USING PICTURE MEDIA TO ENHANCE WRITING ABILITY IN PROCEDURE TEXT

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Abstrak. Penelitian ini bertujuan untuk mengetahui ada tidaknya perbedaan yang signifikan antara siswa kelas X SMA Sriguna Palembang dalam pembelajaran menulis teks prosedur menggunakan teknik media gambar dan yang tidak. Penelitian ini dilakukan melalui Kuasi Eksperimental (Kuantitatif). Sampel dipilih dengan menggunakan cluster random sampling dan siswa kelas X MIPA 3 dipilih sebagai sampel. Pre-test dan post-test dilakukan pada bulan Juli sampai Agustus 2022. Pre-test dan post-test dilakukan untuk mendapatkan data kuantitatif berupa nilai tulisan siswa. Nilai rata-rata siswa kelompok eksperimen pada post-test adalah 75, sedangkan nilai rata-rata siswa pada kelompok kontrol adalah 66. Sedangkan nilai kritisnya adalah 0,05 tingkat signifikansi untuk uji satu sisi dengan 69 (df) adalah 1,667 karena diperoleh sebesar 3,028 lebih tinggi dari t-tabel. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan skor menulis siswa kelas X yang diajar melalui media gambar dan siswa yang diajarkan teknik konvensional di SMA Sriguna Palembang.

Kata kunci: Menulis, Teks Prosedur, Media Gambar

Abstract. The objective of this research was to find out whether or not there is any significant difference between the tenth grade students of SMA Sriguna Palembang in learning writing procedure text using picture media technique and those who are not. This research was done through Quasi-Experimental (Quantitative). The sample was chosen by using cluster random sampling and students of X MIPA 3 selected as the sample. The pre-test and post-test were conducted from July to August 2022. The pre-test and post-test were conducted to gain the quantitative data that were in the form of students' writing scores. The students average score of the experimental group in the post-test was 75, while the students' average score in the control group was 66. Meanwhile the critical value was 0.05 significance level for one-tailed test with 69 (df) was 1.667 since the obtained was 3.028, it was higher than t-table. The result showed that there is a significant difference of writing scores of the tenth grade students taught through picture media and those ones taught a conventional technique at Sriguna Senior High School of Palembang.

Keywords: Writing, Procedure text, Picture Media

INTRODUCTION

Writing is one of the important skills students need to learn to be successful in their education. This is because writing ability has a significant impact on a student's learning ability. According to Jaya (Wahyuni & Febianti, 2021) "Writing can greatly strengthen students' memory, cognitive, affective linguistics, and psychomotor abilities". Many teachers consider writing to be the most difficult and boring English skill to learn. According to (Jaya, et.al, 2018, p. 21) "Teachers must find creative ways to apply them in class so that they can motivate students to learn to write." Therefore, teachers must find creative and innovative ways to teach in class.

The process of learning to write effectively is a long process, so it is important to find the right teaching and learning methods to help students achieve these goals. People have many thoughts and ideas, and they express themselves through writing. Students must be skilled at using capital letters, choice of words, grammar, and the ability to connect sentences into a unified whole through writing. According to (Jaya, et.al, 2021, p. 133) "Apart from listening, speaking, and reading, one of the most important language skills for English learners to master is writing." Teaching writing is more difficult than teaching other skills because it involves listening first, followed by speaking, then reading, and then writing. According to (Noviati, 2018, p. 40) "Students must be able to understand and use the steps of writing in order to produce quality work." Therefore, to produce quality writing, students must understand how to produce good and correct writing.

There are many kinds of texts used, such as descriptive text, recount text, and procedure text to practice students' writing skills. In this study, the researcher used procedure text to measure students' abilities. According to (Ameliah, et.al, 2019, p. 48) "Procedure text is a text that is used to create something with a sequence of steps". The steps related to the procedure text, for example, are how to make: a cup of coffee, fried rice, and fruit juice. Students should be able to convey their knowledge in writing procedure texts. Procedure text has the purpose of instructing how to do something or make something in a certain structure such as (objectives, materials/materials, and methods/steps).

"Teaching is a process of transferring ideas, skills, and knowledge from teachers to students. In order to enhance students' enthusiasm to study English in the classroom, teachers must not only be able to explain things to students but also to set up events and conditions in the classroom that make learning fun" (Jaya, et.al, 2018, p. 160). Therefore, the teacher uses the media to help and motivate students to create their knowledge in writing procedural texts. Picture media is one of the media that can be used to teach writing. Using pictures makes students more interested in learning to write procedural texts. Picture cannot be separated from other media because it is a flexible medium for teaching English. By using pictures students can see objects that describe writing more accurately, and they can express their imagination, feelings, and thoughts in written form. Because students usually feel confused in writing the steps, they have difficulty in making sentences per sentence or even word for word.

"The writing skills is difficult to master in learning English" (Laraswati, et.al, 2016, p. 37). The cause of difficulty in writing could be simply a lack of vocabulary, not knowing what they want to write, and not knowing how to write sentences properly because they do not understand grammar. From this, teachers and students need a significant way of learning to improve student achievement in writing. This is the right condition to research to solve students' problems in writing at SMA Sriguna Palembang. Students are unable to produce good writing for a variety of reasons. First, they do not know the exact generic structure of a text. They sometimes lose the storyline and their writing becomes incoherent. Second, they are still lacking in grammar. They do not know the rules of grammar well so often make mistakes and end up making wrong sentences. And third, they often have trouble getting an idea to start a story. They have no idea what to write and are sometimes confused about the words to use in the text. And lastly, the media used in teaching and learning activities to write is still not appropriate. So that students are easily bored with writing class activities because learning to write is monotonous.

To overcome this problem, the researcher proposes using pictures in class in teaching writing. To connect with research, researchers use the media image method from the theory of several experts such as Gerngross in (Kartika, Nurkamto, & Pudjobroto, 2017), claiming that "The use of images enhances, naturalizes, and stimulates communication in foreign language classes." He suggests using pictures to provide suggestions for language skills training. Speaking and writing skills, two productive skills, can be generated through the use of pictures. Related to this, Jacobs in Genesee and Upshur in (Kartika, Nurkamto, & Pudjobroto, 2017), explains that "A student's writing ability is measured by their proficiency in using written elements, including content, structure, vocabulary, language , usage (grammar), and mechanisms (spelling and punctuation)." Because in writing students must understand the elements of writing in order to produce good writing. Wright in (Kartika, Nurkamto, & Pudjobroto, 2017), stated that "Image can force students to pay attention and participate in class; it provides a framework of any setting in which they can communicate their ideas". This will improve students' writing and organizational skills.

From discussion above, the researcher contends that creative and innovative teaching and learning processes are required to solve these issues. One method is to provide engaging media, such as picture series. Students can benefit from series pictures when writing procedural texts. This media can be used to stimulate students' minds and generate ideas that can be used to attract students' attention and increase their motivation in the teaching and learning process. This media is very suitable for use by Sriguna Palembang High School students because it is a very simple medium that can increase their learning motivation. From all the explanations above, the writer wants to make research with the title "Using Picture Media to Enhance Writing Ability in Procedure Text".

METHOD

The researcher used random sampling. All of the students in this study are in the tenth grade at SMA Sriguna Palembang. Two classifications are chosen by the researcher. One class served as the experiment group, where in this group students were given a treatment by using picture media. Another one is a control group, where this group students were given a conventional of teaching.

According to Cristensen (2015), p. 290, the quasi-experimental approach utilized in this study is one that "does not fully satisfy the requirements essential for controlling the influence of extraneous variables."

The following provides an illustration of the research's design:

Experimental Group   O1   X   O2
Control Group   O3   -   O4

In which :
O1 : pre-test for the experimental group
O2 : post-test for the experimental group
O3 : pre-test for the control group
O4 : post-test for the control group
 -   : conventional treatment for the control group
 X   : treatment for the experimental group by using picture media

Population is a group to which the conclusions of the study are intended to apply, according to (Fraenkel, et al., 2012, p. 80). The population is, in other words, the group that the researcher considers to be relevant and to whom the researcher wishes to generalize the study's findings. The population of this study consisted solely of SMA Sriguna students in Palembang's tenth grade during the academic year 2022–2023. A sample is a group used in research studies to gather information (Fraenkel, et.al, 2012, p. 66). (Arikunto, et al., 2010, p. 174) defines a sample as a subset or representative of the population under investigation. The study's sample group was chosen at random. There are 71 members of students which are divided into two groups: they were control and experimental group.

The researcher collect the data with used written test was employed by the researcher to gather the data. The students was asked by the researcher to draft the procedure text. Pre-test and post-test tests were administered to the sample group of students by the researcher. The pre-test administered to students prior to therapy and the post-test administered following treatment (enhancing writing ability in procedure text using picture media). Because it is a methodical way to evaluate achievement, the researcher employed a written test as an instrument. The written test also refers to a writing exercise or trial that is organized systematically to measure one's writing proficiency.

"Reliability relates to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another," says (Fraenkel, et.al, 2012, p. 154). Two raters evaluated the writing performance in this study. The two raters are English instructors from SMA

Sriguna in Palembang. Statistical Package for the Social Sciences (SPSS) was used by the researcher to conduct the following analysis on the test's reliability:

Rtt =

Where by :

Rtt   = The Reliability of all the Judge's Ratings

      = The Number of Raters

AB   = The Correlation between Two Raters

There were three ways to analyze the data were used, there were: (1) Criteria for scoring the students' writing. (2) Conversion of percentage range, and (3) Independent t-test.

RESULTS AND DISCUSSION
A. The Result of Pre-Test and Post-Test Writing Assessments for Procedural Texts Were Given To The Students

In the study's findings, the researcher examined the methods for instructing tenth-grade students in the creation of procedural texts utilizing visual media. The research's conclusions were as follows: (a) data description; (b) pre-test and post-test results; (c) results of normality, homogeneity, and independent t-test calculations; and (d) data analysis. Following the investigation with students from Palembang's Sriguna Senior High School's tenth grade, the researcher examined some of the data.

The data description of this research was conducted the tenth grade SMA Sriguna Palembang. The total sample size was 71 students. The experimental group consisted of 36 students from X IPA 3 while the control group consisted of 35 students from IPA 1. The treatment and data collecting took place from July 25 through August 31, respectively. Eight meetings were held to conduct the research. Writing assessments for procedural texts were given to the students.

Pre-test and post-test tests were administered to students in the experimental and control groups as a means of gathering data. The outcome revealed that the experimental group's mean score on the pretest and posttest was 60 and 75 respectively. The control group's mean score, however, was 58 on the pretest and 66 on the posttest. In this study, two raters were required to evaluate the students' writing. The objective was to prevent using subjectivity when assigning scores. English teacher from Palembang's Sriguna Senior High School served as the initial rater. The second rater was the author herself, while the first rater was Gatot Rully Kurniawan, S.Pd.

The pre-test in the experiment group was given before the treatment by using picture media method in procedural text. The test was given to the class of X IPA 3. There was 36 students attending the test. Based on the pre-test in the experimental group. The score of 45 was reached by 1 student, the score of 50 was reached by 3 students, the score of 55 was reached by 5 students, the score of 60 was reached by 11 students, the score of 65 was reached by 12 students, the score of 70 was reached by 4 students. The

lowest score of 45 was reached by 1 student and the highest score of 70 was reached by 2 students.

Table 1 Writing Pre-test Score in the Experimental Group

NO.	Rater 1						Rater 2						Score	Level of Competencies
	C	O	V	L	M	Total	C	O	V	L	M	Total		
1	3	3	3	3	2	14	3	3	2	3	2	13	65	Enough
2	3	2	3	2	3	13	3	3	3	2	3	14	70	Good
3	2	2	3	3	3	13	3	2	2	2	3	12	60	Enough
4	3	2	3	3	3	14	3	3	2	2	2	12	60	Enough
5	3	2	2	2	3	12	2	2	2	2	2	10	50	Enough
6	3	2	2	2	2	11	3	2	2	2	3	12	60	Enough
7	3	2	2	2	2	11	3	2	2	2	2	11	55	Enough
8	3	2	3	3	3	14	3	3	2	3	3	14	70	Good
9	2	2	3	3	3	13	3	2	2	3	3	13	65	Enough
10	2	2	2	3	3	12	3	2	3	2	2	12	60	Enough
11	2	2	3	3	3	13	3	2	3	3	2	13	65	Enough
12	3	2	2	3	2	12	3	2	2	3	2	12	60	Enough
13	3	2	3	3	3	14	3	2	3	3	2	13	65	Enough
14	3	2	2	3	3	13	3	2	3	3	2	13	65	Enough
15	2	2	2	2	2	10	3	2	2	2	2	11	55	Enough
16	3	2	3	3	2	13	3	2	2	3	3	13	65	Enough
17	2	2	2	2	2	10	2	2	2	2	2	10	50	Enough

18	2	3	2	3	3	13	3	2	2	3	3	13	65	Enough
19	3	2	2	2	2	11	3	2	2	2	2	11	55	Enough
20	2	2	2	2	2	10	2	1	2	2	2	9	45	Poor
21	3	3	2	2	2	12	3	2	3	2	2	12	60	Enough
22	3	2	2	3	3	13	3	3	3	2	2	13	65	Enough
23	3	3	2	2	2	12	3	2	2	3	3	13	65	Enough
24	2	2	2	2	2	10	3	2	2	2	2	11	55	Enough
25	3	3	3	3	2	14	3	3	2	3	2	13	65	Enough
26	3	2	3	3	2	13	3	3	3	3	2	14	70	Good
27	2	2	3	3	3	13	3	2	2	2	3	12	60	Enough
28	3	2	3	3	3	14	3	3	2	2	2	12	60	Enough
29	3	2	2	2	3	12	2	2	2	2	2	10	50	Enough
30	3	2	2	2	2	11	3	2	2	2	3	12	60	Enough
31	2	2	2	2	3	11	2	2	2	2	3	11	55	Enough
32	3	3	3	2	3	14	3	3	3	2	3	14	70	Good
33	3	3	2	3	2	13	3	3	2	3	2	13	65	Enough
34	3	2	3	2	2	12	3	2	3	2	2	12	60	Enough
35	3	2	3	2	3	13	3	2	3	2	3	13	65	Enough
36	3	2	2	2	3	12	3	2	2	2	3	12	60	Enough
Total						**445**						**438**	**2190**	

Table 2 SPSS 24 Analysis Pearson Correlation

Rater 1	Pearson Correlation	1	.747**
	Sig (2-tailed)		.000
	N		36
Rater 2	Pearson Correlation	.747**	1
	Sig (2-tailed)	.000	
	N	36	

**. The 0.01 level of significance for correlation (1-tailed)

The result of pearson correlation was 0.747**. It means that (2-tailed) at the 0.01 level, the test was reliable because it was lower than 0.05.

In the control group, the pre-test was administered before the usual method of instructing writing procedural text. The X IPA 1 class was given the test. The test was taken by 35 students. According to the pre-test results for the experimental group, 2 students achieved a score of 45, 3 students attained a score of 50, 10 students attained a score of 55, 11 students attained a score of 60, 7 students attained a score of 65, and 2 students attained the maximum score of 70.

Table 3 Writing Pre-test Score in the Control Group

No.	Rater 1						Rater 2							Level of Competence
	C	O	V	L	M	Total	C	O	V	L	M	Total	Score	
1	3	2	2	2	3	11	3	2	2	2	2	11	55	Enough
2	3	2	3	2	3	13	3	2	2	2	3	12	60	Enough
3	2	2	2	3	3	12	3	2	2	2	2	12	60	Enough
4	2	2	2	2	2	10	3	2	2	2	2	11	55	Enough
5	3	2	2	2	3	12	2	2	2	2	2	10	50	Enough
6	3	2	2	2	2	11	3	2	2	2	3	12	60	Enough
7	3	2	2	2	3	11	3	2	2	2	3	11	55	Enough
8	3	2	3	3	3	14	3	3	2	3	3	14	70	Good
9	3	2	2	2	2	11	3	2	2	3	3	13	65	Enough
10	2	2	2	3	3	12	3	2	3	2	2	12	60	Enough

11	2	2	3	3	3	13	3	2	2	3	2	13	65	Enough
12	2	2	2	3	3	12	3	2	2	2	3	12	60	Enough
13	3	2	3	3	3	14	3	2	3	3	2	13	65	Enough
14	3	2	2	3	3	13	3	2	3	2	3	13	65	Enough
15	2	2	2	2	2	10	3	2	2	2	2	11	55	Enough
16	2	2	1	2	2	9	2	2	1	2	2	9	45	Poor
17	2	2	2	2	2	10	2	2	2	2	2	10	50	Enough
18	2	3	2	3	3	13	3	2	2	3	3	13	65	Enough
19	3	2	2	2	2	11	3	2	2	2	2	11	55	Enough
20	2	2	2	2	2	10	2	1	2	2	2	9	45	Poor
21	3	3	2	2	2	12	3	2	3	2	2	12	60	Enough
22	3	2	2	3	3	13	3	2	3	2	2	12	60	Enough
23	3	3	2	2	2	12	3	2	2	3	3	13	65	Enough
24	2	2	2	2	2	10	3	2	2	2	2	11	55	Enough
25	2	2	2	2	3	11	3	2	2	2	2	11	55	Enough
26	3	2	2	2	2	11	3	2	2	2	2	11	55	Enough
27	3	2	3	2	3	13	3	2	2	2	3	12	60	Enough
28	2	2	2	3	3	12	3	2	2	2	3	12	60	Enough
29	2	2	2	2	2	10	3	2	2	2	2	11	55	Enough
30	3	2	2	2	3	12	2	2	2	2	2	10	50	Enough
31	3	2	2	2	2	11	3	2	2	2	2	12	60	Enough
32	3	2	2	2	2	11	3	2	2	2	2	11	55	Enough
33	3	2	3	3	3	14	3	3	2	3	3	14	70	Good

34	3	2	2	2	2	11	3	2	2	3	3	13	65	Enough
35	2	2	2	3	3	12	3	2	3	2	2	12	60	Enough
Total						**407**						**409**	**2045**	

Table 4 SPSS 24 Analysis Pearson Correlation

Rater 1	Pearson Correlation	1	.742**
	Sig (2-tailed)		.000
	N		35
Rater 2	Pearson Correlation	.742**	1
	Sig (2-tailed)	.000	
	N	35	

**. Correlation is significant at the 0.01 level (1-tailed)

The result of pearson correlation was 0.742**. It means that (1-tailed) at the

0.01 level, the test was reliable because it was higher than 0.05.

a. Writing Post-test Scores in the Experimental Group

The post-test in the experimental group was given after the treatment by usingpicture media in teaching writing procedural text. The test was given to the class X IPA 3. There were 36 students attending the test. Based on the pre-test in the experimental group, the score 65 was reached by 4 students, the score of 70 was reached by 9 students, the score of 75 was reached by 10 students, the score 80 was reached by 9 students, the score of 85 was reached by 4 students. The lowest score of 65 was reached by 2 students and the highest score of 85 was reached by 3 students.

Table 5 Writing Post-test Score in the Experimental Group

No.	Rater 1						Rater 2							Level of Competence
	C	O	V	L	M	Total	C	O	V	L	M	Total	Score	
1	3	3	3	3	3	15	3	3	3	3	2	14	70	Good
2	4	3	3	3	3	16	3	3	4	3	3	16	80	Good
3	3	3	2	2	3	13	3	2	3	2	3	13	65	Enough
4	3	3	3	2	3	14	4	3	4	2	3	16	80	Good

5	3	2	3	2	3	13	3	3	3	2	2	13	65	Enough
6	3	2	3	3	3	14	3	3	3	3	3	15	75	Good
7	3	3	3	2	3	14	3	3	3	3	2	14	70	Good
8	3	3	3	3	3	15	4	3	3	3	3	16	80	Good
9	4	3	3	3	3	16	4	3	4	3	3	17	85	Good
10	3	2	3	3	3	14	3	3	3	3	2	14	70	Good
11	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
12	3	3	3	3	2	14	3	2	3	3	3	14	70	Good
13	3	3	3	4	3	16	3	3	4	4	3	17	85	Good
14	4	3	3	3	3	16	3	4	3	3	3	16	80	Good
15	3	2	3	3	3	14	3	3	3	3	3	15	75	Good
16	3	4	3	3	3	16	3	4	3	3	3	16	80	Good
17	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
18	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
19	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
20	3	3	2	3	3	14	3	2	3	3	3	14	70	Good
21	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
22	4	3	3	3	3	16	3	4	3	3	3	16	80	Good
23	3	3	4	3	4	17	3	3	4	4	3	17	85	Good
24	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
25	3	3	3	3	3	15	3	3	3	3	2	14	70	Good
26	3	4	3	3	3	16	3	3	4	3	3	16	80	Good
27	2	2	3	3	3	13	3	2	3	2	3	13	65	Enough

28	3	2	3	3	3	14	4	3	3	3	3	16	80	Good
29	2	2	3	3	3	13	3	3	3	2	2	13	65	Enough
30	3	3	3	3	2	14	3	3	3	3	3	15	75	Good
31	3	3	3	2	3	14	3	3	3	2	3	14	70	Good
32	3	3	3	3	3	15	3	3	3	3	4	16	80	Good
33	3	3	4	3	3	16	4	3	4	4	3	17	85	Good
34	3	2	3	3	3	14	3	2	3	3	3	14	70	Good
35	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
36	3	3	3	3	2	14	3	3	3	3	2	14	70	Good
Total						**525**						**540**	**2700**	

Table 6 SPSS 24 Analysis Pearson Correlation

Rater 1	Pearson Correlation	1	.834**
	Sig (2-tailed)		.000
	N		36
Rater 2	Pearson Correlation	.834**	
	Sig (2-tailed)	.000	
	N	36	

**. The 0.01 level of significance for correlation (1-tailed)

The result of pearson correlation was 0.834**. It means that (1-tailed) at the 0.01 level, the test was reliable because it was lower than 0.05.

b. Writing Post-test in the control Group

After using the customary method for teaching procedural material, the post-test was administered to the control group. The class X IPA 1 were subjected to the test. 35 people showed up for the test. Based on the results of the post-test, five students in the control group achieved a score of 60, fifteen students achieved ascore of 65, eleven students achieved a score of 70, and four students achieved a score of 75.

Table 7 Writing Post-test Score in the Control Group

No.	Rater 1						Rater 2							Level of Competence
	C	O	V	L	M	Total	C	O	V	L	M	Total	Score	
1	3	2	2	2	3	12	3	2	2	2	3	12	60	Enough
2	3	2	2	3	3	13	3	2	2	3	3	13	65	Enough
3	3	3	3	2	2	13	3	3	3	2	2	13	65	Enough
4	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
5	2	3	3	2	2	12	3	3	2	3	3	14	70	Good
6	3	2	2	2	3	12	3	2	2	3	2	13	65	Enough
7	3	3	2	3	3	14	3	3	3	2	3	14	70	Good
8	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
9	3	3	3	3	2	14	3	3	3	2	3	14	70	Good
10	3	2	3	2	3	13	3	2	3	2	3	13	65	Enough
11	3	3	3	2	3	14	3	2	3	3	3	14	70	Good
12	3	2	2	3	3	13	3	3	2	2	3	13	65	Enough
13	3	3	2	3	3	14	3	3	2	3	3	13	65	Enough
14	3	2	3	3	3	14	3	3	3	2	3	14	70	Good
15	3	2	2	2	3	12	3	2	2	2	3	13	65	Enough
16	2	2	2	3	3	12	2	2	2	3	3	12	60	Enough
17	3	3	2	2	2	12	3	3	2	2	2	12	60	Enough
18	3	2	3	3	3	14	3	2	3	3	3	14	70	Good
19	3	2	3	2	3	13	3	2	3	2	3	13	65	Enough
20	3	3	2	2	3	13	3	2	3	3	2	13	65	Enough

21	2	2	2	3	3	12	2	2	3	2	3	12	60	Enough
22	3	2	3	2	2	12	2	2	3	3	2	12	60	Enough
23	2	3	3	3	2	13	2	3	3	2	3	13	65	Enough
24	3	3	2	2	3	13	3	2	2	3	3	13	65	Enough
25	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
26	3	2	2	2	3	12	3	3	3	2	3	14	70	Good
27	3	3	2	2	2	12	3	3	2	2	3	13	65	Enough
28	3	3	3	2	3	14	3	3	3	2	3	14	70	Good
29	3	3	3	3	3	15	3	3	3	3	3	15	75	Good
30	3	3	3	2	3	14	3	3	3	2	3	14	70	Good
31	2	3	2	3	3	13	2	3	2	3	3	13	65	Enough
32	3	3	3	3	2	14	3	3	3	3	2	14	70	Good
33	3	2	3	2	3	13	3	3	3	2	2	13	65	Enough
34	3	3	2	3	3	14	3	2	2	3	2	13	65	Enough
35	3	3	2	2	3	14	3	2	3	3	3	14	70	Good
Total						**464**						**469**	**2345**	

Table 8 SPSS 24 Analysis Pearson Correlation

Rater 1	Pearson Correlation	1	.786**
	Sig (2-tailed)		.000
	N		35
Rater 2	Pearson Correlation	.786**	1
	Sig (2-tailed)	.000	
	N	35	

**. The 0.01 level of significance for correlation (1-tailed)

The result of pearson correlation was 0.786**. It means that (1-tailed) at the level, thetest was reliable because it was lower than 0.05.

c. Normality of the Writing Test Scores in the Experimental Group

When the writer employed SPSS 24's statistics to calculate the normalcy using the One-Sample Kolmogrov-Smirnov test, it was discovered that the significant level was 0.838. Due to the fact that it was larger than 0.05, the data hada normal distribution.

Table 9 The Normality Test in the Experimental Group One-Sample Kolmogrov-Smirnov Test

	Unstandardized Residual
N	36
Normal Parameters [a,b] Mean	.0000000
Std. Deviation	5.00000000
Most Extreme Differences Absolute	.103
Positive	.076
Negative	-.103
Kolmogrov-Smirnov Z	.619
Asymp. Sig. (1-tailed)	.838

a.   Testing distribution is normal.
b.   Determined by data

d. Normality of the Writing Test Scores in the Control Group

The One-Sample Kolmogrov-Smirnov Test, which was employed by the author to calculate normality using SPSS 24, revealed that the significance level was 0.370. Because it was more than 0.05, the data had a normal distribution.

Table 10 The Test of Normality in the Control Group One-Sample Kolmogrov-Smirnov Test

	Unstandardized Residual
N	35
Normal Parameters [a,b] Mean	.0000000
Std.	5.97609455
Deviation	.155
Most Extreme Differences	.066
Absolute	-.155
Positive	.917
	.370
Negative	
Kolmogrov- Smirnov Z	
Asyimp. Sig. (1-tailed)	

a. Test distribution is normal
b. Calculated from data

e. Homogeneity Test

The homogeneity test was intendeed to describe the variance of the data in this test. The students' pre-test scores in the control and experimental group were analyzed.

Table 11 The Homogeneity Pre-test in the Experimental and Control Groups Test of Homogeneity of Variance

	Levene Statistic	Df1	Df2	Sig.
Pretest Based on Mean	.020	1	69	.887
Based on Median	.000	1	69	.993
Based on Median and	.000	1	68.768	.993
with adjusted df				
Based on trimmed mean	.009	1	69	.925

The result of test of homogeneity was 0.887. It means that the pre-test scores in the experimental and control groups were homogenuous because it was higher than 0.05.

Table 12 The Homogeneity Post-test in the Experimental and Control groups Test of Homogeneity of Variance

	Levene Statistic	Df1	Df2	Sig.
Pretest Based on Mean	1.992	1	69	.163
Based on Median	2.452	1	69	.122
Based on Median and	2.452	1	68.787	.122
with adjusted df				
Based on trimmed mean	2.017	1	69	.160

The result of test of homogeneity was 0.163. It means that the post-test scores in the experimental and control groups were homogenuous because it was higher than 0.05. In Analyzing the data the researcher was ued program statistical analysis to determine whether or not there was a significant difference in the pupils' writing ability. In order to determine whether there was a significant difference in the mean student scores between the experimental and control groups, the Independent Sample Test was solely employed to evaluate the posttest results of the students in the experimental and control groups. Experimental and control groups were compared in order to determine whether or not there was a significant difference in the students' achievement between the experimental and control groups.

Table 13 Independent Sample Test Independent Samples Test

| | Levene's Test for Equality ofVariances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
	F	Sig.	T	Df	Sig (1-tail ed)	Mean Differ ence	Std. Error Differ ence	Lowe r	Upper
Scores Equal VariancesAssumed	3.208	.07 8	2.959	69	.00 4	6.194	2.094	2.018	10.371
Equal variances Assumed			2.990	45.138	.00 4	6.194	2.071	2.023	10.366

The result outcome indicated that sig. (1-tailed) was 0.00. it was clear that there was a significant difference in the students' scores in experimental and control classes. It means that there was significant difference in the students writing scores in those groups. This indicates that the students in the experimental group made better achiecement than the control group did.

B. Interpretation

The explanation of the previous table makes clear that students' average post-test scores were greater than their pre-test scores, and that the t-test calculation of the t-obtained yielded higher findings than the t-table. It is obvious that employing visual media to improve pupils' writing skills is beneficial or effective for SMA Sriguna Palembang students. This can help students' English abilities, particularly in writing. Students are motivated to learn English by using visual media because they are interested in writing, self-assured, and add experience to their learning. A written test was employed by the researcher to gather the data. The students was asked by the researcher to draft the procedure text. Pre-test and post-test tests were administered to the sample group of students by the researcher. The pre-test administered to students prior to therapy and the post-test administered following treatment (enhancing writing ability in procedure text using picture media). Because it is a methodical way to evaluate achievement, the researcher employed a written test as an instrument. The written test also refers to a writing exercise or trial that is organized systematically to measure one's writing proficiency.

Two judges evaluated several factors that were used in the data calculation. They were mechanics, vocabulary, structure, and content. Two judges assigned scores for it. Gatot Rully, S.Pd., a teacher at Palembang's Sriguna Senior High School, served as the first judge, and the author herself served as the second. Both results of the data calculations were content (187), organization (152), vocabulary (169), language use (172), and mechanics (178), while content (215), organization (188), vocabulary (193),

language use (191), and mechanics (191) were the results of the post-test (203). After conducting the experience in instructing writing procedural texts using picture media, it could be concluded based on the findings. The pre-test average for the students was 60, and the post-test average for the students was 75. The results of this investigation demonstrated that t-table 1.667 was lower than t-obtained 3.028. It indicates that there were large discrepancies between the pupils' pre-test and post- test scores. As a result of the data, the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected. It suggests that there was a notable difference between the writing test results of the tenth grade students at SMA Sriguna Palembang who were taught using picture media and those of the students who were taught using a conventional method. The writer noticed that students were inspired to study by creating procedural texts using picture media.

The researcher used five studies as precedents for this investigation. The first study, titled "The Use of Instagram Picture Series as Media to Improve Students' Ability in Writing Procedure Text," was conducted at Madrasah Aliyah NU Sidoarjo in 2020. The research employing a quasi-experimental approach and classroom action research. The pre-test average score for the control group in the first cycle was 44, whereas it was 45.5 for the experimental group. The control group's average score in the first post-test cycle is 70, whereas the experimental group's average score is 78. They both fall short of the required minimum score of 80 known as the Kriteria Ketuntasan Minimum (KKM). So, the second post-test cycle is conducted. As a consequence, the experimental group had an average score of 82.5 whereas the control group received a score of 74. It may be said that using Instagram picture collections as instructional media has significantly improved students' capacity to write procedural text.

The second study, "The Effectiveness of Pictures in Enhancing Writing Skill of Senior High School Students," was completed by Sakkir (2020) at SMAN 2 Panca Rijang Sidrap. The research was conducted utilizing a quantitative approach and a quasi-experimental methodology. According to the findings of the study, there is no discernible difference between the control and experimental classes' pretest results because the probability value is larger than alpha () (0.08 > 0.05). The researcher discovered that the degree of freedom (19) and the p-value (0.04 < 0.05) on the posttest of the control and experimental classes. The posttest mean scores for the experimental and control groups were found to be significantly different. The null hypothesis (Ho), of course, was rejected, and it was clear that the alternative hypothesis (H1) was adopted. Thus, it can be said that the illustrations improve the writing abilities of senior high school students.

The third study, "The Effect of Using Picture Media on Students' Writing Skill at Grade X of SMAN 1 Pulau Rakyat in Academic Year of 2019/2020," was conducted at SMAN 1 Pulau Rakyat by Nasution S. M. in 2020. Quantitative research is used as the research methodology. The study's findings indicate that the experimental group's mean was 73.6 and that in the baseline was 6.00. The test's validity in the control group was 0.60 (sufficient), whereas it was 0.82 in the experimental group (very high). Using

visual materials during teaching has a considerable (30>1.67) impact. It indicates that the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, it can be said that pupils who were taught utilizing visual materials had improved writing abilities. The results imply that educators should take into account employing visual materials when instructing students.

The fourth study, "Using Picture Media to Enhance Writing Ability in Procedure Text," was published by Ameliah et al. in 2019 at SMAN 2 Takalar. The study was conducted in a classroom setting. The pupils' subject achievement score for cycle I was 7.77. On the other hand, cycle I students' organization achievement was 7.5. The results showed that the students' writing ability success in cycle I met the standard target achievement KKM 7.5. Based on the aforementioned fact, the researcher came to the conclusion that picture media could enhance students' writing skills in procedural texts in SMAN 2 Takalar's eleventh grade.

And the most recent study, "The Implementation of Pictures Media to Improve Paragraph Writing Skill," was conducted by Sulastari (2019) at SMAN 1 Magetan. The study was conducted in a classroom setting. The findings showed that 30 students, or 88.20%, were able to earn a passing mark, while the remaining 4 pupils, or 11.80%, were still unable to do so. Thus, it can be inferred that using images as media will help students write better paragraphs. As a result, it is advised that teachers employ pictures as a powerful medium to help their pupils write paragraphs more effectively. It is therefore abundantly obvious that visual media contribute significantly to kids' writing abilities.

In line with the result from research that has been done by the writer and supported by several previous studied, the use of this picture media was very effective and become one of the solutions to enhance students' ability, especially in writing. This can be a solution to enhance students' writing ability using picture media.

CONCLUSION

According to the results, the experimental group's post-test mean score for students was significantly higher than the control group, with a mean score of 75 for the experimental group students compared to a mean score of 67 for the control group. The result was 3.028, which was greater than the t- table, and the crucial value was 0.05 significant threshold for a two-tailed test with 69 (df) was 1.667. As a result, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because the t-obtained value was higher than the t-table. It was determined that at SMA Sriguna of Palembang, students in the tenth grade who were taught using picture media and those who were taught using a conventional method had significantly different writing test scores.

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