CHAPTER I

INTRODUCTION

1.1   The Background of the Study

English is an international language. There is a purpose for the English language in the world of communication. Although the importance of English has been widely recognized, many people still do not know the best way to optimize the students' ability in EFL. As a result, English is taught in Indonesian schools from primary through university, helping students develop their language skills and become more comfortable speaking it. The four skills of speaking, writing, reading, and listening are included in the English curriculum. Ismayanti & Kholiq, 2020 state that the main purpose of language is to express ideas in spoken or even written language. 1The objective of this study is writing abilities. One of the abilities that English language learners need to develop is writing.

Writing is one of the important skill in English because writing is a media to convey ideas, thought and information in written form. It means producing or `reproducing oral messages into a written language. Ensure that readers can understand the writer's message, it requires an active procedure to arrange, formulate, and develop the ideas on the paper. Extremely useful in understanding how we live our lives since it demonstrates our ability to communicate and share ideas with others. If we have any specifics, feeling, or ideas in our thoughts, we can use writing to fully express everything.

Writing a text in English as foreign language is not easy. People have difficulties to write in English well because it considered as a foreign language especially for learners in Indonesia. The writing system employs a set of symbols to represent speech sounds and may additionally include symbols for punctuation and numbers. Another partial depiction of a language expression unit is writing. Students are frequently required to define words and phrases in academic settings to demonstrate to their teachers that they comprehend them completely. To ensure that their readers fully grasp what is meant when certain crucial terms are employed, academic writers typically define terms. Important words can be misinterpreted if they are not comprehended thoroughly.

One of the purposes of teaching at senior high school is to enable the students to write paragraphs in a simple form. However, writing in English is still very difficult for many students because it requires thinking which is always complicated and hard. When writing a paragraph, the students are asked to make the best use of sentences to express their ideas. Some students might be able to write grammatical sentences, but they might fail to write meaningfully correct sentences. Fair and Winch state that "writing is difficult and very few people can write an essay at one sitting in a form that is adequate". Besides, the students' difficulty in English writing might be the result of the fact that English is not their mother tongue, as stated by Bram that "for most beginning writers whose mother tongue is not English, to express what they intend is sometimes   difficult".

Descriptive text is at type of text that tells or describes how something feels, sounds, and how it looks. Haines states that description is a story that creates a clear mental picture. It can also be said the ability to accurately describe people, places, or objects is a useful life skill. Then with that, the main purpose of descriptive writing is to describe in such a way that the picture is formed in the mind of the reader based on one's point of view. The generic structure of a descriptive text is the introduction, content, and conclusion or closing. Fun learning media to improve students' writing skills is to apply or use a series of visual images.

Using visual materials in learning is a style of learning and teaching where ideas, concepts, data, and other information are related to pictures and techniques. The use of visual aids in learning is a learning and teaching style in which ideas, concepts, data, and other information are associated with images and techniques. Visual learning materials can greatly enhance students' classroom experiences by allowing them to observe conditions and essays that are difficult to convey in class.This image thus becomes her one of her three different learning styles of students, including aesthetics of listening and learning.

There are many techniques that we can use to improve pupils' writing skills, but the writer only focuses on teaching writing through "Picture Sequences" to improve pupils' writing skills. By using pictures, the students' difficulties in writing can be reduced because pictures can stimulate ideas and creative expressions. Students use the sense of their eyes to look at pictures and hone ideas in writing. Each sentence written in a series of picture sequences is the result of observing the picture order. The more

carefully students look at the sequence of the pictures, the more extensive their imagination is in writing. The order of media pictures in learning English is essential to practicing writing skills and oral skills and expression skills (speaking and telling). The use of a series of media pictures can make it easier for students to remember, train, and develop writing skills.

Pictures or materials with pictures can be used by the teacher to stimulate the students to use language as the reproduction and manipulation stages to speak and write. It means that by using pictures including pictures in series, it will be easier for the students to stimulate their ideas so that they can express their ideas in the form of writing more easily. Besides, pictures in the series will lead the students to recognize their ideas step by step from the beginning to the end of the series. By the following picture in the series, the students will move from one idea to the other ideas orderly based on the topic.

The sequence of visual picture has a purpose and uniqueness that can help and be applied in the teaching and learning process. Making it easier for students to understand what the teacher is saying when presenting learning material is one example. All pupils can write but not all of them can describe their writing just by thinking, for this reason, picture sequences are used to describe the object they are going to write, and they can explore even more words or can respond to material quickly because it is accompanied by pictures. There is also the uniqueness of the picture series, namely by reading one by one and following the instructions in the

picture. Students are more concentrated and excited because the teacher's activities are related to everyday games, namely playing pictures.

According to Thesis Nurmala 2022, using techniques picture sequences has a significant effect on students' writing achievement, as made evident by a pre-test score that is 1.225 and a post-test get score of 1.750, and the last test found the result is higher than the table (8.01 > 2.01). Pupil s who are learned to write using the picture sequences method outperform those who are not, and they find it more effective, appealing, and simple.her contribution to writer research is that there are advantages and disadvantages when using a series of visual picture on teachers and students, so expanding the author's material regarding the use of a series of visual picture sequences.

Based on a preliminary study conducted at SMA NEGERI 1 BAKTIRAJA by an interview with an English teacher, it was found that students still have difficulty learning English, especially in writing skills. The main problem is organizing ideas. Although the teacher has given a particular topic or theme, students are still having difficulty and seem confused about what they must do to begin writing.   Student difficulties in writing skills are indicated by the eighth student's previous value in writing that only 8 students (23% students) received a rating of 72 that is a minimum minimum or KKM level, whereas 27 students (77% students) received a writing value of less than 72. The average writing value in that class is only 54,75. From that reason, researchers concluded that students need the right media to reach the scoring goals in writing   classes.

For that reason above, researchers concluded that students need the right media to reach the scoring goals in writing classes. To address the problem, the sequence of pictures is one of the best ways to address a student's problem with writing skills. Students can express their ideas when they are visually presented in a sequence of pictures, such as events where people, objects, and so forth. The sequence of images is recognized as a way to represent a real situation and they can be presented as visual AIDS.

1.2   The Problems of Study

Based on the background above, the problems of the study are as follows: How do the Visual–Picture Sequence Improve the Student's Ability to write descriptive text at the XI Grade Students of SMA NEGERI 1 BAKTIRAJA?

1.3   The Objective of the Study

The objectives of the research are as follows:

To describe the improvement of the student's ability to write descriptive text through the Visual–Picture Sequences at the XI Grade Students of SMA NEGERI 1 BAKTIRAJA.

1.4   The Scope of the Study

There are many learning media that can be used by someone to improve their writing skills in English, but this learning focuses on visual picture sequence media. There are 4 skills that must be mastered in English, but this study focuses on writing skills. There are many schools that can be studied, but this study focuses on SMA

NEGERI 1 BAKTIRAJA because there are problems in writing a text. There are many classes in SMA NEGERI 1 BAKTIRAJA, the writer focuses on class XI Science 2 because in that class there are problems with writing in English, especially in making descriptive texts. There are many theories that can be used by the writer in this study, but the writer focuses on Jacob's theory (2008:22), this theory can be used by the writer to overcome students' writing problems.

1.5   The Significance of the Study

The aim of this study is to review students' writing abilities. This is done to determine how is students' ability in write a good descriptive text using visual picture sequences. In general, it is hoped that the findings of this study will present a different model for improving writing teaching. Appropriate results are also anticipated for:

1.5.1   Theoretically
1. For Students: Increase knowledge using visual picture sequences to help write descriptive texts

2. For Teachers: as a the materials expected to give the students new experiences by using picture sequences to motivate them in learning writing, especially descriptive text.

3. For the writer: can be references to another research

1.5.2   Practically
1. For Students: The findings of this study can be used as a reference to help students understand the picture series method in their writing.

2. For teachers: The findings of this study may make it easier for teachers to present teaching material in writing.

3. For the next writer: Hopefully, this study will serve as a new reference for other writers looking for a comparative study on teaching writing using Pictures Series. Furthermore, the writer can determine which of two techniques for teaching writing is more effective.

CHAPTER II

REVIEW OF LITERATURE

2.1   Theoretical Framework

2.1.1   Writing

Writing is one of the language skills that cannot be separated from the aspect of language skills. The important reasons why writing is the students are able to convey and organize ideas coherently in written form, they are able to express their fellings, and they will produce written language mechanics (Rangkuti 2021). (Nurlatifah & Yusuf, 2022) Writing skill used by writer to communite or convey his ideas, knowledge, opinions, imaginatios, thoughts, etc, which include five aspect of writing that is content, organization, vocabulary, language use, and mechanics. That is contributed to the success of writing. However, the right role of the brain must come first because it is the right brain where new ideas, passion, and emotion arise. All three are fuels in writing, so if one has a traffic jam, a university situation becomes an obstacle to writing. Therefore wish to involve students in the writing process when they submit written assignments for writing skills. Planning our writing typically falls under this category in the real world. We create, decipher and edit what we write, producing results that compose great essays. Writing activities help the writer to develop and regulate awareness of linguistics and cognitive levels for writing, according to Cer 2019.

Writing has an active characteristic, produces a product, and writes in writing, giving special characteristics in the methods, mediums, and various languages used.

Writing is one of the important skills developed by students because it is essential in the context of education, business, and relationships with others in the world. In the process of writing , students face many challenges because writing requires complex components that must be involved in writing, such as organizing ideas and selecting suitable vocabulary, mechanics, and grammar rules (Rahma, 2020).

According to Kartika, 2017 ideas or feelings, thoughts, opinions and that the students have can be reveled or expressed by writing. Having the ability to write has enabled humans to communicate ideas, appreciation, and experiences to various parties, regardless of time and space. In general, a knowledge that we can now derive from writing, such as science, discoveries, and events that have occurred since ancient times to the present. Writing also provides such entertainment as fiction, short stories, and novels.

Having writing skills requires mastery of listening, speaking, and listening skills. Therefore, writing skills must be linked to the three skills above hierarchically. Therefore, it can be said that disturbances in listening, speaking, and writing will affect the writing process of students because to be able to write well, a student must be able to read and be able to understand other people's language logically and rationally.

A writer must master other writing mechanisms, such as punctuation, capitalization, question marks, and other symbols, in addition to understanding vocabulary, grammar, and syntax. Inferred from the previous it can be concluded that writing is conveying ideas or ideas and messages that are summarized in the brain by using written language or tools as a medium. In this way, English foreign language

learners can understand, apply, and communicate effectively in writing. The complex of writing sills, it requires a process and many aspects that must be considered.

2.1.2 Component of Writing

Jacob (2008:22) points out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics.

A. Content

The content of the writing should be easy for the reader to comprehend in order for them to comprehend the message and gain some insight from it. Strong content requires well-organized and comprehensive writing. This idea is more commonly referred to as unity and completion, both of which are characteristics of good writing.

1. Unity

A good unit is said to be when there are some main concepts and those ideas are developed in the sentences that make up the sentence. Shows the core idea. Sentences that do not support the main idea of the topic sentence should not be included if the author wants the writing to go smoothly.

2. Completeness

The writing is said to be complete when the central idea has been thoroughly developed and communicated. Using this specific data, the central concept is developed in depth. It is possible to determine how sophisticated or general the topic phrases are by reading the entire paper. The content of the writing is expected to be understandable and obvious to readers.

B. Organization

The methods by which the writer arranges and organizes the concepts to convey the message in written words is what is meant by the writer's organization. There are numerous ways for writers to arrange or organize their writing, but order is the most common kind of organizing. In this instance, the organization is divided into the following two parts:

1. Coherence

    For an essay to be coherent, all of the ideas must adhere to one another. Each notion in a supporting sentence that is connected to the topic phrase or an idea constitutes a logical paragraph. One in which the concepts are consistently and correctly arranged. This forces the author to use sentence and paragraph structure throughout the article.

2. Spatial order

    If the goal of the paragraph is to inform the reader about how something appears, the most effective organizational pattern is usually spatial; for example, if the writers describe a neighborhood, a room, or a building and want the readers to be able to visualize the setting, they will most likely move systematically through the scene rather than haphazardly when describing the exterior and interior.

C. Languange Use

    Coke state that use of language in writing descriptions and other forms of writing requires proper usage and grammar. However, due to the many grammatical problems, I would like to refer to specific writings on the use of modifiers such as verbs, adjectives, adverbs and participles. A modifier can also be a phrase. A single, carefully chosen modifier is frequently more potent than a group of them combined.

Find more intriguing synonyms in the dictionary if you are having trouble describing anything with overused or worn-out modifiers. However, given that there are numerous grammar problems, the author would like to draw from certain writings regarding verbs and the usage of modifiers such as adjectives, adverbs, and participles. A modifier can also be a phrase. A single, carefully chosen modifier is frequently more potent than a group of them combined. Find more intriguing synonyms in the dictionary if you are having trouble describing anything with overused or worn-out modifiers.

D. Vocabulary

Part of the language related to writing has vocabulary. Until they can write, the author is constantly thinking about how to put words into sentences, and how to put phrases into paragraphs. It is clear that without vocabulary we cannot write or communicate. Therefore, without a large vocabulary, it is impossible to understand written material. Learning language terms is undoubtedly an integral part of learning to write, so English teachers and English learners need to take this into account.

E. Mechanics

The use of mechanics is made possible by proper capitalization, punctuation, and spelling. These elements are critical, making it easier for readers to understand and recognize them right away. Good writing mechanics make it easy for readers to group the ideas or messages conveyed in written material.

F. The characteristic of good writing

There are some characteristics of good writing as Adelstein and Prival in Damayanti (2009: 15) state as follows:

1. Good writing moves logically from the text, dominates ideas, leads to a supportive and ultimately coherent conclusion, and conveys the basic meaning of a well-thought-out plan while coherently conveying the material. It reflects the writer's ability to organize into a coherent whole.

2. Good writing reflects the writer's ability to write about a subject to an interested reader and demonstrate that he or she completely and consistently understands it.

3. Effective writing demonstrates the writer's ability to critique and revise drafts. The key to effective writing is revision.

4. Good writing demonstrates the writer's ability to adapt to the purpose and audience of the moment.

2.1.3   Descriptive Text

Descriptive text the ability to describe people, places, or objects accurately is a useful life skill the descriptive text explains how someone or something looks or feels and a process to explain how something is done. has various explanations according to many sources, yet they actually have the same meaning. Wishon and Burks 2018 stated that dscription helps reader, through his or her imagination, to visualize a scene a person, or to understand a sensation or emotion. Rahim, 2019 Perhaps some learners prefer to describe their ideas of what they have seen while others from what they have heard. In the other words, descriptive text is dealing with the description of a certain thing based on someone's point of view.

a.   Generic Structure Descriptive Text

The generic structure of descriptive text consists of identification and description. Wardiman, et al (2008) specified the generic structure of descriptive text into two parts. The first is an introduction which is the part of the paragraph that introduces the character. And the second is a description which is the part of a paragraph that introduces the character. This indicates that descriptive text has two elements, an element to identify a phenomenon (identification) and another one (description) to portray parts, qualities, or characteristics.

The descriptive text has its own rules regarding its structure. The following is a generic descriptive text structure:

1. Identification

Identification is an introduction in the form of a general description of the subject. This section is the first paragraph and usually describes the object. The goal of this section is to identify the objects we want to describe. Identification serves to introduce the reader to the object that we are going to explain before we tell about the object in more detail in the next paragraph. (Curup, 2019) Identification is a section of the paragraph that introduces or identifies the character. If a student writes a clear identification section, he or she will find it easier to develop ideas in the description section. It means that the sentence or paragraph can help the student organize and develop ideas in order to write well.

2. Description

A Description is a section that describes the special characteristics of the object being discussed. This section is located in the second paragraph and so on. The goal is

to provide a special description of an object which includes properties, special characteristics, physical appearance, and other things in more detail. This section attaches to something you already introduced the reader to in the first paragraph.

It means that the students make a descriptive text based on parts and rules of generic structure. To make a good descriptive text, the students have to understand the parts of the descriptive text itself. The students must first locate general information, and then they must locate specific information, such as the characteristics of the subject under discussion. Students must be able to distinguish between general information and specific information based on those two sections of descriptive text.

3. Purpose of Descriptive Text

Descriptive Text aims to describe, represent or express a person or an object, both abstract and concrete. This is why the descriptive text is written in a simple and short language so that the contents of the text are easy to understand.

b. Grammatical Structure of Descriptive Text

There are some language features in descriptive text. According to Anderson (1998:26), The language of the instructions is:

1. The verb in the present tense

2. Adjectives that express characteristics of objects

3. Topic sentences that start paragraphs and organize different aspects of the description

c. **Example of Descriptive Text**

Table 2.1

The Example of Descriptive Text

Title	My Actor favorite
Entis Sutisna 	Entis Sutisna is his full name. Sule was his given name. He is a well-known comedian in Indonesia. Sule was born in Bandung, West Java, on November 15, 1976. He is fluent in Sundanese. He is also learning Javanese. Sule is a one-of-a-kind individual. His hair is long and brown with yellow highlights. His face is oval, he has a flat nose, and his eyes are slanted. Sule is well-known for being a very funny and witty individual. Everyone laughed at his joke. Sule has appeared in several TV shows, including OVJ, Awas Ada Sule, PAS Mantab, Saung Sule, and a talk show. He can also sing very well. Susis is one of his most well-known songs.

d. How to Score a Descriptive Text

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Table 2.2

Table to Scoring of Descriptive Text. Adapted from Brown (2007)

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Aspect	Score	Performance Descriptive
Content (C) 30 % 1.Topic 2.Detail	4	The topic is complete and clear, and the details are relevant.
	3	The topic is complete and clear but the details are almost relavant to the topic
	2	The topic is complete and clear but the details are not relevant to the topic
	1	The topic is not clear and the details are not relevant to the topic
Organization (O) 20 % 1.Identification 2.Description	4	Identification is complete, and the descriptions are properly connected.
	3	The identification is nearly complete, and the descriptions are nearly complete with proper connectives.
	2	Identification is incomplete, and descriptions are arranged with a few connective errors.
	1	The identification is incomplete, and the descriptions are arranged incorrectly using connectives.

Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but no effect on the meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but no effect on the meaning
	2	Limited range of confusing words and word forms
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics (M) 15 % 1.Spelling 2.Punctuation 3.Capitalization	4	It uses correct spelling, punctuation, and capitalization It is dominated by errors in spelling, punctuation, and capitalization
	3	It has occasional errors in spelling, punctuation, and capitalization
	2	It has frequent errors in spelling, punctuation, and capitalization

	1	It is dominated by errors in spelling, punctuation, and capitalization

Formula :

$$\text{Score} = \frac{3c + 2\square + 2c + 1,5v + 1,5\square}{10} \times 40$$

2.1.4 Visual

Visual is a media of model learning. Media can be applied to assist the skill of the students' writing in developing their ideas and thought (Febriyanto & Yanto, 2019). Visual as "a two-dimensional material designed to convey a message to students" that combines verbal elements (text or word) and graphical elements (picture or picture). Using visual materials in learning is a style of learning and teaching where ideas, concepts, data, and other information are related to pictures and techniques. So, this visual becomes one of three different student learning styles that include aesthetics both hearing, and learning.

Visual learning materials can be very effective in enriching classroom experiences for students by allowing them to observe situations and essays that would otherwise be difficult to explain in class. Visual materials also can simulate the students' imagination and self-expression in descriptive writing (Khaswneh & Al- Rub, 2020). There is an abundance of literary evidence that the use of visual media, the use of visual materials either pictures or videos in teaching and learning processes, can increase the level of students' attention in learning and can also significantly increase

their performance in performing retention tasks with their understanding and way of thinking.`

2.1.5 Picture Sequences

Picture sequence is a media form of pictures that have a particular sequence of events and events as well as a structured story. Sequential pictures are particularly fitting to study media because they can shape one's mind regularly. The order of media images can be in the form of pictures, pictures, or paintings that have meaning according to the story pattern.

Baso, 2016 explain that sequence is the process of putting evebts, object, ideas in logical order. Picture sequence is cutting several sequential pictures from magazines, picture books, newspaper and comic books. Train students to tell each drawing in a sequence so that the essay result becomes the complete story according to the sequence of the pictures that have been compiled. Ramadhanty, 2021 Picture sequence can upgrade students' stimulation, enchance and practice their writing. Wening, 2017 picture sequence is a media used to show several chronological actions or events that are displayed sequentially. That is, when explaining or telling an incident that occurred in the picture, students must look at the sequence of events in the picture and tell them in the sequence in the picture.

So basically picture sequences are a collection of pictures that differ from one picture to another but sequentially and relate to each other which can form the whole story.

2.1.5.1 Picture sequence Function

According to Baso, 2016 the Function of Picture Sequences that:

1. To describe quantitative data carefully;

2. Explain the development and comparison of an object or related event briefly and clearly;

3. To invite interpretation of symbols and image.

2.1.5.2 Procedure of picture sequences

Picture sequences have meaning based on certain story patterns. The order of pictures is following the material for writing essays because students can arrange their own words well after seeing a series of pictures that are in succession.

Students use the sense of their eyes to look at pictures and hone ideas in writing. Each sentence written in a series of picture sequences is the result of observing the picture order. The more carefully students look at the sequence of the pictures, the more extensive their imagination is in writing. The order of media pictures in learning English is essential to practicing writing skills and oral skills and expression skills (speaking and telling). The use of a series of media pictures can make it easier for students to remember, train, and develop writing skills.

Applying a series of media pictures in class requires preparation. Picture sequences are not only readily available visual media but must be adjusted to an educational level and have certain characteristics.

2.1.5.3 The Role of Teacher Using Picture Sequence

The Role of Teacher ccording to Istarani (2012:7), the steps for implementing picture   sequences   are   as   follows:

1   The teacher communicates the desired level of competence.

2   Serves as an introduction to the material

3   The teacher displays images of activities related to the material.

4   The teacher assigns the students by alternately installing or sorting the images into a logical sequences.

5   The teacher inquires as to the reason/rationale for the image sequence.

6   Based on the image's reason/sequence, the teacher begins embedding the concept/material in accordance with the competence to be attained.

2.1.5.4 The Role of Students Using Picture Sequence

The Student's Position The steps for using the image sequence are as follows (Goldstein, 2008: 65):

1.   Students arrange them in the correct order.

2.   Students describe what happened and report on the sequence.

3.   To finish the text, students must create the final image in the correct order. It's finally time to reveal the final image.

2.1.5.5 The Advantage of Using Visual-Picture Sequences

The advantages of the picture sequences method, according to (Shoimin, 2016 : 125), include:

1.   Facilitating student comprehension of what the teacher meant when presenting learning materials.

2.   Because the material is accompanied by a picture, students respond quickly to it.

3.   Students can read one at a time, following the picture instructions.

4. Because the teacher's activities are related to their daily play, such as playing the picture, students concentrate better and become more excited.

5. The understanding of the concepts or readings used in the illustration. The presence of competency in the representation of concepts or readings.

6. Because it is presented in the form of picture sequences, it will appeal to students.

According to the writer, the benefits of the picture sequences method include the researcher's ability to encourage and urge students to become more attentive and creative.

2.1.5.6 Disadvantages of Using Picture sequences

According to (Shoimin, 2016: 126), the disadvantages of the picture sequences method are as follows:

1 It takes a long time.

2 Many students are apathetic.

3 Many tools and materials related to the material to be taught with the techniques must be prepared.

4   The author is concerned that there will be chaos in class.

5   Does not come cheap."

The disadvantages of the picture sequences method, according to the author, are that it takes a long time for the instructor to prepare a diverse range of tactics and resources related to the information to be taught using the method.

2.2   Previous Studies

Ramadhana (2014) in her thesis, refers to previous research which has similarities in the variables used. Ramadhana's research in her thesis entitled "Using Visual - Picture Sequences to Improve Students Writing Ability" can be concluded that there is an increase in descriptive writing skills by using image sequence media. Cycle 1 is (61.17) which is still considered good enough. Even though it has improved from a poor average diagnostic test score (47.18), This is still considered low achievement and should be scaled up in Cycle 2 to meet the teacher target score (75) as a success criterion. This goal was achieved by changing the RPP I used in the learning process with an average score above (75), i.e. (76.95), and fine-tuning the Cycle 2 activity. Descriptive writing increased significantly from Cycle 1 to Cycle 2 based on the average scores achieved by students in Cycle 2. Ramadhan's research has similarities with research conducted by researchers on the independent variable, which is the same as using Picture Sequence Media.

Eban (2021) in his thesis, refers to previous research which has similarities in the method used. Eban's research in his thesis entitled "Using Pictures Series Method to Improve Students' Writing Ability of the Second Grade at SMPN 2 GAESONG SELATAN TAKALAR. Eban incorporates several visual media in improving student writing, namely writing procedure text. The combination of several Pictures Series will improve students' interaction. This makes the conditions in the teaching and learning process come alive. Students are actively studying. Students will be pleased, interested, easy to remember, and enthusiastic about learning to write. Because most students have

difficulty writing, various media must be taught to improve students' writing skills. As a result, guidance and repetition are required so that students become accustomed to and find it easy to write.

Friska's (2022) thesis title is Improving Students' Ability to Write Descriptive Paragraphs Using Pictorial Media. (A Class Action Study of Class X Students from SMA Negeri 01, Seberuang, Kapuas Hulu, Academic Year 2020/2021). Because researchers use media images in learning descriptive writing, this study is intended for teachers and students in the language teaching and learning process. This study takes the form of classroom action research, with two cycles in which the author serves as a teacher in class. The process by which participants examine their educational practice systematically and carefully using research techniques is known as action research. For two cycles, the author used collaborative action research. Some students still struggle with writing descriptive paragraphs in the first cycle. This is demonstrated by the average score of one cycle, 50.2. The average score in cycle II was 77.3. Finally, it is possible to conclude that pictorial media can help students learn better. Writing descriptive paragraphs is a skill that must be mastered. Each cycle, there is a significant increase in student scores. The same as the researcher's research.

Yanni refers to previous research that uses a similar method. The effect of picture sequences strategy on students' writing procedure text ability is titled (A Study at the Eleventh Grade Students of MAN Sipagimbar). The study's goal is to discover: 1) the application of the picture sequences strategy. 2) the students' ability to write procedure text before and after using the picture sequences strategy. 3) Whether the

picture sequences strategy has a significant effect on students' writing Procedure text ability among MAN Sipagimbar eleventh-grade students.

The method used by Sari (2022) in her thesis is similar. The study is titled The Effect of Using Picture Sequences on SMP NEGERI 4 SATU ATAP KUALA Eight Grade Students' Narrative Writing Achievement. The study looks at how the picture sequences method affects students' narrative writing abilities. The purpose of this study was to determine how using picture sequences affected eighth-grade students at SMP 4 Negeri One Roof Kuala's ability to create narratives. It suggests that the use of picture sequences has a significant impact on eighth-grade narrative writing achievement at One Roof Middle School 4 Kuala.

2.3 Conceptual Framework

One of the four language skills taught in English is writing. Descriptive text is text that describes a person or thing. Generic is an argument for a part or structure of a sofa, and of course there is a model. One of the media that helps students in their learning activities is photography. Sequencing is the process of logically ordering and manipulating objects, ideas, and events. Image sequences are a combination of images and sequences and are very useful in the teaching process, especially in creating descriptive text. This is because it makes it easier for students to express their ideas and understand the context of the sequence of events and their relationship to their description. Researchers examine how a sequence of images influences students' descriptions.

The elements of the conceptual framework are explained as follows:

1. When writing descriptive paragraphs, the input refers to diagnosing some of the potential problems that exist at SMA NEGERI 1 BAKTIRAJA

2. The term "process" refers to the actual application of a series of visual images completed in two cycles in which the researcher evaluates and determines whether the problem has been solved. Reflections of this classroom behavioral study are used to determine the success or failure of the teaching and learning process and an increase in student writing activity. Students' writing mistakes can be effectively overcome. Some tweaks have been made to improve some key elements. These elements support the quality of teaching and student writing assignments in the next cycle.

3. Picture sequences are used when referring to the results of teaching and learning processes. The improvement and excellence in reflection in writing instruction and the success of students' ability to write expository texts demonstrate this.
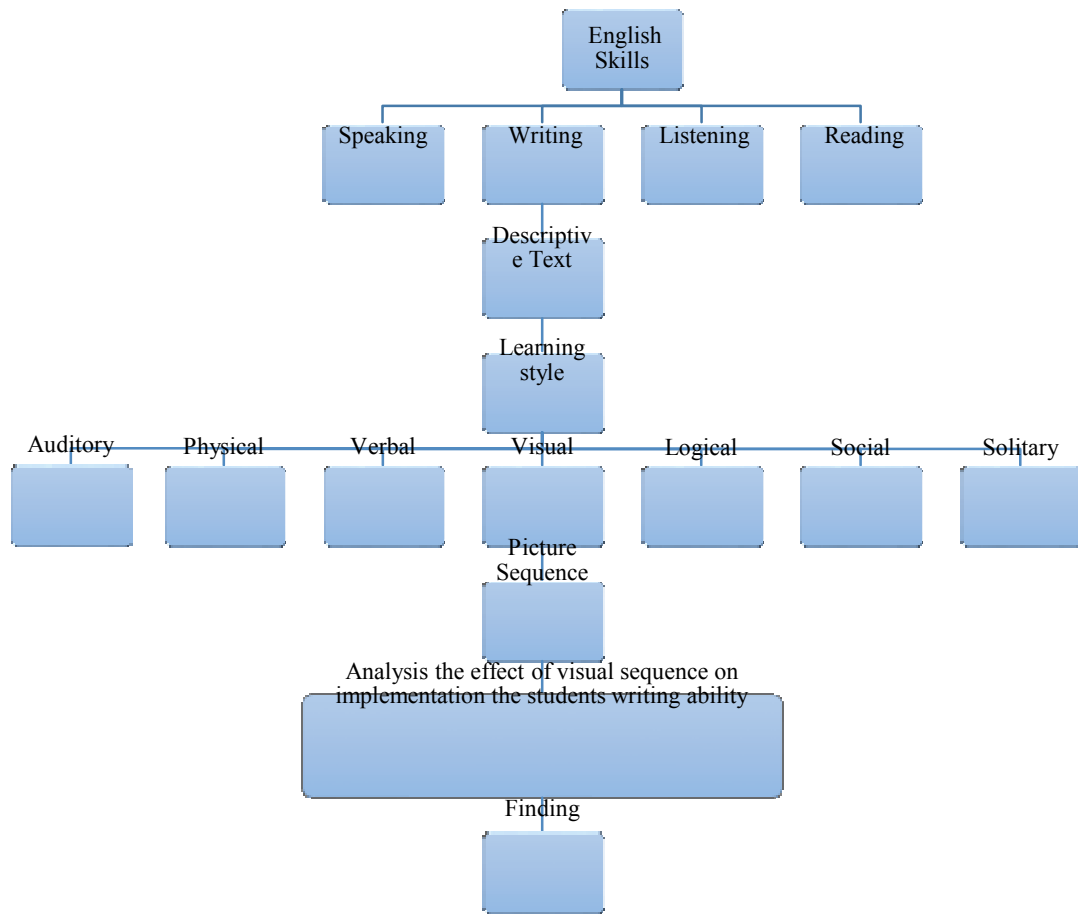
Figure 2.1 Conceptual Framework

CHAPTER III
RESEARCH METHOD

3.1 Research Design

The design of this research is classroom action research that is intended to overcome the students' problem with writing skills to improve their writing skill achievement by using picture sequences. The action research is based on the idea that theory can be used in a real situation, and theory is only useful when it is put into service and practice focused on achieving positive change (Meesuk et al., 2020). Thus, There are four basic components applied in CAR or the solution for the teacher regarding the student's achievement problem. Planning, Action, Observation, and Evaluate/Reflection.

Action research was carried out twice in the classroom to assess and monitor students' proficiency in producing visual-picture sequences. The action continues to the second cycle to improve and achieve the target score improvement for students' writing in visual-picture sequences in learning processes after the teacher determines that the results of writing in visual-picture sequences in the cycle have not achieved the standard score required. The following will be cited as the research's main idea:

3.1.1 Cycle 1
Cycle 1 consists of planning, action, observation, evaluation, and reflection..

1. Planning
a) Preparation Create a lesson plan. The writer devised a lesson plan based on the curriculum and writing-related material.

b) Setting up the tools, such as the study guide and writing test. The teaching materials were created with the teacher in mind and include several picture sequences.

c) Establishing the desired score that should be attained. The instructor conducted instrument evaluation and observation as part of the cycle of classroom action research.

2. Action

The lesson plan informed the twriter's actions. The material that is writing visual-picture sequences. This action will conducted in two cycles. In the first cycle have a four meeting. This research will be carried out during school hours by research that was 2 x 45 minutes. The exercises include:

a) Grouping the students into classes

b) A sequence of pictures is given to each group, and the writer then explains how to do it using a sequence of pictures.

c) The writer prepares the objects that students will need to complete the task, learns how to use the objects, and understands the sequence of actions that students must perform to complete the task.

d) The writer prepares the objects that students will need to complete the assigment, learns how to use the objects, understands the sequence of actions that students must take to complete the task, the writer distributes a sequence of pictures to each group, and then explains how to do it using a sequence of picture.

e) The question of whether the sequences of pictures can be written descriptively is put to the students. Then explained and understood the sequences of pictures.

f) It was proposed that each group share comments regarding the order of the photos that had been divided into each group before producing descriptive text and making suggestions for each line of composing the text.

3. Observation

The teacher observes all students' active participation in the learning process and evaluates it using checklist and diary observation techniques. Additionally, pupils are seen completing tasks during this observation. Are they engaged in the learning process, responding to questions, and comprehending the material? Students' interest in the subject matter is still low this cycle. The information given is not effectively addressed. This isn't because the information is hard to understand or difficult to communicate rather, it's because students haven't figured out the best approach to formulate their original concepts, like writing a thorough draft or parsing them first. Therefore, the teacher believes that student success is still low even after the test has been administered reflection/ evaluation. Therefore, the teacher believes that student achievement after the test is still low, and it is necessary for the teacher's efforts to maximize both their potential in writing descriptive text by making changes in how the images are presented at the next cycle 2 meeting, at least agree and relate to the context of their daily lives, so that we can interpret and explain the context of the the picture simply to have more form of new views to be written.

4. Reflection/ Evaluation

 To teach writing, the teacher first shows a sequences of visual pictures.

a) Research statistics based on this cyclical test are gathered.

b) Analyze the results of the descriptive writing test that was included in the writing assessment. The results show that the students did not meet the score goal and that they need to improve in the upcoming cycle. Most of the time, when students write descriptive texts to express their opinions or ideas, they make mistakes with the subject, verb, organization, grammar, and structural mechanics that are related to the context of the picture, which is lacking in controlling ideas and the ability to write an effective conclusion related to the topic.

c) Consider the findings from your observations, which indicate that some learning activities still need to be emphasized and that some objectives haven't been met.

 The second cycle then continued the evaluation and observation findings from the first. The majority of students do not achieve the instructor's goals, and the results of observations also reveal that kids are still less engaged in the learning process, thus the teacher believes that the results of this cycle do not match the requirements for student success based on exams and observations.

3.1.2 Cycle 2

The writers established the following stages after examining the cycle 1 test results and the students' knowledge:

1. Planning

a) Revise the lesson plan for improved student engagement and participation in the learning process.

b) The educational materials are still given in the same way as cycle 1, namely the succession of photographs, after careful planning and preparation.

c) Create a tick-list form to record student activity during the learning process and an evaluation tool for the cycle of classroom action research.

2. Action

a) Students are divided into a group

b) The writer gives a sequence of pictures containing an event in each group.

c) Each student makes a draft and is creative with a group of friends so that it is easier for them to make a summary of the order of the pictures.

d) Students give suggestions and share ideas on what topics are found in the picture sequences with a group of friends and then exchange opinions on how to make descriptive text from the picture sequences.

e) When carrying out the task, it is recommended to revise and write the writing. in revising suggest making paragraphs that are easy to reach. Editing focuses on spelling, grammar, punctuation, vocabulary, and sentence structure. Revisions are only checked for content and structure.

3. Observation

During this stage of the cycle, teachers are still keeping an eye on how the students are acting and participating in class. Observing Cycle 2 observes how students complete their work and how they react to the information provided. Most activities went well

compared to Cycle 1. Student activity increased and each pair showed cooperation until completing the task. The students seem busy putting their thoughts out in writing.

4. Reflection/ Evaluation

Things that were lacking in cycle 1 have been filled in this cycle, along with stronger improvements and increased student involvement. This demonstrates that several descriptive indicators are effective and reach the teacher's goal. After the teacher made various changes to the lesson plans and included learning activities that weren't done in cycle 1 such as guiding students in putting their ideas into practice, student learning attainment in cycle 2 increased. Students who still have problems with Cycle 1 structure, grammar, mechanics, vocabulary, and sentence structure are encouraged to revise and complete the assignment. Cycle 2 test results show better performance than Cycle 1 when these phases are executed.

3.2 Data and Data Source

Arikunto (2010: 172) states that data is the result of observation consisting of a thing that researcher analyses and the information or material which used in this research taken from the data source. Data sources; The students' papers were the source of data for this study before they were given writing prompts in the form of visual picture sequences. The data of this research will be take from descriptive text which write by XI Grade SMA NEGERI 1 BAKTIRAJA.

3.3 Subject of the Study

The Subject of the study is student grade XI of SMA NEGERI 1 BAKTIRAJA.

3.4 Object of the Study

The Object of this study will be from papers of descriptive text which writing by the student XI SMA NEGERI 1 BAKTIRAJA.

3.5 Population and Sample

3.5.1 Population

Arikunto (2013:173) said "Population is the whole subject of research". According to Sugiyono (2017: 80) the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by writer to be studied and then drawn conclusions.

From the expert opinion above, the author can explain that population is a term to express all the targets studied so that they can be used by writer to collect data. In this study, the population used by the writer is the total number of Class XI Science 2 students of SMA NEGERI 1 BAKTIRAJA for the 2022/2023 academic year, amounting to 35 people.

3.5.2 Sample

According to Arikunto (2013:174) "The sample is part or representative of the population being studied". According to Sugiyono (2017:81) "The sample is part of the number and characteristics possessed by the population". From the existing population, the researcher follows Arikunto (2002:112) saying "If the subject is less than 100, it is better to take all so that the study is a population study, and then if the number of subjects is more than 100 then it is taken between 10-15% or 20-25 % or more".

Based on the opinion above, the authors took a sample of 35 people, because the subject is less than 100 people. So this research is called population research.

3. 6 Instrument of Collecting Data

The Instrument of Collecting Data Quantitative and Qualitative data will be used to receive data. The text description writing test scores as tools are used to collect quantitative. Students are required to write a text description of at least 120 words. The time for writing the text is over in 30 minutes. The test is used to assess students' descriptive text-writing skills by using visual picture sequences.

Qualitative data is conducted to determine a scenario that arises throughout the educational process. In collecting qualitative data, the writer uses:

1. Observation sheets are used to document every situation that arises during the teaching and learning process, including teachers, students, and the consequences of those actions. Student participation or activity in the learning process is assessed by observation.

2. Interview sheets are using this strategy, you can discover learners' attitudes, sensory activity, viewpoints, and sentiments regarding studying English.

3.7 Technique of Collecting Data

In collecting data, The steps below are used to collect data:

a)   The writer describes the test technique

b)   The writer requested that the students present an intriguing subject.

c) Students create descriptive text based on Picture Sequences.

d) Students compile their written work.

3.8 Technique of Analyzing Data

The test's data analysis in the classroom led to the following analysis:

1. Calculate the average value of students using the following formula:

Formula :

$$\bar{X} = \frac{\Sigma X}{N} \times 100\%$$

Where : $\bar{X}$: Mean score

ΣX : Total score

N   : Number of students

2. We classified the students' scores after gathering the student's data. The students' scores were divided into the following categories.

91 – 100 is classified as excellent

81– 90 is classified as very good

71 – 80 is classified as good

61 – 70 is classified as fair

51 – 60 is classified as poor

Less 50 is classified as very poor

3. To analyze the percentage technique by using this formula:

Formula :

$$P = \frac{R}{T} X\ 100$$

Where: P = Percentage of pupils that received a score of 72 or above

R = Number of students who received a score 72

T = Number of samples