of this learning media is proven to improve students' writing skills.

In addition to this, 12% of students experienced a decrease in scores on post-test 1 compared to the pre-test scores. This decrease reflects some of the difficulties encountered in the classroom learning process. Some students seemed to be less engaged with the material, as evidenced by their lack of attention to the teacher's explanation. Additionally, some students showed a tendency to disrupt other students in the classroom. This caused their understanding of the material taught to be less than optimal, so their performance in post-test I decreased. However, this became a special concern and additional evaluations and approaches were carried out, so that in post-test II these students showed significant improvement.

Student attendance problems also affected the results of the study. During the pre-test, there were 8% of students who could not attend class due to heavy rain that occurred on that day. This absence certainly affected the results of the initial test, because not all students took the test under the same conditions. Furthermore, in post-test I, there were 4% students who were again absent without a clear reason. Full attendance and participation from all students are essential to obtain accurate research results. Therefore, efforts to improve students' discipline and awareness of the importance of attending and taking part in every learning session as well as exams were necessary for the success of this study. It paid off so that in post-test II all students were present to take the exam.

5. CONCLUSION

The study provided both qualitative and quantitative data, which indicated an improvement in students' skills in writing with the use of sequential Pictures media. The quantitative data showed the following progress:

- a. Pre-cycle: 12% complete students (3 students), 88% incomplete students (22 students), with an average score of 62.92.
- b. Cycle I: 56% of students were complete (14 students), 44% were incomplete (11 students), the average score increased to 71.84.
- c. Cycle II: 92% of students were complete (23 students), only 8% were incomplete (2 students), with an average score of 80.28.
- d. The students' improvement scores on percentage of students in writing from pre-test up to post-test score in cycle I and cycle II was 14.17% to 27.59%.

This improvement included improvements in aspects of grammar such as tenses and vocabulary. Qualitative data were gathered through the use of observations, interviews, and field notes. The results show that the use of sequential pictures media increased students' interest and activeness in learning English. This media helped students develop their imagination, description skills, and express ideas based on a series of pictures given. In conclusion, the use of sequential pictures as a media proved in improving the writing skills of tenth grade IPA-1 students at SMA Asuhan Daya Medan in writing.

Suggestion

a. For the teacher

It suggests to English teachers using sequential pictures as a teaching tool for writing procedure texts because the results show that sequential pictures are useful to help students generate ideas

b. For the students

It should use sequential pictures in classroom learning because improve students' skill in writing procedure texts. This media is very useful for honing students' writing skills and improving students' vocabulary and grammar.

c. For another researchers

From this study, the researcher hope that the outcome of this study encourages other researchers to do further research related to procedure text writing skills or improve other skills in English language learning.

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